

**St Augustine's College,
AUGUSTINE HEIGHTS**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

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Principal's foreword

The 2021 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, school funding, workforce composition and student performance.

St Augustine's is a P-12 co-educational Catholic College which opened in January 2003 and is located in Springfield, the rapidly developing corridor between Brisbane and Ipswich. St Augustine's has an enrolment of 1470 in 2021 and serves the community in all surrounding areas and as far away as Greenbank and Forest Lake. Augustinian spirituality pervades College life. The College Vision is expressed succinctly in the motto 'Think, Learn, Love, Serve, and Value Life'. College values that are promoted among students, staff and parents include: spirituality; respect; honesty and trustworthiness; care and compassion; responsibility; understanding, tolerance and inclusion; social justice; and personal best. At St Augustine's, our spirituality, values and vision are lived out on a daily basis in curriculum, relationships, celebrations, events and awards, and in underlying structures such as the Student Behaviour Support processes. Everyone speaks the language of the 10 PBs which can stand for "personal bests" or "positive behaviours". The College operates in a seamless P-12 manner with curriculum fully aligned across the 13 year levels, one timetable and regular-whole College events, including Assemblies, Opening and Closing Masses, Lent and Easter, St Augustine's Week, Book Week, Mental Health Week, and so on. St Augustine's is non-academically selective, serving the local and wider regional community, and seeks to provide opportunities for all in its academic and vocational pathways, its dance, performing arts and sporting programs, community service and social justice initiatives.

School progress towards its goals in 2021

The 2021 school year continued to present challenges due to the Covid-19 pandemic with schooling and regular College events needing to be cancelled or postponed and modified throughout the year. Staff flexibility on curriculum presentation via face-to-face teaching and the use of technology was constantly changed at various times of the year.

The College achieved most of the goals articulated on the 2021 Annual Improvement Plan (AIP) and there was a school improvement review held in July that provided positive affirmations and areas of further improvement. The goals achieved from the 2021 AIP were placed under four categories and below is a list of accomplishments.

Catholic Identity

- Professional development sessions occurred with staff on developing an understanding of the Catholic Perspective on Human Dignity and the Core Augustinian Values using professional development days, twilight and staff meetings.
- In collaboration with staff and students a new Middle and Senior Years behaviour matrix has been developed that is based on the Augustinian values.

- The Care Matrix has been developed and embedded in Early and Junior Years.
- Teachers have developed units of work, assessment tasks and learning experiences that embed the Augustinian values and Catholic Social Teachings – examples include English, Religion, Business and Japanese.
- Students have named and communicated an understanding of the Augustinian values and Catholic Social Teachings in assessment tasks and learning experiences this year – examples include English, Religion, Business and Japanese.

Wellbeing

- Teachers implemented strategies from ACARA's Personal and Social Capability learning continuum to develop student social and physical capabilities (Early Years).
- Strategies were used to improve attendance and a sense of belonging in students including class blogs, term outlines, engaging learning experiences (Early Years/Junior Years), Circle time and class affirmation activities (Middle Years), Home Group activities (Senior Years), and a range of strategies in consultation with student voice in Senior Years Mathematics.
- A review was conducted of the Middle and Senior Years Pastoral Plan and changes were made to the 2021 program to give students greater ownership and a sense of belonging – staff and student voice were used to develop these changes.
- A mentoring/coaching/induction program was established for Year 11 students offering support to Year 7 students.
- Students in the Middle Years were provided with opportunities to experience Senior Years Science subjects as a way to assist with transition into the Senior School.
- Student voice was utilised to gain feedback on the current transition from Middle Years into Senior Years. From this a new transition plan was developed to support student transition into Senior Years at the end of 2021.
- A pathway is being developed for students with a disability to transition into the workforce and/or further education.
- Staff and student voice is being activated to explore ways that the House System could be expanded to include a broader range of activities.
- Deadly Crew meetings and activities have continued to evolve in 2021 – story poles and artwork activities.
- A Reconciliation Action Plan has been developed and progress has been reported to the College community.
- Incorporation of First Nations' perspectives has been integrated into units of work (Year 7 Food Technology, Year 10 History) and Home Group activities.
- An Early Career Teacher (ECT) program has been established at the College and continues to be adapted and modified based on ECT feedback.
- Engage data has been used by the Pastoral Centre Middle Leader to report to Head of School and Pastoral Leaders to identify areas of concern and success, and to plan activities and interventions.
- A positive affirmation capability in the College Wellbeing App has been trialled with staff to enable them to send parents/students an affirmation for positive behaviour.
- In 2021, the entire College staff collaborated in devising and developing goals. Staff then developed their own related goal and coached each other to attain this goal. They shared their goals and evidence in a collaborative OneNote.

