



# St Augustine's College Kyabram

2022

Annual Report to the School Community



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## Minimum Standards Attestation

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### Vision Statement

We seek to educate the whole person as a contributing member of the human community in Christ.

### Mission Statement

Our mission is to work collaboratively with our school community to provide all our students with the opportunity to succeed and to be filled with hope for the future.

Formed by our belief in the dignity and sanctity of each person, we commit to working actively as a community to provide a safe and nurturing environment for all students to feel safe and be safe as part of their educational experience at St Augustine's College.

### Graduate Outcomes

St Augustine's College is a community where individuals are encouraged to have the strength and faith to know and live the gospels in a learning environment where the dignity of each person is valued and personal excellence is celebrated.

St Augustine's College endeavours to educate graduates to:

Be self-directed, responsible, lifelong learners who have the confidence to take their own path and reach their full potential;

Be resilient and confident whilst maintaining a positive attitude to others;

Be empowered with the knowledge and skills to enact their right to feel safe and be safe;

Develop the knowledge and skills to live as effective, self-reliant and contributing citizens;

Have a social conscience inspired by gospel values and live justly;

Have a genuine care and respect for the environment; and

Be full of hope, integrity, dignity and compassion for self and others.

## College Overview

St Augustine's College is a vibrant learning community strengthened by inter-generational relationships and local partnerships. We are proud of our long-standing heritage of providing excellent educational opportunities for families in Kyabram and surrounding areas. The F-12 College offers a well-rounded learning experience for all, and interaction between year levels is promoted and fostered.

St Augustine's, first and foremost, is a Catholic School that provides students with relevant and engaging opportunities to deepen their faith and spirituality. Students are encouraged to look beyond themselves, putting their faith into action. Through involvement in our social justice programs, students are challenged to become socially conscious, counter-cultural in their thinking and empowered to contribute positively to society by promoting inclusive justice and solidarity.

The College is a learning community that provides a contemporary, holistic and liberating education that challenges, nurtures and inspires students from Foundation to Year 12 to be aspirational regarding their future. Students are encouraged to strive to achieve their personal best, developing the necessary knowledge, skills and attitudes to flourish in an ever-changing world.

St Augustine's acknowledges that the pastoral care and wellbeing of students are paramount to promoting quality learning. The development of positive relationships between teachers, students and families remains a focus to promote a nurturing environment in which all students feel safe and supported in their learning. Knowing each student is crucial and enables effective understanding through our Wellbeing and Student Learning frameworks. All our students are challenged and supported to be their best selves. The SOLE (Self, Others, Learning, Environment) approach teaches students through a positive behaviour support framework where expectations are articulated and mistakes are viewed as learning opportunities.

St Augustine's College is a comprehensive school providing diverse learning experiences in the classroom through the broad range of subjects offered. These learning experiences are supported by a diverse selection of extra-curricular, sporting, cultural and religious experiences, allowing all students to demonstrate their talents in various ways.

## Principal's Report

I would like to acknowledge the outstanding results of our graduating class of 2022. Our Dux for 2022 was Jordan O'Neill with a remarkable ATAR of 96.8. In addition to this achievement, over 30% of our students achieved an impressive ATAR of 80 and above, and most pleasing, over 95% of our students have received a University placement for 2023. These are excellent results for our students, having demonstrated great resilience and commitment towards their learning. I also wish to acknowledge the exceptional efforts of our teaching staff that have led to these outstanding results.

To strengthen the relationship between parents and the College, St Augustine's College re-engaged our Family Community Partnerships program. The aim of the Family Community Partnerships framework is to build sustainable and effective partnerships between all members of the school community, including school leaders, staff, families and students. Kylie Morrissey, our Deputy Principal (Catholic Identity and Community) leads this wonderful initiative.

Despite the impact of COVID in 2022, St Augustine's was still able to provide a wealth of extracurricular activities for our students across Foundation to Year 12. Camps, retreats, sporting events, parent presentations, excursions, incursions, Mother's Day breakfast, NAPLAN, ANZAC Art Display and Exhibition and Reconciliation Day are just a few of the key events that took place in Term 2. Our calendar will continue to be just as eventful with many exciting activities, sports and celebrations for all of our students.

