

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

Annual Report 2020

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

Contact information

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Principal's foreword

The 2020 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.

School progress towards its goals in 2020

The 2020 school year did present challenges due to the Covid-19 pandemic. Staff quickly needed to shift methods of teaching to an online version and accessibility to our community changed due to the restrictions. Most of the 2020 College goals were achieved or still progressing in a positive manner, but there were some goals not achieved due to disrupted learning during the year or a lack of connection with the community. Incorporating Catholic perspectives in our curriculum and retreat programs progressed well with staff regularly supported by our Religious Education team and Curriculum Leaders. Staff formation of the Augustine story and Catholic perspectives continued with further professional development opportunities. Unfortunately, due to Covid restrictions, opportunities providing service learning for students was difficult and our Reconciliation Action Plan (RAP) has been delayed until 2021 as we saw it essential to involve members of our greater community to take part in this process.

The College literacy targets were not completely achieved across Prep to Year 10, but more professional development was provided to staff on deepening the understanding of the ACARA achievement standards and what expectations are in writing for each year level. Also, more professional development has been provided to staff on reading comprehension through the English curriculum and this has increased capacity on teaching and measuring reading comprehension.

Staff have completed professional development on understanding cognitive verbs and unit planning has seen an increased usage of these verbs with learning intentions, success criteria and teaching sequences. This overall planning has provided clearer steps with preparation to senior schooling. The new Queensland Certificate of Education (QCE) and Tertiary Entrance systems continues to be implemented smoothly with staff displaying high confidence with teaching. Senior students have been provided with more support with study and post school options both with university and vocational opportunities.

The College has increased recording devices to measure electrical and water usage output and a study was completed around high energy usage. There is more direction provided on how we use our resources at any given time across the campus. This data allows the College to make decisions which are environmentally responsible and cost effective. The planned revitalised Bloxidge Centre (Resource/Library Building) project is also near completion with students already engaged in this new facility. Outside gardens and a First Nations meeting space will be completed throughout 2021.

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.
- Continue to build strong Catholic identity through the Jesus and Augustine story focusing on Catholic perspectives, service learning and staff and student formation.
- Work towards embedding a distinctive Catholic perspective in the Relationships and Sexuality Curriculum across various curriculums throughout Prep to Year 10.
- Continue to complete our Reconciliation Action Plan (RAP)
- Develop a strategic plan to implement more literacy intervention throughout the College
- Build teacher capacity to improve student literacy by providing more training with the Write that Essay (WTE) program .
- Continue to embed the three High Yield teaching strategies: Data Walls, Walks and Talks and Review and Response Building for a Sustainable Future.
- Continue the development of the new Senior Schooling curriculum and provide extended learning options that are available for all students.
- 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.
- Continue to implement the new College Masterplan especially in the area of eco-sustainability and the Bloxsidge entre (Library).
- Continue our focus on attendance data educating families on the importance of coming to school every day.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2020: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	1471	759	712	16

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.
- 2019-2020 saw the implementation of the new QCE system in senior secondary. All QCAA guidelines and requirements are adhered to, with a variety of General, Applied and Applied (Essential) subjects offered.
- 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 Visible Learning strategies, with teachers regularly evaluating their impact in the classroom and adjusting their pedagogy in response to what they see.
- Curriculum is focused on real life, engaging tasks that equip students with transferable, 21st-century skills.

Extra-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 of programs and applications to develop their digital literacy. An example is Studiosity, an outside school hours feedback and learning support program used by students from Grades 9 – 12. Students in Grades 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 Prep – 5. In Grades 6 – 7 students have 1:1 iPad access. Students in Grades 8 – 12 have 1:1 MacBook access. From Grades 7 – 12 students take home these devices as well as use 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 Office 365 suite. See Saw (P – 5), Teams and OneNote are widely used across the College to communicate, collaborate, provide feedback and access resources.

Social climate

Overview

The 2020 school year challenged our community with the required isolation practices regarding the Covid -19 restrictions. We have always been a community that has welcomed family and friends to share our schooling environment and this practice was sadly missed throughout the year. The College has always worked 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. This was continued during 2020 in difficult conditions.

There is a strong Pastoral Care structure including an Assistant Principal Student Wellbeing, seven 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 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.

