



# 2023

## Annual Report to the School Community



### St Augustine's College

Church Street, KYABRAM 3620

Principal: Jason Sutton

Web: [www.sakyabram.catholic.edu.au](http://www.sakyabram.catholic.edu.au)

Registration: 646, E Number: E3054

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## Principal's Attestation

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I, Jason Sutton, attest that St Augustine's College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 06 May 2024

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## About this report

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St Augustine's College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our 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.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact 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.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### Identity Statement

Unite.Inspire.Lead.Excel with Strength and Kindliness

### Vision Statement

At St Augustine's College, we embody...

- A Catholic Community united by the Augustinian and Brigidine charisms; where all people are invited to faith through dialogue, prayer, formation, and service.
- A Learning Community committed to excellence and innovation where we celebrate the unique qualities of each learner, inspiring students to lead and excel in their chosen pathways.
- A Healthy and Well Community through the promotion of positive and safe relationships so that all can feel included and reach their full potential.
- A Stewarding Community who manages and cares for our resources; whereby actions and decisions ensure the long-term wellbeing and sustainability of our school.

### Graduate Outcomes

#### *UNITE*

- Demonstrating a commitment to sustainable stewardship and recognising the importance of caring for our common home.
- Advocating for social justice and inclusivity, exemplifying the unity of people among their community.

#### *INSPIRE*

- Embodying the Augustinian and Brigidine charisms in all aspects of our lives.
- Navigating the digital world with confidence, positivity, and hope for the future.

#### *LEAD*

- Setting an example of integrity, honesty, and loyalty in all future endeavours.
- Pursuing responsive action as curious, empathetic, and dynamic global citizens.

#### *EXCEL*

- Valuing personal growth as a continuous journey marked by perseverance, versatility, and knowledge.
- Cultivating passion beyond an academic setting.



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## College Overview

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Welcome to the 2023 Annual Report for St Augustine's College. It is with great pleasure that I reflect on the achievements and highlights of our vibrant learning community over the past year.

St Augustine's College continues to be a cornerstone of educational excellence in Kyabram and the surrounding areas, with a rich heritage of providing outstanding educational opportunities for families. Our commitment to fostering intergenerational relationships and local partnerships strengthens our community, ensuring a well-rounded learning experience for all students.

As a Catholic school, our primary focus remains on providing students with relevant and engaging opportunities to deepen their faith and spirituality. Through our holistic approach to education, students are encouraged to put their faith into action, becoming socially conscious and empowered individuals who promote inclusive justice and solidarity.

Our College is dedicated to providing a contemporary and liberating education that challenges, nurtures, and inspires students from Foundation to Year 12. We encourage our students to aspire to greatness, equipping them with the knowledge, skills, and attitudes needed to thrive in an ever-changing world.

Central to our mission is the pastoral care and wellbeing of our students. We prioritise the development of positive relationships between teachers, students, and families, creating a nurturing environment where all students feel safe and supported in their learning journey. Our Wellbeing and Student Learning frameworks ensure that each student's individual needs are met, fostering a sense of belonging and enabling them to reach their full potential.

St Augustine's College offers a comprehensive learning experience, both inside and outside the classroom. Our diverse range of subjects and extracurricular activities provides students with opportunities to explore and develop their talents in various areas, ensuring that every student can shine in their unique way.

I am incredibly proud of the achievements of our students, staff, and community members throughout the year. Together, we have continued to uphold the values and traditions that make St Augustine's College a truly special place to learn and grow.

Thank you to our dedicated staff, supportive families, and enthusiastic students for another successful year. I look forward to continuing our journey of excellence and innovation in the year ahead.



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## Principal's Report

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It is with great pleasure that I present the Annual Report for 2023, reflecting on the progress and achievements of our college over the past year.

**Implementation of the Science of Learning Pedagogical Framework:** One of the key highlights of 2023 was the successful implementation of the Science of Learning pedagogical framework. This framework, based on the latest research in cognitive science and psychology, has transformed our teaching practices, ensuring that they are evidence-based and focused on improving student outcomes.

**Implementation of an Explicit School Improvement Agenda:** Working collaboratively with students, teachers, and the wider community, we have successfully implemented our new St Augustine's Identity and Vision Statements. These statements provide a clear strategic direction for the next four years, guiding our efforts to improve student outcomes and enhance the overall learning experience at our college.

**Initiatives to build highly effective teaching teams:** We have implemented a range of initiatives to build highly effective teams, including establishing processes for school-wide collaboration, effective networking, and leadership development for our Foundation to Year 12 staff. Our Professional Learning Teams have been instrumental in encouraging continuous improvement, collaboration, and professional growth among teachers.

**Implementation of our Data Plan:** I ensured the purposeful collection of data sets such as NAPLAN, PAT, Essential Assessments, and Spelling Mastery to monitor student progress and identify gaps in learning. This data-driven approach has allowed us to tailor our teaching practices to better meet the needs of our students.

**Wellbeing Initiatives:** Our wellbeing initiatives, aligned with our Positive Behavioural Framework, have been successful in supporting students' behavioural, academic, social, emotional, and mental health needs. Programs such as The Resilience Project and our SOLE Program (Self Others Learning Environment) are integrated into the curriculum, demonstrating our commitment to holistic student development.

