



2025

Annual Report to the School Community



St Augustine's College

Church Street, KYABRAM 3620

Principal: Timothy Campbell

Web: www.sakyabram.catholic.edu.au

Registration: 646, E Number: E3054

Principal's Attestation

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 2025 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 31 Mar 2026

About this report

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](#).

Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

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.

College Overview

Welcome to the 2025 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. Our student enrolment in 2025 was 691. 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.

Principal's Report

Dear members of the St Augustine's College community,

Throughout 2025, St Augustine's College continued to grow as a faith-filled and learner-centred community grounded in our core values of Community, Learning for Life, Human Flourishing, Faithfulness and Partnership. Guided by our vision to Unite, Inspire, Lead and Excel with Strength and Kindness, we remained committed to nurturing the spiritual, academic and personal growth of every student while strengthening the relationships and sense of belonging that make our College a vibrant and supportive community.

A significant focus throughout the year was the continued strengthening of our Catholic identity and faith formation opportunities for students, staff and families. Through liturgical celebrations, retreats, staff formation experiences and social justice initiatives, members of our community were encouraged to live the Gospel in practical and authentic ways. Programs such as Blessed, Broken and Shared, the revitalised Year 12 Retreat, the ongoing work of the FIRE Carriers, and increased engagement in outreach and service opportunities reflected our commitment to faith in action. Continued implementation of the renewed Source of Life curriculum further strengthened consistency and fidelity in Religious Education across the College.

Teaching and learning remained central to our work, with the implementation of CESL's Magnify framework providing a clear and consistent direction for learner growth. Through a strong focus on the Science of Learning, evidence-informed practice and high-impact pedagogies, staff continued to strengthen classroom practice through collaborative professional learning and engagement with leading educational research, including the work of Jared Cooney Horvath. The continued embedding of Classroom Mastery, Teach Well, MultiLit and explicit teaching practices supported greater consistency in instructional routines, learning intentions and classroom expectations across the College. Coaching, mentoring, learning walks and professional feedback processes further strengthened staff capacity and supported fidelity of implementation. These collective efforts contributed to continued growth in student achievement, particularly in Writing, Spelling, Grammar and Numeracy, while strong VCE completion rates, positive post-secondary pathways and scholarship achievements reflected the dedication of both students and staff.

Student wellbeing continued to be a priority, underpinned by our commitment to ensuring that every student feels safe, known and valued. The refinement of the Teacher Advisor model, alongside increasingly data-informed approaches to student support, strengthened student

connection and belonging across the College. Feedback gathered through ORIMA and wellbeing data highlighted positive outcomes in student voice, engagement and wellbeing, affirming the strong and supportive culture within our community.

We were also encouraged by the strong level of engagement from families and the wider community throughout the year. Events such as Mother's Day and Beaut Blokes breakfasts, Feast Day celebrations, liturgies and community gatherings were warmly supported and provided valuable opportunities for connection. The ongoing contribution of the School Advisory Council and the Family Community Partnerships Team continued to strengthen collaboration between home, school and parish.

I extend my sincere gratitude to all members of the St Augustine's College community - students, families, staff, parish partners and local supporters - for your continued commitment, generosity and support. Together, we continue to build a community where faith, learning and belonging are at the heart of all we do, and I look forward with optimism to the opportunities ahead.

Catholic Identity and Mission

Goals & Intended Outcomes

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

Provide a range of faith formation experiences (inclusive of the Blessed, Broken & Shared program) and a Religious Education curriculum that enables our community to experience the Catholic faith and learn about our faith and other faiths.

Continue to 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.

Catholic Identity Workshops during Staff Meetings to facilitate learning of six Catholic Social Teaching principles.

Through the TA program and Religious Education classes, amplify our whole school social justice initiatives to support participation in extracurricular social justice initiatives.

Update Faith Formation Plan that documents the faith formation opportunities that are available to staff, students and parents and note the current and ideal reality. Update Source of Life documentation and provide learning opportunities for both staff and students to engage with the new material from CESL.

Explore current Acknowledgement of Country.

Support Aboriginal and Torres Strait Islander students and families, in particular Opening the Doors Foundation, and ensuring equity and access.

Achievements

Updated Faith Formation Plan that documents the faith formation opportunities (e.g. Blessed Broken & Shared) that are available to staff, students and parents and note the current and ideal reality.

Updated Source of Life documentation and provided learning opportunities for both staff and students to engage with the new material from CESL.

Increased participation and attendance in community faith events.

Increased involvement in social justice initiatives and community outreach programs.

Value Added

Supporting Staff to continue to work toward and contribute to their Catholic Accreditation target by the end of 2025.

Increase in student participation in extracurricular and social justice activities, events, projects and initiatives.

For example; Justice Matters Camp, Year 5/6 Caritas Just Leadership Day, other Leadership opportunities, community programs, projects and agencies.

Match or increase donations to organisations: Caritas, St Vinnies, The Gift, Brigidine Asylum Seeker Project.

Faith Formation Plan updated to include Blessed, Broken and Shared program.

Religious Education Unit Plans are updated to incorporate new Source of Life lessons.

Professional Learning opportunities given/added to staff through meeting scheduled time.

Updated Acknowledgements of Country that reflects a deeper understanding.

All ATSI students have access to Opening the Doors Foundation.

Sacramental Program in partnership with the Parish.

Enlivening and increasing engagement with School and Parish Masses and Liturgies.

Increased donations for and awareness of our Charitable agencies as above.

Learning and Teaching

Goals & Intended Outcomes

In 2025, St Augustine's College continued to implement the strategic priorities outlined in the School Improvement Plan 2024–2027, with a strong focus on developing a high impact pedagogical approach that responds to the diverse learning and wellbeing needs of students across the College.