## Catholic Identity and Mission

### Goals & Intended Outcomes

As a College, our 2022 Goals from our Annual Action were to:

- Provide opportunities for staff and students to explore Brigidine and Augustinian spirituality.
- Explore the Catholic Social Teachings principles underpinning social justice action through professional learning.
- Provide regular opportunities for students, staff and parents to participate in liturgical celebrations.
- Upskill Religious Education Leaders to equip them to deliver professional learning for teachers of Religious Education in areas including Share Christian Praxis, Source of Life Curriculum and Godly Play.

### Achievements

#### Augustinian and Brigidine Charisms

Our College drew on the expertise of Renee O'Brien from Kildare Ministries at the start of 2022. Renee presented to all staff on the topic of Brigidine Spirituality. She provided staff with an understanding of the key events, myths and stories of Saint Brigid's life and what these have to offer those working in Brigidine communities today. Kevin Lawlor (CES Ltd) complimented this learning throughout the year, who presented on Saint Augustine, the man, the ministry, and the thought. Whilst this session was optional, there was a good take up from staff who are seeking the Gain Accreditation to Teach in a Catholic School, to Maintain Accreditation to Teach Religious Education.

#### Catholic Social Teachings

Ongoing formation in the area of Catholic Social Teaching for staff and students occurred in 2022 through Staff Meetings, Staff Prayer and other opportunities. Our College continued with its term-based approach to awareness and fundraising. St Augustine's College raised \$2,322.20 for Caritas through our Project Compassion activities which our Catholic Social Teaching Leaders led in Term 1.

Further social justice actions occurred throughout the year, with two staff meetings occurring to explore Catholic Earthcare. St Augustine's College registered as an Earthcare School and was commissioned at the Diocesan Laudato Si Action Plan Launch at Nathalia in May. In addition, a small group of staff came together to discuss everything about the College's environment. This led to implementation of the Leave No Trace Kit, a litter reduction initiative across the whole College. This is a short-term band-aid solution, and a more strategic approach to waste reduction is needed in the future.



## VALUE ADDED

- Development of the Parish Partnership Luncheons to facilitate a positive relationship between the parish and College communities.
- Alma Limbrick, a former Pastoral Associate, addressed all staff at a Staff Meeting and invited them to be a part of the Parish community
- Partnerships forged with Vinnies Kyabram Op-Shop Manager (Lisa Wade-Tenace), and Wayne Mulchay (Treasurer) who spoke to students about their ministry and how students are best placed to contribute locally.
- Our College community created 'Care Buckets' and the College Captains and Catholic Social Teaching Leaders joined Carolyn Goode and Kylie Morrissey distributing these directly to flood-affected homes during the October 2022 floods in Rochester.
- Altar Server Training was provided by Marg Cocks to prepare Altar Servers for 2023
- Whole College Colour Run raised money for the Brigidine Asylum Seeker Project in Term 4
- Students in Year 5 and above, as well as all staff undertook the ECSI Survey
- Mother's Day Liturgy F-4 Community
- Staff and students were commissioned as FIRE Carriers at our Sorry Day Mass, celebrated by Bishop Shane Mackinaly on 26 May.
- Religious Education Learning Leaders led a Recontextualising Pedagogy PD and attended the Sandhurst RE Network Days to upskill
- Engaged Colleen Hampson (CES RE Team) to support the Year 1|2 and Year 3|4 teaching teams to improve their curriculum and practice
- Graduation Mass was held in the Church for the first time since 2019
- The Year 5&6 Team led the Life Relationships (CEPD) unit for parents and students to support the learning in the classroom.

## Learning and Teaching

### Goals & Intended Outcomes

To ensure a guaranteed viable curriculum for ALL students through:

- Mapping of literacy and Numeracy learning sequences and assessment to establish consistent, evidence-based practice throughout the College,
- Mapping of assessment schedules to support and inform progress and learning sequences.

### Horizon 2024 Commitment 1 & 2

Continue the implementation of research-based strong instructional practices in line with our Latrobe University SOLAR partnership.

### Horizon 2024 Commitment 3

Develop strong partnerships between Student Learning and Professional Practice and Wellbeing to enhance learning experience for our students.

### Horizon 2024 Commitment 1

Review of programs with the intention to enhance and progress all students along the continuum of learning.

Investigate the options to broaden curriculum offerings across the College.