**Family Community Partnerships:** Our Family Community Partnerships initiative has been highly successful in enhancing educational outcomes by fostering collaboration between staff

and parents. This partnership has been instrumental in creating a supportive and inclusive learning environment for our students.

**Infrastructure Development:** In response to increasing student numbers, we have undertaken building works for a state-of-the-art Learning Centre. This project has enhanced student learning and demonstrated our commitment to providing a progressive collaborative learning environment while ensuring the school's financial health and sustainability for future growth and success.

**Launch of our New Website:** We are proud to have launched our new website, which highlights our distinctive programs and student achievements. This new platform will serve as a valuable resource for our community and further enhance our communication and engagement with parents, students, and the wider community.

As we look to the future, we are excited about the opportunities that lie ahead. I would like to thank our dedicated staff, students, parents, and the wider community for their continued support and commitment. Together, we will continue to strive for excellence in all that we do.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### School Improvement Goal/s

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

#### Key Improvement Strategies

Embed the findings from the Enhancing Schools Catholic Identity (ESCI) Data seeking a stronger focus on Social Justice Initiatives.

Strengthen the Brigidine and Augustinian spirituality across the College.

Engage with Michael McGirr to help lead Spirituality growth of staff.

### Achievements

#### Catholic Identity Review

In June 2023 a panel of three Catholic Education Sandhurst staff were assembled to conduct the Catholic Identity Review of St Augustine's College. A significant amount of work was performed by the Catholic Identity Team consisting of Jay Sutton, Kylie Morrissey, Loretta Shannon and Kylie McGlade to prepare the appropriate documentation and compile evidence for the Reviewers to access. A number of staff, students and parents were interviewed on June 1, with the panel presenting their commendations and recommendations to the Executive Team on June 2 before preparing a final report.

The Review was an helpful process for the College to determine and have affirmed it's areas of strength and areas for improvement which have been able to be implemented into the College's next School Improvement Plan.

The commendations and recommendations from the Catholic Identity Review were as follows:

## **Commendations**

The college is to be commended for their preparation and commitment to this review process. Documentation was shared in a timely manner and was easily accessed. We further commend the actions of senior leadership for their commitment to ensure the Catholic Identity is visible and lived. The College is realistic in its assessment of where it is placed in terms of its opportunities for growth and development and has reason to celebrate the many accomplishments in documentation, education about charism and CST and relationships within the broader school community.

### Sacramental

- school leadership provides a rich opportunity for all staff to be involved in their spirituality days- meeting the needs at all entry points. Guest speakers and the variety of workshops engages all participants.
- ongoing invitational nature of collaboration with the parish.

### Life-giving and hope filled

- Catholic Identity symbols and images are visible around the school.
- students were able to articulate the Catholicity of the school.

### Faithful

- the continued attention to a faith and charism based staff induction program.

### Just

- commitment to CST student leaders throughout the school.

### Inclusive & Safe

- the College's commitment to supporting students with diverse needs, students feel safe, valued and cared for.

## **Recommendations**

The panel recommends that the college give consideration to the following:

### Sacramental

- continue to develop the capacity of staff to lead a range of prayerful experiences.

### Life-giving and hope filled

- endorse the commitment to revisit the vision and mission documents.
- ensure the accreditation process is a priority for all teachers.

### Faithful

- further explore the implications of ECSI data for the various executive leadership portfolios and how these implications might inform future planning and practice.

### Just

- explore further opportunities for ecological awareness at a school level and throughout the community.

### Inclusive and safe

- continue to pursue opportunities to engage with and learn about other faith perspectives in order to promote and understand what is sacred in other religions

## **Sacramental and Liturgical Celebrations**

Throughout 2023 our whole College came together on a number of occasions to celebrate our faith through the sacred ritual of the Celebration of the Eucharist. 2023 afforded staff and students exposure to a range of priests from across the Sandhurst Diocese who made themselves available when our Parish Priest, Fr John Paul Pasala was not. The thoughtful preparation of Student Leaders who perform most of the ministries at the Celebrations of the Eucharist is an area of strength in the College. It is clear that teachers thoughtfully prepare their students prior to entering the sacred space. The reverent participation of students in Foundation through to Year 12 is a sight and sound to behold. This participation is supported by a commentary role that is performed by a senior student at each whole College Mass which supports the congregation to understand the various parts of the mass and why we do some of the things we do during the liturgy. Parents and friends of the College are always invited to come along and join us. It was pleasing to witness a return to an old tradition of a family picnic lunch following the St Augustine's Feast Day Mass in August and the attendance on our Grandparents and Special Friends Day surpassed our expectations in 2023.

## **Value Added**

- Continuation of Daily Prayer made available via SIMON Daily Messages to support the practice of this important ritual for all staff and students. Additionally a prayer for Grace

before our Meals was recorded by various Catholic Social Teaching student leaders and played over the PA every Friday prior to Lunch.

