

# 2024

## Annual Report to the School Community



### St Augustine's College

Church Street, KYABRAM 3620

Principal: Timothy Campbell

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, Timothy Campbell, 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 15 May 2025

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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 Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

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 2024 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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Dear members of the St Augustine's College community,

In 2024, St Augustine's College continued to flourish as a faith-filled, learner-centred community, committed to the values of Community, Learning for Life, Human Flourishing, Faithfulness and Partnership. Our shared focus on Catholic Identity, excellence in learning and teaching, student wellbeing, and community engagement has guided our work and enriched the lives of students, staff and families.

This year saw renewed energy in strengthening our Catholic identity through staff formation, vibrant liturgical celebrations, and growing student involvement in social justice. Initiatives like our revitalised Year 12 Retreat, the Earthcare team, and increased participation in outreach programs reflect our deepening commitment to faith in action.

Learning growth remained a core priority. We embedded evidence-based instructional models, enhanced staff capacity through professional learning with Ryan Dunn (University of Melbourne), and saw clear gains in student achievement, particularly in Writing, Spelling, Grammar and Numeracy. A strong VCE completion rate, excellent post-secondary outcomes, and scholarship success reflected the dedication of both students and staff.

Student wellbeing continued to be nurtured through improved pedagogical practices, a focus on data-informed decisions, and the refinement of the Teacher Advisor model. Student voice, belonging, and safety all rated highly in ORIMA and TRP data, confirming that our young people feel known, valued and supported.

We were also proud of the high levels of family and community engagement this year. Events such as our Mother's Day and Beaut Blokes breakfasts, Feast Day celebrations, and school liturgies were well attended and warmly received. The work of the School Advisory Council and Family Community Partnerships Team further strengthened our culture of connection and collaboration.

Our dedicated staff continued to grow professionally and spiritually through extensive professional learning, mentoring, and academic study. Programs like Blessed, Broken and Shared, and CESL's Magnify, supported leadership growth and sustained our positive workplace culture.

I thank all members of our College community—students, families, staff, parish partners and local supporters—for your commitment, generosity and belief in our shared mission. St Augustine's continues to be a place of faith, learning and belonging, and I am excited by what lies ahead.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### School Improvement Goal/s

Embed a school wide understanding of Catholic Social Teaching to support social justice education and initiatives.

Provide a range of faith formation experiences and a Religious Education curriculum that enables our community to experience the Catholic faith and learn about other faiths.

Acknowledge the First Nations people of this land to support our community to forgive, celebrate, learn and understand the importance of Indigenous peoples and culture.

#### Key Improvement Strategies

- Through two Catholic Identity Workshops per term and Staff Meetings, facilitate learning of six Catholic Social Teaching principles.
- Through Religious Education classes and TA programs, amplify our whole school social justice initiatives to support participation in extracurricular social justice initiatives.
- Utilise funds from the Philomena Billington Social Justice Through the Arts Scholarship to launch the Earthcare Team and introduce sustainable practices to the College.

### Achievements

In 2024, our Catholic Identity focus deepened through staff formation, student engagement in liturgical life, and enhanced Religious Education practice. The College celebrated all key liturgical events including St Augustine's Day, Holy Week liturgies, and whole-school Masses that brought our community together in faith and reflection.

Our Year 12 students participated in a revitalised retreat program, with 96% of participants reporting a positive experience in deepening their faith and connection with peers. Student involvement in social justice initiatives such as Project Compassion and local St Vincent de Paul outreach was significantly higher than in 2023, reflecting our focus on forming socially aware and compassionate young people.

## Value Added

In 2024, our Catholic Identity focus deepened through staff formation, student engagement in liturgical life, and enhanced Religious Education practice. The College celebrated all key liturgical events including St Augustine's Feast Day, Holy Week liturgies, and whole-school Masses that brought our community together in faith and reflection.

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Continuation of Daily Prayer made available via SIMON Daily Messages to support faith development and connection, Prayer rituals, and reflective experiences.

Staff Prayer held weekly in St Augustine's Church prior to the beginning of the school day. Staff are allocated a date where they are part of a group that creates and presents a thoughtful, considered and significant prayerful experience for St Augustine's staff.