### Horizon 2024 Commitment 1

### Achievements

As 2022 was another successful year for St Augustine's College in the area of student learning and professional practice. Implementing the 'Science of Reading' pedagogy across the College continued to thrive with improvements in student learning outcomes being extremely positive. The staff engaged in Professional Learning days with Emina McLean, developing consistent approaches to high-impact teaching strategies in the 'Science of Reading' space, prioritising literacy growth. Data and results showed that these approaches have positively impacted our student literacy levels across the College.

The Student Learning and Professional Practice team completed plenty of work in staffing and timetabling to provide the best learning opportunities for students across F-12, with new electives and engaging activities. A new Deputy Principal (Student Learning & Professional Practice) was employed mid-year, strengthening the executive and Student Learning and Professional Practice teams. Staffing continues to be a challenge state/nationwide. However, the College has continued to provide excellent teaching and learning opportunities across the College, with the constant upskilling of our staff a priority. As COVID restrictions easing, teaching staff have accessed Professional Learning (both in person and virtually) to improve their practices and gain knowledge and ideas to use in their day-to-day teaching. Several staff have also completed further study at a Masters's level, as well as several staff gaining RE accreditation.

Curriculum documentation was improved to become more streamlined and consistent to ensure we meet curriculum requirements and provide our students with many learning opportunities. Literacy and numeracy scope and sequences from F-10 have been developed to

ensure vertical and horizontal alignment so that staff and students can access the curriculum through differentiated measures.

Ongoing data collection and discussions have allowed staff to gain formative and summative feedback to understand better student achievement and growth to aid personalised learning. Our assessment schedule was completed with numerous opportunities for staff to gain formative data on student growth and to provide feedback to parents about their child's progress.

Improvements in our overall NAPLAN scores continue to show growth and development in the areas of literacy and numeracy, with different strategies already being implemented to improve student outcomes. Our VCE data was also strong in 2022, demonstrating excellent results across VCE scores, VET completion and pathways opportunities (such as apprenticeships, traineeships and full-time work).

Overall, a positive year for the College, which has laid the platform for future success in the area of student learning.

#### STUDENT LEARNING OUTCOMES

NAPLAN resumed in 2021 after being cancelled in 2020 due to the COVID-19 pandemic. However, it was difficult to gauge some of the learning growth in 2022 due to the tests being cancelled in 2020. The College completed the testing online and the testing period ran with minimal technical difficulties. The results for 2022 showed improvement compared to previous years, with positive growth visible in all areas. It was pleasing that even though our students were learning remotely for much of 2020 and 2021, they were able to achieve these positive outcomes.

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

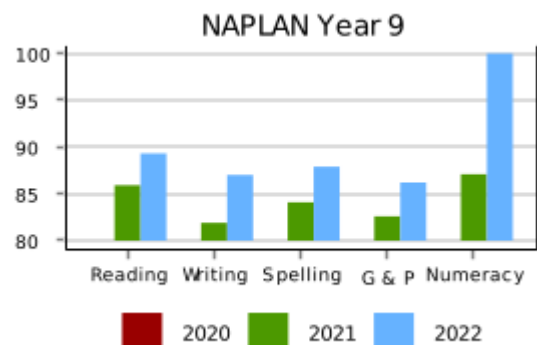
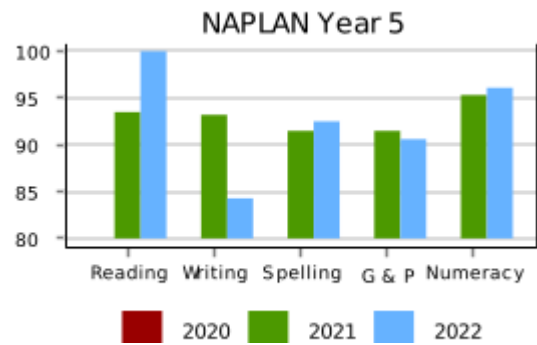
Year 9 Grammar & Punctuation	552.0
Year 9 Numeracy	581.2
Year 9 Reading	580.9
Year 9 Spelling	564.0
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	92.2	-	96.8	4.6
YR 03 Numeracy	-	95.7	-	100.0	4.3
YR 03 Reading	-	92.0	-	96.8	4.8
YR 03 Spelling	-	88.2	-	90.3	2.1
YR 03 Writing	-	98.0	-	93.1	-4.9
YR 05 Grammar & Punctuation	-	91.5	-	90.6	-0.9
YR 05 Numeracy	-	95.3	-	96.1	0.8
YR 05 Reading	-	93.5	-	100.0	6.5
YR 05 Spelling	-	91.5	--	92.5	1.0
YR 05 Writing	-	93.2		84.3	-8.9
YR 07 Grammar & Punctuation	-	89.5	-	91.7	2.2
YR 07 Numeracy	-	88.5	-	94.7	6.2
YR 07 Reading	-	88.5	-	95.4	6.9
YR 07 Spelling	-	91.2	-	85.0	-6.2
YR 07 Writing	-	90.2	-	89.1	-1.1
YR 09 Grammar & Punctuation	-	82.6	-	86.2	3.6
YR 09 Numeracy	-	87.1	-	100.0	12.9
YR 09 Reading	-	85.9	-	89.3	3.4
YR 09 Spelling	-	84.1	-	87.9	3.8
YR 09 Writing	-	81.9	-	87.0	5.1