- Despite challenges with the implementation of the Enterprise Bargaining Agreement a one-night Year 12 'Harvest' Retreat experience to Bendigo was held. This was suitable given the small cohort and offered a spiritual and reflective experience at the commencement of the academic year.
- The College partnered with St Augustine's Parish Sacramental Team to support 14 students to receive the Sacraments of Christian Initiation celebrated by Fr John Paul Pasala and Bishop Shane Mackinlay DD.
- The College continued with its term-based fund and awareness raising campaigns in support of Caritas - Project Compassion, The Gift, Vinnies Kyabram and the Brigidine Asylum Seeker Project. All organisations expressed their gratitude for our financial support and tangible donations.
- Appointed Religious Education Leaders met weekly as a team to facilitate the Parish Mass Program and oversee the development and implementation of Source of Life Religious Education curriculum across the College.
- The FIRE Carrier Program was led effectively by Aboriginal Liaison Officer, Kasey Cooper in 2023 and culminated in the Commissioning of 13 new FIRE Carriers at the National Sorry Mass held on 26 May and celebrated by Fr Joe Taylor in Fr John Paul's absence.
- Christian musician Andrew Chinn, of Butterfly Music was engaged to lead music and performance workshops for students from Foundation - Year 6. The event culminated in a performance after lunch in which parents, members of the local Legacy community and Warramunda residents were invited to attend.
- The continuation of Parish Partnership Luncheons occurred in 2023 to support the positive relationship and presence of a youth voice within the parish community.
- The Staff Spirituality Day was held on-site in 2023 and led by author Michael McGirr and included an exploration of the theme 'Common Ground | Common Good | Common Unity.' A highlight of the event was the Panel of Peers discussion.
- Various Liturgical Celebrations were held throughout the year including the celebrations of St Augustine's Feast Day which was celebrated by Fr Junray Rayna. The mass was preceded by the annual cupcake tradition and followed by the family shared lunch on the College oval.
- After completing an extensive application, the College was awarded the 2023 Philomena Billington Social Justice through the Arts Scholarship base on the 'Our Common Home' proposal.
- Graduation Mass attended by Foundation buddies
- Grandparents and Special Friends Mass was very well attended in 2023
- Parish Mass Program and staff pd specific to developing the confidence and competence of staff to write liturgy.
- Appointment of Student Leaders and Student Leader Formation events in Term 4.
- CS TAP Catholic Accreditation records updated

- Vinnies Winter Appeal - competition and overall winners
- Your Choicez and RealTalk student presentations

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## Learning and Teaching

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### Goals & Intended Outcomes

- Communicate a clear school-wide improvement agenda for student success in learning, wellbeing and engagement whilst harnessing mutual responsibility and shared accountability for this success.
  - To undertake the National School Improvement Tool Review in 2023
  - Engage Leadership Coach to support NSIT Review
  - Participate in the co-constructing school data stories pilot study
  - Access qualitative and quantitative evidence, pertaining to contextual, cultural and achievement data
- Create a culture of consistency that strives for optimal growth through the application of evidence based best practice.
  - Engage Emina McLean - Science of Learning and Reading (whole school approach to literacy)
  - Develop a Systematic Curriculum Delivery to promote consistency of High Impact Teaching Strategies
  - Embedding Data Sets into Learning and Teaching Conversation

### Achievements

- NSIT Review summary and feedback
- Successful development of Strategic Plan that promotes a clear leadership vision and philosophy between Executive and Leadership team
- Creation of Data Plan and development of learning growth data profiles of students
- Professional Development in Literacy for all Teaching Staff and LSO
- Development of Scope and Sequence, Unit Planners, Personal Planners and Curriculum Resource documentation consistency
- Further implementation and embedding of 'Science of Learning' pedagogical practice and structured explicit literacy delivery

2023 was marked by resounding success in our ongoing commitment to student learning, characterised by the effective implementation our 'Science of Reading' pedagogy across the College. Underpinning this approach was a concerted effort by our dedicated staff, who engaged in Professional Learning days with Emina McLean, focusing on high-impact teaching strategies within the domain of literacy. The outcomes of these endeavours have been exceedingly positive, with discernible improvements in student literacy levels observed across all year levels.



In alignment with our dedication to providing the best possible learning opportunities, the SLPP team tirelessly worked on staffing and timetabling initiatives throughout the year. This proactive approach facilitated the introduction of new electives and engaging activities, enriching the academic experience for students across all year levels. Despite the prevailing challenges in staffing faced at a state and national level, our College remained steadfast in its commitment to upskilling our educators. Through a blend of in-person and virtual Professional Learning opportunities, coupled with staff pursuing further academic studies, including Masters-level qualifications and RE accreditation, we ensured that our teaching cohort remained at the forefront of educational best practice.

Furthermore, efforts to refine our curriculum documentation yielded promising results, with enhanced consistency and coherence achieved to better meet curriculum standards and offer a diverse array of learning pathways for our students. The development of literacy and numeracy scope and sequences from F-10 further facilitated alignment, enabling differentiated instruction to cater to the diverse needs of our student body, whilst a commitment to the consistency of curriculum delivery planning materials was a resounding success.

In Term 2 the school undertook a review in line with the National School Improvement Tool across 9 domains that provided the school with 'Commendations', 'Affirmations' and 'Commendations'. The findings were validating and gave strong evidence of the wonderful work our school continues to do. The recommendations gave us the insight to help discuss and establish our next school strategic plan and annual action plan.