The Catholic Identity Team meet weekly (or more!) to oversee and facilitate the Parish Mass Program and the implementation and delivery of the Source of Life Religious Education curriculum across the College.

The FIRE Carrier Program was led by Aboriginal Liaison Officer; Angela Shaw in 2024, with our new FIRE Carriers Commissioned at our Reconciliation Mass in Term 2.

The College continued with its term based fund and awareness campaigns in support of Caritas ~ Project Compassion, The Gift, St Vinnie's Kyabram and the Brigidine Asylum Seeker Project. All organisations have expressed sincere gratitude for the work and efforts in this space, and for the ongoing relationship with St Augustine's College.

The College partnered with St Augustine's Parish Sacramental Team to support 12 students to receive the Sacraments of Christian Initiation celebrated by Father Uday Marneni and Bishop Shane Mackinlay DD.

Year 12 Retreat was held at Pallotti College, offering a spiritual and faith filled experience at the commencement of the academic year for our Year 12 students that fostered relationships and encouraged reflection, with 'Harvest' being the theme.

The Staff Spirituality Day was held on-site and led by Kym Wilton, National Education Manager at the Islamic Museum of Australia and former Sandhurst Diocese educator.

St Augustine's celebrated the work involved in bringing to life the Philomena Billington Social Justice Through the Arts Scholarship based on the 'Our Common Home Proposal'. This culminated in a celebration with the F-4 Community, Philomena Bilington and special guests.

Our Foundation students, who had participated in the Buddy Program with our Year 12 students, prepared for, and attended the Graduation Mass.

Grandparents and Special Friends Mass was incredibly well attended in Term 4, 2024.

Appointment of Student Leaders in Term 4, 2024.

CESL TAP Catholic Accreditation records.

Your Choicez and RealTalk Seminars in Term 4, 2024.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### School Improvement Goal/s

Implement and embed age appropriate, high impact pedagogies that cater to the unique learning and wellbeing requirements of our three College communities, ensuring that teaching practices are responsive to the diverse needs of all students.

Establish a Data Plan and provide ongoing training and resources to equip staff with the skills to effectively analyse and utilise data to inform decisions and improve student outcomes, including academic performance, attendance, behaviour, and socio-emotional development.

#### Key Improvement Strategies

- Professional development sessions provided to Learning Leaders and teaching staff by Ryan Dunn (University of Melbourne)
- Establish an instructional model and resources for teaching staff based on evidence-based research.
- Establish a Data Plan for collecting data on academic performance across all three Communities.
- Introduction of Data Literacy Workshops.
- Timetable regular Data Review meetings into the College meeting schedule.

### Achievements

#### PAT Numeracy

In 2024, we continued to develop staff's knowledge and understanding of more effective pedagogical techniques through Professional Learning opportunities with Dr Ryan Dunne (University of Melbourne). Ryan's focus on reducing the cognitive load for students through refined, and shared, evidence-based teaching techniques such as 'Daily Review', 'I Do- We Do- You Do', 'Fading' and the 'Gradual Release of Responsibility' enhanced the teaching of numeracy.

The positive impact of this PL can be seen in the significant growth in students' PAT Numeracy test results from 2023 to 2024.

PAT Numeracy tests for Semester 1 & 2 2023 indicated that, across the school, 20%(Sem 1)/27% (Sem 2) of students were One Year Above Expected Level of achievement; 44%

(Sem 1)/39% (Sem 2) were At Level; 36%(Sem 1)/34% (Sem 2) were One Year Below Expected Level.

PAT Numeracy tests for Semester 1 & 2 2024 indicated that, across the school, 36% (Sem 1)/40%(Sem 2) of students were One Year Above Expected Level; 36% (Sem 1)/35%(Sem 2) were At Level; 28% (Sem 1)/25%(Sem 2) were One Year Below Expected Level.