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

**Goal 1** - Provide opportunities to develop staff capacity to further embed positive behaviour support (SOLE) across all College communities.

**Goal 2** - Work in partnership with Student Learning & Professional Practice and Learner Diversity to link all behaviour support interventions with Personal Learning Plans.

**Goal 3** - Provide opportunities to enhance knowledge of students' wellbeing for parents and foster strong partnerships between parents and staff to improve student learning outcomes.

**Goal 4** - Provide more awareness of support processes (SOLE and The Resilience Project) and people in the College community through various visual and written mediums.

### Achievements

#### Goal 1

All staff participated in professional development at the commencement of the school year. Staff participated in a survey at the end of Term 2 to determine their needs regarding the PBIS framework (SOLE). On Day one of Term three, staff professional development focused on the SOLE framework. Feedback from the staff was sought to update the SOLE framework. Discussion of Positive Behaviour support interventions that can be used to support students

#### Goal 2

A new template commenced use for Personal Learning plans for students with additional needs. This template included links to wellbeing support documents such as safety plans, self-regulation plans or behaviour support plans. Learning Diversity Leader now attends weekly wellbeing meetings.

#### Goal 3

Two parent sessions from The Resilience Project (TRP) were provided to parents, each providing valuable learning for parents regarding teaching GEM to students across the College. Two parent sessions were offered to provide information on vaping. Members of the wellbeing team attended parent engagement sessions at the College, providing valuable dialogue with parents regarding wellbeing issues presented at the college.

#### Goal 4

SOLE posters were all updated at the end of 2022 following the review of the matrices. These posters were placed in all learning spaces allowing for a solid visual representation of the SOLE framework. Posters placed in all learning spaces and shared spaces regarding "who I can go to for support".

### VALUE ADDED

- Embedding The Resilience Project (TRP) across the College. This is taught in the morning as part of the TA (Teacher Advisor) program from 8.50 - 9.10 am.

- Student leaders (supported by their wellbeing community leaders) organised fundraising and awareness days for Caritas, Project Compassion, Vinnies Winter Appeal, R U OK? Day and the Color fun run day.
- Formed partnerships with the school paediatrician program giving much needed access to early intervention for many families. This was funded through the College.
- Developing a partnership with Thrive Psychology services, offering onsite access to a psychologist for students at the College.
- Facilitated access for vulnerable students to the 'Mates' program (youth mentor) and Junior Park rangers through the Kyabram Fauna Park.
- Worked with outreach services, including Catholic Care, Orange Door, Headspace, Uniting Care and the Detour Program to facilitate family and student external support.
- Social skills programs were provided for several students in the F-4 and 5-8 communities. These have been very successful, with staff noting a difference in the social interactions of those who attend.
- Extensive lunchtime activities program offerings for students in Foundation to Year 8 occurred over 2022. These offerings have provided options for students who prefer quieter options and some indoor activities for those who do not enjoy the yard. There were also activities twice per week in the Brigidine Centre, which were more games-based, allowing students more space and providing for less congestion on the College oval.
- Bullying awareness, especially during March, was also a feature of what the wellbeing team promoted across the school. Many of the Bullying, No Way! Posters are a feature of our learning spaces at St Augustine's and serve as an important reminder of the importance of treating others with kindness and respect. These values underpin our SOLE framework and our college values.