Throughout the year, ongoing data collection and analysis provided valuable insights into student achievement and growth, informing targeted interventions to support personalised learning journeys. Notably, improvements in our NAPLAN scores underscored our commitment to continuous improvement, particularly in the domains of literacy and numeracy. Additionally, our VCE outcomes remained commendable, reflecting our students' excellence across academic scores, VET completion rates, and pathways into apprenticeships, traineeships, and full-time employment.

In conclusion, the achievements of 2023 have laid a solid foundation for future success in student learning at St Augustine's College Kyabram. As we reflect on the past year's accomplishments, we look forward with optimism and determination to further enhance the educational experience for our students in the years ahead.

## **Student Learning Outcomes**

### **NAPLAN (Reading)**

- In 2019, 48% of our students were considered below the proficiency level. In 2021, this number was 44%. Our most recent data from 2023 showed that now only 38% of our students are below the proficiency level - an improvement of 10% in 4 years. In

addition to this, 29% of our students are now considered more than 1 year above their current level of proficiency.

- In 2021, 55.7% of our students were considered at or above the proficiency standard for reading. In 2022, 55.45% of our students were considered at or above the proficiency standard for reading. Our most recent data in 2023 demonstrated that 62% of our students are at or above the proficiency level for reading (7% improvement). In 2021, 68% of Year 3 students were considered proficient in their reading levels. In 2022, 69% of our Year 3 students were proficient. **In 2023, 80% of our Year 3 students were considered proficient, an improvement of over 10%.**
- Please note, this NAPLAN data is compared with State levels which are higher than National levels.

### **ACER PAT (Reading)**

- According to the school's ACER PAT Reading tests conducted in 2023, 32% of students were considered below the proficiency level, however in the early years (Foundation to Year 2) this number was only 11.6%, with all students in Foundation at or above proficiency standard. In Years 5-9, 42% of students are considered above proficiency by more than 12 months.
- Between Year Growth (e.g. student going from one year to the next) - 7 out of 9 cohorts were above the National level for growth.
- Within Year Growth (e.g. beginning of the year to end of the year) - 7 out of 10 year levels demonstrated above National growth with one year level only 0.34 of a point below National growth.
- Please note, whilst our Foundation students were not above for National level growth, **their achievement levels (proficiency) are currently significantly higher (18 points) than the National average.**
- Trend analysis data demonstrates that our Foundation levels are significantly higher than they were pre-COVID and that our Year 1 and 2 data is improving beyond pre-COVID levels of proficiency.

### **Essential Assessment - Reading & Viewing (F-2 data only)**

- 2023: Foundation - 0% below proficiency, Year 1 - 26% below proficiency, Year 2 - 24% below proficiency.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	374	37%
	Year 5	477	53%
	Year 7	501	57%
	Year 9	540	43%
Numeracy	Year 3	415	74%
	Year 5	470	53%
	Year 7	508	57%
	Year 9	*	*
Reading	Year 3	406	67%
	Year 5	484	72%
	Year 7	519	68%
	Year 9	570	69%
Spelling	Year 3	394	63%
	Year 5	461	55%
	Year 7	505	56%
	Year 9	551	74%
Writing	Year 3	421	86%
	Year 5	482	76%
	Year 7	516	53%
	Year 9	558	55%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	29
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

<b>Post-School Destinations as at 2023</b>	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

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## Student Wellbeing

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### Goals & Intended Outcomes

- **Goal 1** - Provide a range of opportunities to strengthen resilience and student flourishing by enhancing positive relationships and connections between all members of the College community.
- **Goal 2** - 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.
- **Goal 3** - Communicate a clear school-wide improvement agenda for student success in learning, wellbeing and engagement whilst harnessing mutual responsibility and shared accountability for this success.
- **Goal 4** - Provide a range of opportunities to strengthen resilience and student flourishing by enhancing positive relationships and connections between all members of the College community.
- **Goal 5** - 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.

### Achievements

- **Goal 1** - Opportunities were provided for students to enhance positive relationships through extensive offsite sporting opportunities, the college production of Aladdin, camps and excursions. Incursions for our younger students such as the after school staybacks and sleepovers also provided opportunities for a focus on relationship development within student cohorts. The college conducted a number of events which promoted inclusion. The wellbeing team (assisted by student leaders) organised and facilitated Diversity/ SOLE day. On this day students had the opportunity to connect our school wide college expectations with the goal of celebrating diversity within our community. All students were able to participate in the fun activities which encouraged a sense of fun, participation and relationship development. The embedding of The Resilience project within our school curriculum ensured that explicit teaching of Gratitude, Empathy and Mindfulness/ Prayer is continuing to develop and foster resilience within our learners.
- **Goal 2** - In 2023 the Teacher Advisor program was re-imagined in line with changes to the Industrial agreement applicable to teaching staff. The agreement has stipulations which have had a significant impact on the school's ability to allocate hours outside of school programs. At the centre of this re-imagining was the desire to maintain a strong focus on our Teacher advisors knowing their learners and working with them to assist them to be their best. Although the TA parent meetings are not as frequent, the

focus has remained on knowing the learner. Time within the school program was allocated to goal setting and review.