## Student Learning Outcomes

### 2024 VCE results and Post-Secondary destinations

- 2024 Year 12 VCE cohort: Post-Secondary destinations
  - 44 Students enrolled in VCE/VCEVM programs
  - 43 successfully completed Yr 12 VCE certificate (8 x VCEVM, 35 x VCE)
  - Of those who applied for tertiary placement, through VTAC:
    - 27(93.10%) received VTAC offers (above the Victorian average of 91%);
    - 6 students (20,69%) received more than one offer);
    - 7 x Certificate III & IV level TAFE courses/Traineeships;
    - 6 x apprenticeships;
    - 2 x ADF Gap Year;
    - 2 x employment;
    - 1 x continued VCEVM study
- A significant number of VCE students were successful in gaining scholarships to assist in their further studies/career paths, including 9 x LaTrobe University Aspire program, the Gardiner Foundation scholarship and 6 x Bendigo Bank scholarships.
- We continue to support senior students in applying for academic scholarship programs, with one student in each of Year 11 and 12 successfully gaining entry to the University of Melbourne Kwong Lee Dow Young Scholars program.

<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	376	41%
	Year 5	462	54%
	Year 7	526	63%
	Year 9	526	41%
Numeracy	Year 3	395	57%
	Year 5	457	49%
	Year 7	529	64%
	Year 9	554	56%
Reading	Year 3	395	64%
	Year 5	464	59%
	Year 7	529	64%
	Year 9	547	57%
Spelling	Year 3	388	52%
	Year 5	455	51%
	Year 7	524	70%
	Year 9	556	70%
Writing	Year 3	423	91%
	Year 5	477	74%
	Year 7	525	62%
	Year 9	573	66%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	27
VCE VM Completion Rate	88%
VCE VM Completion Rate	88%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	31%
TAFE / VET	8%
Apprenticeship / Traineeship	23%
Deferred	0%
Employment	38%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%



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## Student Wellbeing

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### Goals & Intended Outcomes

#### School Improvement Goal/s

Implement and embed age appropriate, high impact pedagogies that cater to the unique learning and wellbeing requirements of our three College communities, ensuring that teaching practices are responsive to the diverse needs of all students.

Establish a Data Plan and provide ongoing training and resources to equip staff with the skills to effectively analyse and utilise data to inform decisions and improve student outcomes, including academic performance, attendance, behaviour, and socio-emotional development.

#### Key Improvement Strategies

- Establishing an instructional model and resources for teaching staff based on evidence-based research. Included in this document will be the PBIS model utilised at the college to support learning and Catholic Identity. This will align with the College's Identity and Vision statements.
- Establish a Data Plan for collecting data on attendance, behaviour, and socio-emotional development across all three Communities.
- Review the current TA model and develop an approach for all TAs to use to ensure that student learning goals incorporate a reflection of student data.

### Achievements

In 2024, St Augustine's College made significant progress in enhancing student wellbeing by embedding age-appropriate, high-impact pedagogies that address the unique learning and wellbeing needs of students across our three College communities. Teaching practices were developed and refined to be increasingly responsive to the diverse academic, emotional, and social needs of all students.

A comprehensive Data Plan was established to monitor and support student outcomes in areas such as academic performance, attendance, behaviour, and socio-emotional development. Staff were provided with targeted professional learning and resources to strengthen their capacity to analyse and apply data in ways that directly inform practice and support student growth.

The College continued an instructional model grounded in evidence-based research, including the Positive Behaviour Interventions and Supports (PBIS) framework and SOLE

(Self Others Learning Environment). This model is designed to align with our Catholic identity and vision, promoting both student achievement and a strong values-based culture.

The Wellbeing Team regularly attended staff meetings to support staff in understanding the mandatory reporting obligations, reflecting a staff commitment to child safety. Child safeguarding remains a standing agenda item at all college meetings, ensuring ongoing awareness and action. Additionally, work began on refining the Teacher Advisor (TA) model to ensure that student learning goals are clearly linked to relevant wellbeing and achievement data, strengthening personalised support and improving outcomes.

Student feedback from the ORIMA Survey demonstrated high levels of satisfaction across key indicators. Rigorous Expectations, School Engagement, and School Climate all exceeded CESL's overall positive benchmarks and showed growth compared to 2023. Students in Years 4, 5, 6, and 12 reported particularly strong results.

Wellbeing insights from the TRP data affirmed that students feel safe, supported, and connected within the school. Importantly, students were able to identify a trusted adult at school, highlighting the strength of our pastoral care structures and community culture.