Learning and Teaching

- Professional development sessions have been conducted with staff this year on developing an understanding of differentiation. Many teachers set personal goals around developing differentiation strategies for their classes and have produced resources and devised engaging differentiated learning experiences.
- A new Personalised Support Plan, providing quality information to teachers to make appropriate adjustments to learning, has been developed.
- Staff have been involved in collaborative planning for the Australian Curriculum in Early and Junior Years (English) and Middle Years curriculum (English, Religion, Humanities, Mathematics) teams.

- Assessment Tasks have been differentiated to make them accessible to all learners in the Middle Years (Religion, Humanities, Mathematics).
- Teachers have been involved in planning for differentiated learning with Support Teachers: Inclusive Education (ST:IEs) in Early, Junior, Middle and Senior Years.
- ST:IEs have supported staff in differentiating for their learners by providing access to resources, information sheets, online learning resources, team teaching and modelling strategies.
- Data analysis has been presented, modelled, and used in conversations, as well as to identify learning deficits, as well as success, and to plan for future learning and teaching (Curriculum Team Prep to Year 5, Middle and Senior Years data walls, NAPLAN and PATR results).
- The Middle Learning Leader has worked with Middle Years teachers to develop their understanding and skills in improving writing through activities that differentiate the learning and address data identified writing deficits (spelling and sentence structure).
- Middle and Senior Years teachers with the Middle and Senior Years Learning Leader identified students through data to focus on in Review and Response meetings aimed at improving student writing. These documents and strategies were then shared with the Middle and Senior Years staff at the Term 4 Twilight.
- Early and Junior Years teachers have also developed engaging writing lessons to improve student writing skills. Improvement has been evidenced by the data. Classroom Walks and Talks have enabled teachers to receive valuable feedback.
- New approaches to structuring assessment have been trialled based on student voice and inquiry into anxiety surrounding assessment (Middle Years History).
- Staff and student voice has been used to capture an understanding of a Vision for Learning at the College and to articulate a clear vision.
- Senior Years teachers have developed new skills and approaches to teaching aspects of the new Senior Years curriculum to their students (Digital Solutions, Psychology, Engineering).

Sustainability

- Teachers have developed strategies and initiatives to conserve resources and care for the school environment (Prep litter, reduce waste/recycle in the kitchens, reduce paper use).
- 2022 budget developed.
- HR review completed – reflected in 2022 staffing.
- Technology audit of the College completed.
- 2022 iPad and MacBook fleets sourced through a new provider. Second-hand MacBook fleet secured for Middle Years technology subjects.