- **Goal 3** - A focus on examining student data relating to engagement was extended during 2023. An extensive student survey through The Resilience Project was undertaken for the second year in succession. Utilising data from the first year and comparing this to the previous year allows for the ability to examine data longitudinally. This data allows us to examine our interventions which are designed to improve student outcomes. This data will continue to drive the agenda of continuous improvement at the college.
- **Goal 4/5** - The college continued to implement Ministerial Order 1359 and the new 11 Child Safe Standards. Staff training was provided throughout the year ensuring that all staff were aware of the new standards and their obligations within these standards. There was continued focus in 2023 to the transition of Catholic Education Sandhurst's Child Safety Framework which is providing a consistent approach to child safety across all Sandhurst schools and colleges. Staff professional development sessions occurred both at the school year's commencement and again in July. The Wellbeing team continued to educate staff by regularly attending staff meetings and reminding staff of the obligation to mandatorily report child abuse. Although an increase in the amount of reports completed reflects poorly on the safety of our students, it also highlights the willingness of staff to meet their obligations regarding mandatory reports. 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 families were updated on changes to our framework through the website, newsletter and social media posts. Throughout the year the importance of child safety was highlighted within our community and in the broader 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, NDIS personnel and college volunteers.

## Value Added

- The college initiated a Breakfast club which commenced week 2 of Term 4. A partnership was developed with St Vincent DePaul who have made an ongoing commitment to provide a funds every term to support The Breakfast Club. A further partnership with Bakers delight was developed which has resulted in the ongoing donation of day-old bread. Our Learning support/ Administration and leadership staff are facilitating this initiative.
- SOLE/Diversity day. This occurred in November. Students participated in activities to remind them of the expectations regarding respect for others. The colour run reminds students that despite our differences we are all able to come together and celebrate.

The smiles and laughter evident on the day were a good indicator of the level of fun and engagement experienced by our students.

- The SOLE teacher team developed a bank of visual tools to support student's understanding of SOLE expectations.
- Student leaders are now included in all SOLE team meetings as a way of incorporating more student voice into our SOLE framework.
- Free seminars distributed to parents via social media and newsletter to support learning about adolescent mental health.
- Changes to BoC notifications were rolled out so that parents now have further information regarding incidents. This has improved communication channels with parents and allows for a stronger partnership between parents and the college in supporting our students to improve decision making.
- Staff participated in a wellbeing survey from The Resilience Project giving us valuable feedback relating to teacher engagement. The survey was completed by over half of the staff (66 people). The results have provided us with some useful information which we have included into our planning to support our staff wellbeing program. Staff also provided some useful feedback about the things that were a difficult part of their job. Ongoing professional development opportunities will be provided to support staff in these areas.
- Students in Years 3 - Year 12 undertook The Resilience Project Wellbeing survey for the second year in 2023.
- Social skills groups recommenced in 2023. A small group of students are engaged in cooking during period 6 on Wednesday afternoons with Sandy. The group made delicious afternoon tea for the students undertaking rehearsals for the college production. These students built strong connections with the production students.
- 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 - 9.10am in the Year 9-12 Community. The program has been embedded into the curriculum for the Foundation to Year 4 Community. Year 5-8 have an extended lesson every Wednesday in the morning to address TRP. They also do this on two other mornings within each week.
- 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.
- Partnership with the school paediatrician program developed giving much needed access to early intervention for many families. This was funded through the college.
- Facilitated access for vulnerable students to the 'Mates' program (youth mentor) as well as 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.
- Extensive lunchtime activities program offerings for students in Foundation to Year 8 occurred over 2023. These offerings have provided options for students who prefer

quieter options as well as some indoor activities for those who do not enjoy the yard. There were also activities twice per week in the BC which were more games based allowing students more space and providing for less congestion on the college oval.

- Bullying awareness, especially during March, was 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, values which underpin our SOLE framework and our college values.

## Student Satisfaction

The data gathered from the 2023 TRP Student survey

The student survey responses are compared against the national average (there are over 900 schools who participate in this survey)

Areas where the college scored 15% or higher than the national average include:

- good at keeping friends,
- do not vape,
- not playing excessive online games,
- adults who set a good example
- involved in at least one extra-curricular

Other areas where we scored between 5-14% higher than the national average include:

- I feel safe at home
- I feel safe at school
- not bullied at school
- not bullied online
- not socially excluded
- love and support from family
- teacher at school who cares
- teachers who encourage
- parents/carers who encourage me
- at least one good friend at school
- no trouble concentrating
- teacher at school who cares
- teachers who encourage
- can come up with ways to solve problems
- past experiences will help me in the future know that I can find a way to solve the problem



Areas for growth (where the college scored lower than the national average) include:

- have fun at school
- read for fun
- do not drink alcohol (for students in the secondary college)

This data is used to inform our staff of areas that we need to address in teacher teams.

## **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 monitors 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.