### Value Added

- Student-led changes to diversity day (Harmony Day) in 2024 emphasised celebrating students' cultural backgrounds. Year 10 students helped plan a cultural parade and multicultural lunch, featuring food from five cultures.
- A school psychologist was employed, increasing access to clinical support and assessments. This has assisted the development of learning plans with informed interventions to support improved learning outcomes.
- A strong partnership with the local St Vincent De Paul society was established allowing for the sustainable operation of the breakfast club.
- Free parent seminars on adolescent mental health were shared via social media and the school newsletter.
- 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 Harmony Day.
- Continued partnership with the school paediatrician program provided early intervention support for families, funded by the college.
- Vulnerable students were connected to external wellbeing programs such as 'Mates' (youth mentoring), Junior Park Rangers (Kyabram Fauna Park), and services including CatholicCare, Orange Door, Headspace, UnitingCare, and the Detour program.
- Lunchtime activity programs were expanded to support social engagement, alongside quiet, supervised spaces for students who prefer calmer environments.

## Student Satisfaction

Rigorous expectations, School Engagement, School Climate, School Teacher/Student Relationships, School Belonging, Student Safety, Enabling Safety, Student Voice and Catholic Identity were all areas above the CESL Overall positive score in the ORIMA Survey data. In particular, Rigorous expectations, School Engagement, School Climate were all higher than 2023 results. Year 4, 5, 6 and 12 data was excellent.

TRP wellbeing data indicated positive areas of wellbeing and school satisfaction. Students were able to name an adult within a school setting who they felt they could come to if they had an issue. Overall, students feel safe, well supported and well connected.

## Student Attendance

St. Augustine's College records daily student attendance electronically using SIMON, the College's Student Management System. SIMON helps us to track daily attendance, absences, and reasons for absences of students.

- **Foundation to Grade 6:** Attendance is checked twice each day at 9:00 am and 2:30 pm.
- **Years 7 to Year 12:** Attendance is recorded every period.

### Attendance monitoring procedures

- Parents/guardians must notify the College of student absences via email, PAM, or phone before the school day begins.
- Class teachers take rolls at the start of each school day, and each period (for secondary school students).
- For students attending external courses, class teachers confirm attendance with the provider at the start and end of each day.
- The Deputy Principal: Wellbeing oversees the monitoring of daily attendance.

### Follow-up on unexplained absences

- If a student's absence is not explained by 9:30 am, parents are sent an SMS requesting immediate contact.
- If there is no response, the student services officer phones the parent to obtain a reason, which is recorded.
- Unresolved absences are escalated to the TA or Community Wellbeing Leader for follow-up.
- The Wellbeing Team reviews monthly attendance data. Students with low attendance are referred for support, which may include external services, attendance plans, and wellbeing interventions.

All attendance concerns are documented in the student's file and reported in school reports.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	61.97

Average Student Attendance Rate by Year Level	
Y01	88.9
Y02	90.0
Y03	90.1
Y04	87.8
Y05	87.9
Y06	88.5
Y07	85.0
Y08	82.8
Y09	84.0
Y10	81.4
Overall average attendance	86.7

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## Leadership

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### Goals & Intended Outcomes

#### School Improvement Goal/s

Conduct a comprehensive review of the Catholic Identity, Wellbeing and Learning and Teaching frameworks, involving staff, parents, and students in a collaborative process to gather feedback and identify areas for improvement.

Implement a professional learning plan that includes regular opportunities for staff to engage in observation, feedback, mentoring, and coaching sessions.

### Achievements

Throughout 2024, St Augustine's College has continued to prioritise the professional growth and leadership development of all staff. A wide range of professional learning opportunities were offered, supporting the ongoing development of teacher capacity and student outcomes.

A key initiative was the introduction of the Blessed, Broken and Shared program, fostering reflective practice and deepening our Catholic identity within the staff community. The launch of the CESL Magnify program also provided targeted leadership development and professional learning pathways for emerging and experienced leaders across the College.

We continued our valued partnership with Ryan Dunn from the University of Melbourne, supporting staff in refining instructional practice and strengthening educational leadership across learning teams.