## STUDENT SATISFACTION

Every year our students participate in PIVOT surveys which provide valuable information regarding levels of student satisfaction. Data from surveys in 2021 indicate the following areas of strength for students across the college. The heat maps indicate areas of strength within the College;

Highest Individual question scores

1st This teacher treats me with respect.

2nd This teacher is knowledgeable about the topics in this subject.

3rd In this class, the students are well-behaved.

## STUDENT ATTENDANCE

St Augustine's College keeps a register of the daily attendance of all students at the College in electronic form. This is housed by SIMON, which is the college's student record management system. SIMON records the following information for each student:

- daily attendance
- absences
- reason for absence.

Attendance is checked at least twice daily in Foundation to Year 6 at 9:00 am and after lunch (2:30 pm). Attendance is checked every period from Years 7 to Year 12.

### Monitoring Daily Attendance

St Augustine's College has implemented the following systems and procedures to monitor the daily attendance of students and identify absences from college or class:

- Parents are responsible for ensuring that they notify the College to explain the absence of their children on any particular school day.
- Notification may be provided via email, on PAM or by telephoning the College and should be made before the start of school.
- Class teachers take the class roll promptly at the commencement of the school day and at the beginning of each period for secondary classes.
- Where students participate in courses provided by other providers, class teachers contact providers at the commencement and end of the day to ensure the provider has monitored student attendance.

The Deputy Principal: Wellbeing is responsible for ensuring that daily student attendance is being effectively monitored.

### Following up on unexplained Student Absences

St Augustine's College has implemented the following systems and procedures to follow up on unexplained absences from college.

Where an absence has not been explained by 9:30 am, an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the College. This notification is made on the same day, as soon as practicable, including for post-compulsory-aged students. If the parent makes no contact with the College, the student services officer contacts the parent by phone, requesting a reason for the absence. The reason is recorded in the Attendance monitoring spreadsheet.

Where the absence remains unexplained, the matter will be reported to the TA or Community Leader for investigation and follow-up. The well-being team monitor attendance percentages every month. Further, follow-up and intervention occur for students with low attendance.



This includes referrals to external services, attendance plans and well-being support. All information about unsatisfactory attendance is recorded on the student's files, and information concerning attendance is provided in each students' school report.

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	54.2%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.9%
Y02	85.7%
Y03	86.7%
Y04	85.5%
Y05	84.7%
Y06	83.8%
Y07	85.5%
Y08	78.8%
Y09	82.0%
Y10	80.7%
Overall average attendance	84.0%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	96.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	31.0%
TAFE / VET	19.0%
Apprenticeship / Traineeship	23.0%
Deferred	12.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

- Provide opportunities to develop the capacity of staff to further embed positive behaviour support (SOLE) across all College communities.
- Work in partnership with Student Learning & Professional Practice team and Learner Diversity to link all behaviour support interventions with Personal Learning plans.
- Provide opportunities to enhance knowledge of students' well-being for parents and foster strong partnerships between parents and staff with the goal of improving student learning outcomes of areas.
- Provide more awareness of the support process (SOLE and The Resilience Project) and people in the College community through various visual and written mediums.

### Achievements

Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards required additional child safety training for all staff at St Augustine College. Staff were introduced to the new standards and completed the updated Code of Conduct training.

Continued focus in 2022 on the transition to Catholic Education Sandhurst's Child Safety Framework was provided during staff professional development sessions. These occurred both at the school year's commencement and in July.

The new framework was embedded over the year, with multiple staff meetings dedicated to outlining the framework to our teaching staff and the wider college community.

The Wellbeing team continued to educate staff by regularly attending community meetings about the ongoing implementation of PROTECT. This continued even through periods of remote learning where staff were reminded to have child safety in 'front of mind' and consider this as part of everyday practice.

Child safety continues to be a standard agenda item for all meetings held across the College, ensuring that staff continually identify and address issues that may need attention.

Student leadership continued to have a role in advocating for the inclusion of all in our community. Our College captains commenced the year at the first assembly by highlighting to all the need to include others. The student leadership group ran a session each term with younger students, which focused on building inter-year level relationships and fostering mentoring for younger students.