Parent, student and staff satisfaction

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

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	93%	97%
School staff demonstrate the school's Catholic Christian values	94%	96%
Teachers at this school have high expectations for my child	90%	88%
Staff at this school care about my child	94%	91%
I can talk to my child's teachers about my concerns	91%	90%
Teachers at this school encourage me to take an active role in my child's education	87%	82%
My child feels safe at this school	93%	90%
The facilities at this school support my child's educational needs	NA	92%
This school looks for ways to improve	86%	89%
I am happy my child is at this school	88%	87%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	71%	72%
I enjoy learning at my school	84%	85%
Teachers expect me to work to the best of my ability in all my learning	87%	96%
Feedback from my teacher helps me learn	94%	92%
Teachers treat students fairly at my school	76%	82%
If I was unhappy about something at school I would talk to a school leader or teacher about it	82%	61%
I feel safe at school	87%	82%
I am happy to be at my school	85%	80%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	96%	91%
School staff demonstrate this school's Catholic Christian values	98%	90%
This school acts on staff feedback	89%	64%
This school looks for ways to improve	91%	83%
I am recognised for my efforts at work	80%	65%
In general, students at this school respect staff members	90%	75%
This school makes student protection everyone's responsibility	99%	95%
I enjoy working at this school	96%	88%

Family and community engagement

- The College continues to obtain strong enrolment numbers from our community, highlighting that St Augustine's College is a school 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 Biannual Fete (unfortunately cancelled in 2020 due to Covid) 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.
- 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.

Environmental footprint

Reducing the school's environmental footprint

During 2020 the College has initiated 4 operational goals to reduce our environmental footprint.

1. Site water monitoring software reporting parameters have been refined to provide targeted usage information. This has been used to successfully locate water leaks around the site.
2. The top 10 high energy use buildings have had light fittings replaced with energy efficient LED.
3. Creation of targeted outdoor learning areas which featured the planting of several mature trees.
4. Engagement of an Electrical Engineer to recommend, provide cost / benefit analysis and education on a whole of College Building Management System (BMS) to allow electrical load to be monitored on a per building basis. Includes power shedding ability.

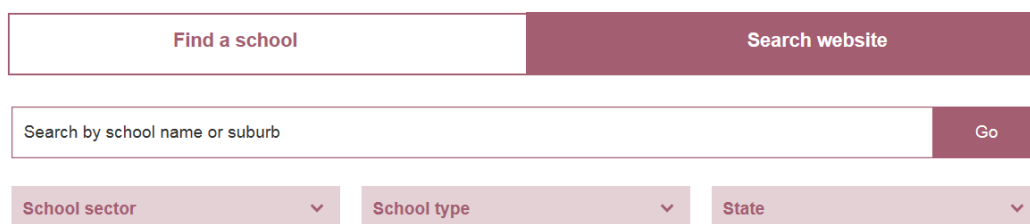
School funding

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	113	69
Full-time Equivalents	103.3	51.3

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	9
Graduate diploma etc.**	
Bachelor degree	84
Diploma	20
Certificate	8

*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 QCAA syllabuses, including preparing students for External Assessment.
- Building teacher capacity with ICT, including the use of iPads in classrooms.

- NCCD training and moderation.

The proportion of the teaching staff involved in professional development activities during 2020 was 92%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.5% of staff was retained by the school for the entire 2020.

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1% and years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	92.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.4%

Average attendance rate per year level			
Prep attendance rate	95.0%	Year 7 attendance rate	94.1%
Year 1 attendance rate	94.3%	Year 8 attendance rate	91.9%
Year 2 attendance rate	93.9%	Year 9 attendance rate	92.6%
Year 3 attendance rate	94.7%	Year 10 attendance rate	91.6%
Year 4 attendance rate	94.0%	Year 11 attendance rate	90.9%
Year 5 attendance rate	94.3%	Year 12 attendance rate	90.2%
Year 6 attendance rate	94.5%		

*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 (2020) student cohort	95.8%%

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 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 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 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 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.
- There is the 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. In 2020, the "Most Improved" attendance certificates were introduced. Strong connections with Home Room /Class teachers, students and their parents and carers has helped improve 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	2020
Number of students receiving a Senior Statement	143
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	142
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	107
Number of students awarded a VET Certificate II or above.	110
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	99.30%
Number of students receiving an ATAR	71
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	94%

As at March 2020. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2021. 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

31 young people left St Augustine's College during 2020 from Years 10, 11 and prior to completing Year 12. Their destinations included 7 students who left to continue their secondary education at another Queensland school (including 2 who relocated to other areas), 10 who left to continue study at TAFE or another Registered Training Organisation, 6 who moved interstate or overseas, 3 who gained employment/Apprenticeships, 3 who left for personal/medical reasons and 2 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.