College affirmations

A School Improvement Review was performed from a panel from Brisbane Catholic Education in July 2021. Below is a list of affirmations about the College:

- The Annual Improvement Plan's agendas are reflected implicitly in the College's professional learning program.
- Staff morale is generally high with a strong culture of mutual support and rapport between staff and the College LT.
- Staff and leaders identify a strength of the College is the level of personal support provided by colleagues and leaders.
- College staff are professional and committed to developing knowledge, understanding and application of the Australian Curriculum and QCAA Syllabi, content and the Australian Curriculum Achievement Standards.
- The College has curriculum expertise in positions of leadership and influence, guiding planning and curriculum implementation.
- The College has clear expectations and evidenced practices in the creation, documentation and alignment of curriculum across all phases of learning.
- A College wide data plan, with strong specificity to literacy, is in place which lists the data tools, timeframes and expected actions across the College.
- College staff feel a strong commitment to serving the needs of students with disabilities.
- Programs to meet the diversity of students are prioritised within the College.

- Student behaviour is highly variable across the phases of learning affecting full engagement by learners, as a result, teacher response across classrooms and year levels is inconsistent.
- The College has partnerships in the community to provide pathways and support for students through their senior years and into their further destinations.
- Human and physical resources are targeted to meet student learning needs.

Future outlook

The panel also listed key recommendations to incorporate in the 2022 Annual Improvement Plan:

- Review college pastoral and behavioural support processes to embed a shared language and strategies to support the full engagement of learners. Identify a set of behaviours that can be explicitly taught, allowing for interventions that encourage behavioural adjustment and improved student engagement.
- Use student data on academic performance and behaviour to identify a narrow and sharp improvement agenda for students. Agree on the measures, set timelines and specific roles for the monitoring of progress and success.
- Develop consistency of understanding and practice in data literacy using a range of data to explore and verify patterns of achievement, diagnose gaps, and address through teaching strategies to validate student learning progress.
- Continue to engage staff in professional learning teams to improve effective and expected teaching practice. Ensure learning is aligned to the Australia Curriculum and other approved curriculums. Strengthen staff understanding and confidence in making A – E judgements aligned to the curriculum.
- Establish the implementation of a college-wide pedagogical framework inclusive of teacher observation and feedback. Develop college-wide commitment to observation and feedback, to support teacher engagement and address the variations in teacher practice.
- Create a coordinated approach to differentiation with a particular emphasis on high performance learners and students who require extension and challenge. Implement a strategy to share best practice and model targeted teaching approaches.

Our school at a glance

School profile

St Augustine's College is Co-educational Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1470	761	709	47

Student counts are based on the Census (August) enrolment collection.

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 Prep to Year 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 a wide range of wellbeing support initiatives that include Second Step and Pastoral care programs. These programs complement the comprehensive whole College Wellbeing Plan that includes a Pastoral Care curriculum.

Students are vibrant and responsive with their learning journey. 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 implementation

Curriculum overview

- The Australian Curriculum is implemented across Prep to Year 10, which includes all eight learning areas of English, Mathematics, Science, HASS, The Arts, Technologies, HPE and Languages.
- We are preparing for implementation of Version 9.0 of the Australian Curriculum, anticipated to take place in 2023.
- A variety of VET certificate courses are offered, ranging from Certificate I to Certificate IV level.
- There is a particular emphasis on the key general capability of literacy in all subjects.
- There is a strong focus on Differentiation, with teachers catering for the diversity of students in their classrooms. This is an entitlement for all students and a key component of Effective First Teaching.
- Curriculum is focused on real life, engaging tasks that equip students with transferable, 21st-century skills.

Extra-curricular activities

- A camp/retreat program for Junior, Middle and Senior Years students utilising a range of providers and outdoor venue experiences across Southeast Queensland. The camps include active adventure activities, cycling and high ropes to cultural, hospitality, farming, and beach related experiences.