Our families were updated on changes to our framework through the newsletter and social media posts highlighting the importance of child safety to our community and within our community.

Child safety and adherence to this are central to the recruitment process at the college. A child safety Induction occurred for all new staff, including contractors and volunteers.

## Leadership

### Goals & Intended Outcomes

Our vision at St Augustine's College is to educate the whole person as a contributing member of the human community in Christ. To achieve this, our mission is to work collaboratively with our school community to provide all our students the opportunity to succeed and to be filled with hope for the future.

- Opportunities for staff and students to explore Brigidine and Augustinian spirituality.
- Explore the principles of Catholic Social Teaching that underpin social justice action.
- Provide regular opportunities for students, staff and parents to participate in liturgical celebrations.
- Upskilling of Religious Education Leaders to equip them to deliver professional learning for teachers of Religious Education in areas including Shared Christian Praxis, Source of Life Curriculum and Godly Play
- Provide opportunities to develop staff capacity to further embed positive behaviour support (SOLE) across all College communities.
- Work in partnership with Student Learning & Professional Practice and Learner Diversity to link all behaviour support interventions with Personal Learning Plans.
- Provide opportunities to enhance knowledge of students' wellbeing for parents and foster strong partnerships between parents and staff with the goal of improving student learning outcomes or areas.
- Provide more awareness of support processes (SOLE and The Resilience Project) and people in the College community through various visual and written mediums.
- Implement and document an effective staff and student induction program.
- Develop strong partnerships between Student Learning and Professional Practice and Wellbeing to enhance the learning experience for our students.
- Formalise and document leadership development for staff and student leaders while providing leadership opportunities to all staff and students.
- Build a culture of high expectations through professional learning communities in line with the AITSL standards and College values.
- Continue implementing research-based strong instructional practices in line with our Latrobe partnership.
- To complete the construction of the F-8 Design 'Halo' project Stage 1.
- Finalise the review of camps and immersions, ensuring their ongoing viability and alignment to curriculum and student outcomes.

### Achievements

- Our Dux for 2022 was Jordan O'Neill, with a remarkable ATAR of 96.8.

- Over 30% of our students achieved an impressive ATAR of 80 and above
- Over 95% of our students have received a University placement for 2023.
- Engaging Timetabling Solutions to construct our 2023 Timetable
- Introduction of Parish Partnership Luncheon to build relationships with the Kyabram Parish.
- St Augustine's gathered as a College Community to reflect on our Reconciliation journey by participating in a beautiful Sorry Day Mass.
- Implementation of 'The Resilience Project' across the College, including ongoing staff development.
- Significant focus on our SOLE initiative: Self Others Learning Environment
- Review of Year 7 and 8 Curriculum
- Sandhurst Ethical Student Leadership Day
- Appointment of Deputy Principal (Student Learning and Professional Practice)
- Planning for Leadership Coaching opportunities for Leadership / Executive Team
- Implementation of Systematic Curriculum Delivery
- Emina McLean PD on "Science of Reading"
- Beginnings of professional development on new VCE/VocationalMajor
- Introduction of Year 7/8/9 Partnerships to replace the existing Year 6/7/8 Partnerships
- Complete the F-8 Design 'Halo' project Stage 1: Year 1/2 Learning Space

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Staff Spirituality Day

Emina McLean Educational Services

Principal's Network Meeting

Miller Consultancy Leadership Coaching & Development

Timetabling Solutions

First Aid

CEBA Conference

Epilepsy Foundation Training & Support

Well Balance Professional Supervision

MAV Conference

Biology PD

Physics PD

Business Management PD  
 Atom VCE Media Unit 1 PD  
 Atom VCE Media Unit 3 PD  
 Cycling Safe Bike Ed Instructor Training  
 VCE History PD  
 Ticking Mind  
 Specialist Maths  
 The Mathematical Association  
 Essential Maths Curriculum  
 VAAHE Conference  
 GTAC Workshops  
 Science Online Teaching PD  
 Psychology Online Teaching PD

Number of teachers who participated in PL in 2022	100
Average expenditure per teacher for PL	\$255