New initiatives such as the peer mentoring program created opportunities for collaboration and professional support within our staff community. In addition, several staff members pursued further academic study, demonstrating a strong culture of lifelong learning and commitment to excellence in Catholic education.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Ryan Dunn (University of Melbourne) - Leaders and School Teaching staff (Science of Learning)</p> <p>InitialLit Training</p> <p>OCHRE training</p> <p>Peer mentoring</p> <p>MAVS conference</p> <p>Career practitioner workshops</p> <p>Law Sense</p> <p>Rocket/STEM program (immersive education)</p> <p>VCE assessment training</p> <p>VCE subject conferences/webinars</p> <p>CESL Wellbeing, Language, Learner Diversity, Learning Leader, RE, Aboriginal Network days</p> <p>Berry St Educational Model</p> <p>The Resilience Project (Teacher wellbeing and Surveys)</p> <p>Child Safety Officer Training</p> <p>National Education Summit. Learner diversity and wellbeing conference</p> <p>VCE exam administration</p> <p>Fundamentals of Emergency Management - Workshop</p> <p>Edutech conference</p> <p>Blessed, Broken and Shared program</p> <p>Theology studies</p> <p>'Youth in distress' - Black Dog Institute (Self-ham and suicide in youth)</p>

Expenditure And Teacher Participation in Professional Learning	
Trauma informed therapy for Depression and Anxiety SLAV conference Building Key Science Skills in Psychology Peak Physical Education Children and Adolescent Mental Health Conference	
Number of teachers who participated in PL in 2024	105
Average expenditure per teacher for PL	\$366.13

### Teacher Satisfaction

Student safety, School Climate, Staff Leadership Relationships, Staff Safety and Support for Teams all were reported above the CES overall positive value in the ORIMA survey. “Staff Leadership Relationships” was reported at 85%. Collaboration and Collective Efficacy had improved on previous years.

High level staff retention indicated a positive work climate and a positive work atmosphere.

Internal staff surveys and feedback opportunities were offered and indicated an overall positive work environment. Staff felt satisfaction in the workplace and an ability to share concerns openly and honestly. Staff feel well supported and indicated an ability to raise concerns with leadership.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	5
Graduate	11
Graduate Certificate	2
Bachelor Degree	38
Advanced Diploma	2
No Qualifications Listed	8

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	75
Teaching Staff (FTE)	66.95
Non-Teaching Staff (Headcount)	50
Non-Teaching Staff (FTE)	42.59
Indigenous Teaching Staff (Headcount)	2



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## Community Engagement

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### Goals & Intended Outcomes

To deepen authentic partnerships with families and the broader community by enhancing opportunities for participation in faith, learning, and social justice initiatives, ensuring all voices are heard and valued.

### Achievements

In 2024, St Augustine's College continued to foster strong and meaningful partnerships with families through a variety of engagement opportunities. Parent involvement remained a vital aspect of our College culture, contributing positively to student wellbeing and outcomes.

The year saw high levels of parent attendance at community events including our much-loved Mother's Day Breakfast, Beaut Blokes Breakfast, and St Augustine's Feast Day celebrations. Our F-4 Community Christmas Carols, End of Term Assemblies, College Awards Celebration, School Masses, and sporting events also attracted strong parent and carer participation, creating vibrant and connected school experiences.

The Teacher Advisor Program has continued to serve as a key avenue for strengthening communication between school and home, enabling regular and personalised engagement with each student's learning journey.

Our School Advisory Council and Family Community Partnerships Team maintained high levels of involvement, offering important forums for parent voice and collaboration in the life of the College. This collective commitment to partnership has enriched our community and supported the development of confident, connected learners.

### Parent Satisfaction

ORIMA survey data indicated improved levels across the College in "Family Engagement" and "School climate". ORIMA survey data was exceptionally strong in the F-4 Community, with "School Fit" measured at 90% in Prep families and "Family Engagement" the highest compared to other year levels.

Formative/subjective data taken from School Advisory Council and Family & Community Partnerships Team meetings were often positive, with attendance strong and verbal feedback indicating a positive school climate.

Attendance at school based events increased and demonstrated a higher level of connectedness and engagement with parents, the parish and the wider community.



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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)