- Students in Middle and Senior Years experience a retreat which can involve outside providers that have a catholic or personal development theme.
- Social Justice and community opportunities including work with Rosies and support for the work of Vinnies and Caritas Australia.
- Student Voice Program for Middle and Senior Years students organised through Brisbane Catholic Education.
- Year 10 experience a work placement opportunity for the duration of one week and this assists with the SET Plan process when choosing career pathways and subjects for Year 11 and 12.
- Participation of the Southeast Catholic Colleges Association (SECA) for Years 7 to 12 with a range of sports including Rugby League, Netball, Soccer, Tennis, Theatre Sports and Touch Football.
- Participation in the local primary school sporting gala day competitions in Term 2 and 3 which involve Year 3 to 6 students across various sports.
- Sports including Swimming, Athletics, Cross Country for all students in a carnival-based atmosphere.
- Confraternity Shield Rugby League and Queensland Independent Secondary School Netball competitions for Senior Year students.
- Numerous opportunities for Dance, Drama and Choral work in a variety of settings and competitions including the Ipswich dance Eisteddfod and Queensland Catholic Schools Music Festival
- The College hosts performing arts and visual arts evenings for parents and friends to attend.
- Middle and Senior Years students enter the local debating competition held by St Marys College Ipswich.
- The SECA sport program also incorporates a Chess competition which students participate.
- Students compete in the State Readers' Cup Challenge

How information and communication technologies are used to assist learning

Digital technologies is both a standalone subject offered at the College from Prep as well as a pedagogical strategy to engage and inform students. Students use a range of programs and applications to develop their digital literacy and to access the curriculum. An example is Studiosity, an outside school hours feedback and learning support program used by students from Years 9 to 12. The College is also undertaking a trial of Education Perfect. This is a platform that provides activities aligned to the Australian Curriculum from Years 7 to 10 and the QCE in Years 11 and 12.

Students in Years 6 to 12 are provided with online safety training. Online learning is also an integral part of all VET courses offered at the College.

Students have 1:2 access to iPads in Prep to Year 5. Students in Years 6 to 8 have 1:1 iPad access. Students in Years 9 to 12 have 1:1 MacBook access. From Years 7 to 12, students take home these devices as well as using them at the College.

Professional Development in ICT is available to staff both formally and informally. Experts on the college staff run workshops and provide informal advice to staff on a range of ICT skills, applications and the Office365 suite. See Saw (Prep to Year 5), Teams and OneNote are widely used across the College to communicate, collaborate, provide feedback and access resources.

Social climate

Overview

We have always been a community that has welcomed family and friends to share our schooling environment. The College works strongly towards an inclusive community of students, staff and parents in a welcoming atmosphere. 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.

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There is a strong Pastoral Care structure including an Assistant Principal Student Wellbeing, two Assistant Principals Religious Education, five Pastoral Coordinators, three Guidance Counsellors and Prep to Year 5 staff that lead the Second Step 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 to develop more appropriate ways to interact with each other in the spirit of restorative justice.

The College has a Student Wellbeing Plan with a Student Behaviour Support policy that focuses on restorative practices, staying safe at school, Positive Behaviour for Learning and the College values 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.

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, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	96.7%
School staff demonstrate the school's Catholic Christian values	96.0%
Teachers at this school have high expectations for my child	88.4%
Staff at this school care about my child	91.5%
I can talk to my child's teachers about my concerns	90.2%
Teachers at this school encourage me to take an active role in my child's education	81.7%
My child feels safe at this school	89.6%
The facilities at this school support my child's educational needs	92.1%
This school looks for ways to improve	89.1%
I am happy my child is at this school	86.8%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	71.5%
I enjoy learning at my school	85.3%
Teachers expect me to work to the best of my ability in all my learning	95.8%
Feedback from my teacher helps me learn	91.9%
Teachers at my school treat me fairly	81.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	61.4%
I feel safe at school	82.3%
I am happy to be at my school	79.7%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	90.9%
School staff demonstrate this school's Catholic Christian values	89.9%
This school acts on staff feedback	63.5%
This school looks for ways to improve	83.3%
I am recognised for my efforts at work	65.2%
In general students at this school respect staff members	74.7%
This school makes student protection everyone's responsibility	95.2%
I enjoy working at this school	87.7%

'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 encourages families to work as partners in the education of their children, including through participation in wider school life.