A procedure to monitor lateness to school was implemented in 2023. The college keeps records of students who attend late more than 5 times in a 4 week period. Parents are notified regarding student lateness and if further support is required for the student plans are developed.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	45.6%

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.4%
Y02	89.5%
Y03	89.6%
Y04	90.0%
Y05	90.8%
Y06	85.0%
Y07	86.2%
Y08	87.0%
Y09	80.8%
Y10	85.0%
Overall average attendance	87.4%

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## Leadership

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### Goals & Intended Outcomes

#### 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. Our key improvement strategies & actions to meet this goal included:
  - Embed the findings from the ESCI Data seeking a stronger focus on Social Justice Initiatives.
  - Strengthen the Brigidine and Augustinian spirituality across the College.
  - Engage with Michael McGirr to help lead Spirituality growth of staff.

#### Pastoral Wellbeing

- Provide a range of opportunities to strengthen resilience and student flourishing by enhancing positive relationships and connections between all members of the College community. Additionally, foster holistic approaches to education which promotes positive connections between wellbeing and the learner, with knowledge of the individual and how they learn best. Our key improvement strategies & actions to meet this goal included:
  - Provide opportunities to enhance staff wellbeing through professional learning opportunities to deepen the awareness of the impact of positive wellbeing on our work within the college community.
  - Encourage the use of consistency of practice and shared language to interconnect TRP with SOLE.
  - Explore additional time for TRP in Years 9, 10, 11 & 12 and link to the curriculum.

#### Leadership

- Communicate a clear school-wide improvement agenda for student success in learning, wellbeing and engagement whilst harnessing mutual responsibility and shared accountability for this success. Our key improvement strategies & actions to meet this goal included:
  - To undertake the National School Improvement Tool Review
  - Engage Leadership Coach to support NSIT Review
  - Participate in the co-constructing school data stories pilot study
  - Access qualitative and quantitative evidence, pertaining to contextual, cultural and achievement data.

## Learning and Teaching

- Create a culture of consistency that strives for optimal growth through the application of evidence based best practice. Our key improvement strategies & actions to meet this goal included:
    - Engage Emina McLean - Science of Learning and Reading (whole school approach to literacy)
    - Develop a Systematic Curriculum Delivery to promote consistency of High Impact Teaching Strategies
    - Embedding Data Sets into Learning and Teaching Conversation
  - Implement the building and landscaping master plan 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 a schoolwide communication, administration systems and processes, to include digital solutions, enhance partnerships, efficiency and co-responsibility
- Our key improvement strategies & actions to meet this goal included:
- Implement the building and landscaping master plan 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 a schoolwide communication, administration systems and processes, to include digital solutions, enhance partnerships, efficiency and co-responsibility

## Achievements

- Presentation on ECSI Data to all staff
- Masterclass on ECSI Data offered
- Regular meetings of Student Leaders, and CST Student Leaders to drive initiatives
- New Staff Induction Day with a focus on our Charism
- Celebration of St Augustine's Feast Day Mass
- Launch of sung version of College Prayer
- Staff Spirituality Day with Michael McGirr to include unpacking of 2023 Annual Theme
- Professional Learning session for staff unpacking staff wellbeing and ways to incorporate wellbeing strategies into our every day
- Staff Wellbeing Survey
- Student Wellbeing Survey
- Student leaders join the SOLE staff meeting and provide feedback
- Year 9-12 staff re employment and pathway options post Year 11/12
- Staff meetings to unpack predictable range of responses
- The Resilance Project (TRP) language linked to SOLE
- Behaviours of Concern breakdown and appropriate language to use
- SOLE Matrix activity
- Social Stories PD F-4 staff
- Leadership Coaching with Leadership / Executive Team

- Stephen Russell visit in Term 1 highlight the Data Story of St Augustine's College
- Science of Learning and Reading Professional Development / Guest Speakers
- F-8 Routine for Reading Fluency focus
- Embedding the new Curriculum Delivery model across the school
- Introduction of new VCE-VM and VPC programs
- Professional Development for VCE-VM/VPC teachers with VCE-VM Curriculum specialists
- Professional Development for VCE-VM Literacy
- Audit undertaken of staff planners to ensure Systematic Curriculum Delivery undertaken
- NAPLAN 2023 completed
- Acadience and Essential assessments completed
- Year 9-12 Professional Development on role of educators in Careers pathways conversations, using State, local data and employer's identification of 'soft skills' required for greater employability
- Capital Grants Funding for Year 3-4 Learning Space completed
- Master plan refresh
- Formation of Senior school design team in readiness for Capital Grants Application for new Senior School Learning Area
- New website launched

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

Annual Psychology Teachers' Conference

MAV - VCE maths mini conference (General Maths SAC's and exam review)

VCE Biology Conference

Understanding and planning for autistic students

NSIT

Dr Gianfranco Conti Professional Learning - Join Dr Gianfranco Conti for a deep dive into MARS'EARS, the language curriculum design approach underpinning Extensive Processing Instruction (E.P.I), currently in practice across the UK, Wales, Scotland, Ireland, and Australia

Career Practitioners Information Session at Deakin University

Maths Conference

Maths Conference - Unpacking of maths methods 2022 examination, insight into new study design and changes into curriculum