### TEACHER SATISFACTION

Each year, students undertake a Pivot's Student Survey. The survey allows students to provide feedback on teachers on their teaching practice and student engagement. Teachers receive a survey link to distribute to their classes. Students then complete the feedback survey during class. After the survey closes, teachers receive the students' feedback (confidential results). School leaders can access aggregated results by the whole school, year level and/or department. The survey identifies areas of celebration and areas for conversation. The PIVOT professional learning resources provide evidence-based recommendations to teachers and leaders to support their next steps.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	76.8%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	13.3%
Graduate	31.1%
Graduate Certificate	2.2%
Bachelor Degree	80.0%
Advanced Diploma	8.9%
No Qualifications Listed	6.7%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	80.0
Teaching Staff (FTE)	69.0
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	34.9
Indigenous Teaching Staff (Headcount)	2.0

## Community Engagement

### Goals & Intended Outcomes

**To provide intentional opportunities for positive family engagement with (Pastoral Wellbeing)**

#### - Horizon Commitment 1

To foster strong partnerships between parents and staff with the goal of improving student learning outcomes. AAP Goal.

### Achievements

The appointment of Jay Sutton as College Principal afforded time for reflection on how to best structure meetings to engage parents in a professional, formal and ongoing manner.

The conclusion of 2021 saw the Family Engagement CORE Group in need of a refresh and a new commitment articulated by parents to ensure that attendance at meetings did not become ad-hoc. There was a recognised need to include more staff in the area of Family Engagement per advice from CES Ltd.

In Term 2, Jay Sutton wrote to all parents inviting them to be a part of our new Family Community Partnerships Team. The invitation asked parents to complete an Expression of Interest and note their commitment to attending a meeting once per term during the day. The response, though limited, saw our first meeting occur on 11th August 2022. 3 of 5 parents who indicated their Expression of Interest could attend in person.

The second meeting for the year occurred on 20th October in Term 4. 3 of 5 parents attended the meeting.

### VALUE ADDED

- Family Community Partnerships Meetings were held and agenda items included:
- Communication and promotion of the College
- Enterprise Agreement
- Community issue: Vaping
- Parent Voice: SOLE Matrix
- Leave No Trace
- Multiple opportunities throughout the year were held for parents to be inducted as Volunteers. There was a positive response to this
- Events promoting community spirit were held including the Wonder Woman's Breakfast and Beaut Blokes Breakfast
- Whole College Assemblies and Masses were held, with families invited to attend



- A Whole College Colour Run was held in Term 4 and families were also invited to attend and/or volunteer
- Parenting Strategies for Success session led by Darren Perrera from Success Integrated was well attended by parents.

## PARENT SATISFACTION

The College Advisory Council and the Executive continue to focus on developing ways to improve the quality of the overall education experience by students at St Augustine's College. To assist in determining the ongoing priorities for improvement, we would like to gain feedback from parents and caregivers on a range of domains that link to the National School Improvement Toolkit. The survey focuses on the following domains:

- Spiritual and Religious
- An Explicit Improvement Agenda
- A Culture that Promotes Learning
- Curriculum Delivery
- Differentiated Teaching and Learning
- School-Community Partnerships.

Parents have had the opportunity to Strongly Agree, Agree, Disagree, Strongly Disagree, or Unable to Comment.

## Future Directions

Having received feedback from a parent survey conducted at the end of last year seeking clearly articulated strategies for improving levels of student achievement and well-being, our College Improvement Priorities for 2023 are:

### **Catholic Identity**

Explore and teach the scriptural foundations of Catholic Social Teaching to inform our personal and communal social justice response as followers of Jesus.

### **Learning and Teaching**

Create a culture of consistency that strives for optimal growth through the application of evidence-based best learning and teaching practices.

### **Pastoral Wellbeing**

Provide opportunities to strengthen resilience and student flourishing by enhancing positive relationships and connections between all College community members.

To foster a holistic approach to education which promotes positive connections between wellbeing and the learner, with knowledge of the individual and how they learn best.

### **Leadership**

Communicate a clear school-wide improvement agenda for student success in learning, wellbeing and student engagement.

### **Stewardship of Resources**

Implement the building and landscaping masterplan to provide purposeful, inspiring and engaging spaces, new and existing, supporting learning, play and relationship building whilst being attentive to the College story and spirituality.

Refine school-wide communication, administration systems and processes to include digital solutions, and enhance partnerships, efficiency and co-responsibility.