Twice-yearly parent teacher interviews are well attended by parents and caregivers, with typically in excess of 1500 interviews being held at each event. In addition, staff and parents connect frequently through email, social media (Class Blogs) and other face-to-face meetings and parent information evenings throughout the year. The College works in consultation with families to plan for adjustments for students with diverse needs in the development and annual review of Personalised Support Plans.

Parent and community input into the strategic direction of the College, as well as significant events such as the College fete occurs through the Parents and Friends Group and the College Board, both of which meet monthly. The College enjoys great support for major events like the Biannual Fete (unfortunately cancelled in 2022 due to Covid uncertainty) and other opportunities through the College P&F association and the College Board. Every two years our parent organisation and Brisbane Catholic Education conducts a BCE Listens survey for the 144 schools and colleges in the archdiocese. In 2020, the College survey results indicate high community satisfaction, both against BCE schools generally and compared to other P -12 Colleges.

The College fosters connections with the wider community, including a close involvement with the Our Lady of the Southern Cross parish and a variety of social justice partners including Rosies Friends on the Street and St Vincent De Paul. Connections with local businesses continue to be made and strengthened through the College's Work Experience and Careers programs. In 2021, the College became a Gateway school for Health which focuses on creating strong links between the school and organisations in the Health Sector.

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.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	110	53
Full-time Equivalents	103.1	40.8

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	22
Graduate diploma etc.**	13
Bachelor degree	73
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Continuing to support the implementation of new QCE system, including training as Endorsers, Confirmers and External Markers.
- Supporting the implementation of Version 9.0 Australian Curriculum with teachers involved in ACARA curriculum reviews.
- NCCD training and moderation.

The proportion of the teaching staff involved in professional development activities during 2021 was 84.95%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.5% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.5%

Average attendance rate per year level			
Prep attendance rate	91.6%	Year 7 attendance rate	94.0%
Year 1 attendance rate	94.1%	Year 8 attendance rate	93.2%
Year 2 attendance rate	94.0%	Year 9 attendance rate	92.7%
Year 3 attendance rate	93.5%	Year 10 attendance rate	92.2%
Year 4 attendance rate	92.4%	Year 11 attendance rate	92.5%
Year 5 attendance rate	93.5%	Year 12 attendance rate	95.3%
Year 6 attendance rate	94.1%		

*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.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	92.6%

Description of how non-attendance is managed by the school

Roles are marked in every lesson by Secondary teachers and twice a day by the Primary teachers. Daily attendance, late arrival and early departures' reports are generated daily to be followed up by teachers. These are discussed at Pastoral Leaders' Meetings weekly. Students who are attending less than 90% are monitored by their Homeroom teacher and Pastoral Leaders and if necessary, a meeting is held with the Assistant Principal Student Wellbeing. If students have an unexplained absence or an unexplained late arrival on a particular day, a parent will be notified via a text message. The implementation of the late arrival text has markedly decreased late arrivals by Senior Years students.

Initially the Homeroom 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 Homeroom teacher will still contact home to offer support. If absenteeism continues, a Pastoral Leader and the College Assistant Principal Student Wellbeing 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 the 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	120
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	87
Number of students awarded a VET Certificate II or above.	109
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Number of students receiving an ATAR	59
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	90%

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education’s website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

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.

Early leavers information

42 young people left St Augustine’s College during 2021 from Years 10, 11 and prior to completing Year 12. Their destinations included 17 students who left to continue their secondary education at another Queensland school (including 6 who relocated to other areas), 5 who left to continue study at TAFE or another Registered Training Organisations, 4 who moved interstate or overseas, 9 who gained employment/Traineeships or Apprenticeships, 1 who left for personal/medical reasons and 6 whose reason was unstated. St Augustine’s has a comprehensive Careers and SET Planning process which includes identifying one or more desired future career pathway. This includes support for students who the College identifies as being at risk of not transitioning into further work or study/training.