VCE - VM and VPC curriculum update with Mitch Coombs at St Augs

VCEVM Planning with Kyabram P - 12 VCEVM Coordinator

PDS VM With Mitchel from Ky P12

VM/ VPC Professional Learning with Mitch Coombs from Ky P-12

VM & VPC Study Plan

Catholic Development Network - Invitation to Seminar Enrolment/Admission Forum

Putting VET first- preparing students

SNLN Math Leadership day 1

The Resilience Project

The Festival of the Sacred 2023 Network Day

Information for Careers Practitioners

## Expenditure And Teacher Participation in Professional Learning

Putting VET First: Preparing Students for Careers of the Future

Bendigo Art Gallery Teacher Welcome

Critical Incident Management for Schools

MAV Conference - updating my Maths skills with the latest research and best presenters

Graduate Teacher Conference 2023

Graduate teacher residential conference

VATI Congress, yearly congress of the Victorian Association Teachers of Italian with a range of different sessions with a variety of topics

2023 Catholic Education Sandhurst Graduate Teacher Conference

Phys Ed Hacks: Tips and Strategies for Classroom Management - Fully online course/all pre-recorded videos

The Best Strategies and Resources For Teaching Units 1-4 VM Literacy

Content and Language Integrated Learning workshop

VTAC Presentation

The Best strategies and resources for teaching VM Literacy

Loddon Campaspe Career Practitioner Forum

Supporting primary students with Developmental Language Disorder (DLD)

Loddon Campaspe Careers Practitioner Forum to facilitate the sharing of resources, best practice, and knowledge to support schools' implementation of Career Education

ACHPER end of year conference

STAVCON - Secondary science and STEM workshops

ACER PAT Data Workshop - CES

Sandhurst Secondary Schools Deputy Principal Network meeting

Kitstop Electronics training for year 9/10 PDT Electrical course

Electronics - KitStop with John Perrin



## Expenditure And Teacher Participation in Professional Learning

VCAA VET 2024 Statewide seminars

VCE VET Program updates, enrolments and trends

VET recognition in the VCE (including VCE VM and VPC)

VDSS funding

VET recognition in the VCE (including VCE VM and VPC)

VET Sector newsflash

Season of Excellence

SWL recognition updates

VCAA Implementation planning session for new study design for PDT - online webinar

STAV VCE Chemistry conference

Wellbeing Network Professional Development CES

STAV Con - Science Teachers Conference

CECV Pathways and Transition Workshop in Shepparton - VCE Vocational Major and the Victorian Pathways Certificate

STAV Physics Conference

MAV23 - Aiming High (Maths Conference)

Maths Association of Victoria- Mini VCE conference (online) General Maths: SAC's, Exams and Resources

Aboriginal Network Day

VCE Conference - Meet the assessors and SAC workshops to prepare teachers for VCE Foundation Maths

VCE Biology Conference at the University of Melbourne Parkville Campus

Loddon Campaspe Area Careers Practitioner Forum. The PL day aims to give practitioners the opportunity to connect with their counterparts from other schools

VCE Biology Conference

## Expenditure And Teacher Participation in Professional Learning

STAV VCE Chemistry Conference

Student Pastoral Wellbeing Network

Student Pastoral Wellbeing Network Meeting

Career Toolbox training in Shepparton

Career Tools PD: Managing your website. Career Action Plans. e-Portfolio. Destination Survey. Career Journeys in the Curriculum for Years 7-12 and VCE VM students.

General Maths Conference

Deakin University Career Practitioner Workshop

LawSense Managing Separated Families & Family Law Issues in Schools

Rocket PD - Immersive education

Stem Rocket Course

VCE Art Making and Exhibiting Units 3 and 4 Question and Answer session

STEM Rocketry Program (PD related to Grand awarded)

VCAA Food Studies implementation and planning session through Home Economics Victoria

CES Language Hub Day

Berry street educational model - Delivered in 2 day blocks this 4 day training course is based on classroom strategies and informed by Berry Street's approaches to trauma-informed learning and the science of wellbeing. Student-centred, our strategies provide teachers, leaders and allied education professionals with a practical toolkit to work with ALL students

Child Safety Officer Training

CES Aboriginal Network Day

Career Compass: Navigating the Local Jobs Market for Your Students

Sandhurst Arts on Show Network Day

Sandhurst Career Educators meeting

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Career Practitioners Sandhurst Diocese meeting at St Joseph's College Echuca	
Berry Street Model	
The Resilience Project	
Number of teachers who participated in PL in 2023	86
Average expenditure per teacher for PL	\$165.00

## Teacher Satisfaction

At St Augustine's College, we understand that teachers play a crucial role in shaping the future of our students. That's why we prioritise creating a culture that promotes teacher satisfaction. We believe that when teachers feel supported and appreciated, they are better able to engage and inspire our students.

To ensure teacher satisfaction, we have implemented various initiatives and practices. We offer ongoing professional development opportunities to help teachers grow and develop in their careers. We also encourage collaboration and teamwork, fostering a sense of belonging and community among our staff.

Additionally, we recognise the importance of work-life balance and strive to provide a supportive work environment that enables our teachers to maintain a healthy balance between their professional and personal lives. We value the feedback of our teachers and regularly seek their input to improve our practices and policies.

Overall, our goal is to create a positive culture of teacher satisfaction at St Augustine's College, where our teachers are empowered to reach their full potential and, in turn, provide our students with the best possible education.

On most days, how enthusiastic are the students about being at school?

CES - 70% School - 71%

How positive are the attitudes of your colleagues

CES - 70% School - 88%

How collegial are relationships between staff members at this school?

CES - 73% School - 92%

How supportive are students in their interactions with one another?

CES - 67% School - 79%

How often do you see students helping one another without being prompted?

CES - 68% School - 75%

How respectful are students in this school to staff?

CES - 62% School - 75%

How respectful are staff in this school to students?

CES - 93% School - 100%

How orderly does the school environment feel?

CES - 74% School - 79%

How positive is the working environment at your school?

CES - 72% School - 92%

Additional data was also gathered from the 2023 The Resilience Project (TRP) staff survey.

The survey was completed by just over half of the staff (66 people). The results provided useful information which has been included into the planning for the staff wellbeing program.

The survey uses a likert scale so results closest to 100% are most favourable. Highlights of this data includes that all respondents 'strongly agreed' to the questions:

- Enjoy engaging with young people (100%) This was our most positive response

Other really positive responses included:

- People treat each other with respect (98%)
- Job is an important part of my life (97%)
- Work I do is meaningful and important (97%)
- School climate is encouraging and supportive (95%)
- School committed to minimising stress at work (94%)
- School climate is encouraging and supportive (94%)

Our lowest score was for the question

- Work does not unduly interfere with home life (53%)

Staff also provided some useful feedback regarding difficult parts of their job.

The two most common areas were:

- Dealing with student behaviour and difficult conversations with parents.
- Ongoing professional development opportunities will be provided to support staff in these areas.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	7.8%
Graduate	20.3%
Graduate Certificate	1.6%
Bachelor Degree	53.1%
Advanced Diploma	6.3%
No Qualifications Listed	10.9%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	76
Teaching Staff (FTE)	67.3
Non-Teaching Staff (Headcount)	40
Non-Teaching Staff (FTE)	34.3
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

Families are the first educators of their children and schools have an important responsibility in engaging and working in unity with families to strengthen the relationship and connections between family, school and the wider community. Research shows that the most successful schools engage students, families, carers and the community as partners in supporting student learning and wellbeing. By partnering together – staff, students, families and communities can improve the educational outcomes for all students.

The vision for the St Augustine's 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. At its heart, family engagement is about relationships. At St Augustine's, we strive to ensure that our teachers and support staff make our families feel welcome by listening to and honouring the stories, culture, traditions and relationships of the family and the community. It is crucial that our teachers connect families to what is happening in their classrooms; this is the essential link – families having a voice in this learning partnership as we work together to create positive attitudes to learning.

### Achievements

- Family Community Partnerships Team Meetings were scheduled for each term with agenda items including
  - NSIT and Catholic Identity Review Feedback
  - F-4 Term 4 Christmas Event
  - College Canteen Update
  - Listening Forum
  - College Website Feedback
  - Master Plan Refresh and Senior School Design Process
  - College Senior Formal and Parenting Strategies for Success Events
  - Driveway and Road Safety
  - Enterprise Agreement
  - Recess / Lunch yard usage (oval)
  - Uniform - Parent feedback sought
  - Building community and house spirit (5-12 Swimming Sports)

- The College hosted a range of events that invited participation and involvement from local community members including the Lone Pine Ceremony, Mother's Day Breakfast, Beaut Bloke's Breakfast.
- A range of opportunities were provided to parents and friends of the College to become formal Volunteers at the College by undertaking a Volunteer Induction that has a strong emphasis on Child Safety Standards and procedures.
- Our College was represented at the local ANZAC Day service held at the Kyabram Memorial Gardens by College Captains, Sam Clydesdale and Lilly Scoble and supported by College Principal, Jay Sutton.

## Parent Satisfaction

To promote parent satisfaction, we strive to maintain open and transparent communication with parents. We provide regular updates on their child's progress and encourage parents to engage with us in meaningful ways. We value the input of parents and actively seek their feedback through surveys, meetings, and other channels.

We also work to create a welcoming and inclusive environment for parents. We host events and activities that allow parents to connect with each other and with our staff. We believe that fostering a sense of community among parents contributes to overall satisfaction with the school.

Furthermore, we are committed to addressing any concerns or issues that parents may have in a timely and respectful manner. We believe that by listening to parents and addressing their needs, we can ensure that they are satisfied with their experience at St Augustine's College.

Overall, our goal is to create a positive culture of parent satisfaction at St Augustine's College, where parents feel valued, informed, and engaged in their child's education.

In 2023, parents were invited to complete a parent satisfaction survey coordinated by the Catholic Education Office Sandhurst in partnership with Orima Research. Despite a low number of parents completing the survey, parents who did complete the survey highlighted positive feedback in the following themes:

- Recommending the school to potential families
- Children feel a sense of belonging to the school
- Behaviour expectations
- Consideration of Cultural backgrounds
- Teachers meeting the needs of students learning needs
- Student growth
- Respect between teachers and students

- Staff approachability
- Physical environment
- Respect between staff and students
- Staff feedback to parents
- Online portal communication
- Catholic Mission, belief, and religious practices



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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.sakyabram.catholic.edu.au](http://www.sakyabram.catholic.edu.au)