A key priority was the implementation of evidence-based teaching practices through MultiLit, OCHRE and Knowledge Society - Classroom Mastery to ensure consistency of instruction, engagement and student support across all learning environments. The College also prioritised strengthening teacher capability through the Steplab platform which prioritises instructional coaching, observation and feedback cycles, and building staff capacity to analyse and utilise data to improve student learning growth.

These priorities were underpinned by the College commitment to ensuring every student experiences meaningful growth every year within a culture of dialogue, innovation, collaboration and continuous improvement.

To achieve these goals, St Augustine's College implemented several key improvement strategies, including:

- school-wide implementation of MultiLit to strengthen literacy instruction and intervention
- embedding OCHRE and Knowledge Society - Classroom Mastery approaches to establish clear routines, high expectations and consistent classroom practice
- professional learning focused on Magnify high impact pedagogical practices, differentiated teaching and inclusive classroom strategies
- establishment of instructional coaching cycles using Knowledge Society methodologies and the StepLab coaching platform
- utilisation of the StepLab platform to support teacher observation, feedback, coaching cycles, goal setting and professional growth
- development of staff capability in analysing assessment data through platforms including SIMON, SPA, ACER PAT, and DIBELS
- implementation of structured team data discussions and evidence-based planning; targeted intervention planning for students identified as academically, socially or emotionally at risk

- strengthening staff understanding of student wellbeing, attendance and behavioural data to improve early intervention practices

Achievements

Throughout 2025, St Augustine's College made significant progress in embedding consistent teaching and learning practices across the College.

Curriculum revisions and teaching practices

Curriculum delivery was strengthened through the implementation and embedding of evidence-based programs including MultiLit, alongside explicit teaching structures promoted through OCHRE and Knowledge Society - Classroom Mastery. Clear entry routines, lesson launches ("Cue to Start"), and structured classroom expectations became increasingly embedded practice, improving learning readiness and classroom engagement.

- Teaching teams refined planning processes to ensure curriculum delivery was increasingly:
 - explicit
 - sequenced
 - responsive to student need
 - differentiated for varying readiness levels

How teachers identify growth

Teachers used multiple sources of data to identify student achievement and growth, including:

- formative classroom assessment
- DIBELS literacy screening
- ACER PAT testing
- NAPLAN data
- attendance and wellbeing indicators
- moderation processes and professional dialogue in team planning meetings.

This allowed staff to track student progress more accurately, identify trends early, and respond with targeted teaching strategies.

How teachers are supported

Teacher development remained a strong focus throughout the year. Staff were supported through:

- instructional coaching

- observation and feedback cycles
- professional learning aligned to Magnify pedagogical practice
- collaborative planning structures
- leadership mentoring
- data literacy professional learning
- use of the StepLab coaching platform to facilitate teacher reflection, feedback, performance development and targeted coaching conversations.

StepLab supported a more consistent and evidence-informed approach to teacher coaching and professional growth, strengthening staff capacity to refine classroom practice and improve student outcomes.

These structures continued to strengthen reflective practice, collaboration and collective responsibility for student learning outcomes across the College.

Strategies for students at risk

Targeted supports were strengthened for students requiring intervention through:

- literacy intervention via MultiLit
- early identification processes through assessment and wellbeing data, individualised student support plans
- coordinated wellbeing referrals
- attendance monitoring
- differentiated classroom support

These structures improved the College's ability to respond proactively to student need and wellbeing concerns.

Learning for high ability students

Staff increasingly used student achievement data to identify students performing above expected standards and provided:

- differentiated curriculum tasks
- extension opportunities
- higher-order questioning
- increased challenge within classroom learning sequences
- personalised learning pathways where appropriate

This focus ensured high ability learners continued to demonstrate growth and engagement.

Student Learning Outcomes

Preliminary 2026 NAPLAN results indicate positive achievement trends across Year 3, 5, 7 and 9 cohorts at St Augustine's College, with students demonstrating strong achievement across literacy and numeracy domains.

Across all year levels, the majority of students achieved within the Strong, and Exceeding proficiency bands, with particularly positive outcomes evident in Reading, Grammar and Punctuation, and Numeracy. Literacy outcomes across the College reflected continued improvement in foundational reading, spelling, and language conventions, with a significant proportion of students achieving within the Strong and Exceeding proficiency levels.

Year 3 and Year 5 cohorts demonstrated strong literacy performance, particularly in Reading and Grammar and Punctuation, reflecting the College's sustained focus on explicit literacy instruction and early intervention practices. Numeracy outcomes across the primary years also reflected positive student achievement, with most students performing within the Strong proficiency range and evidence of high-achieving students extending into the Exceeding band.

In the secondary years, Year 7 and Year 9 cohorts demonstrated consistent achievement across all domains, with Reading and Numeracy remaining relative strengths. Results indicate that most students continued to perform within or above expected proficiency standards, with many students achieving within the Strong and Exceeding bands across literacy and numeracy measures.

These outcomes align closely with the College's strategic focus on evidence-based teaching and learning practices outlined in the School Improvement Plan. Key initiatives supporting improved student achievement included:

- implementation of the MultiLit literacy framework
- explicit teaching approaches through OCHRE and Knowledge Society – Classroom Mastery
- consistent classroom routines and high-impact pedagogical practices
- instructional coaching and professional learning aligned with Magnify
- use of the StepLab coaching platform to support teacher observation, feedback and performance development
- increased staff capacity in data analysis and evidence-informed planning
- targeted intervention and differentiated teaching practices
- strengthened wellbeing and student support processes

Teachers continued to utilise a range of assessment tools including NAPLAN, DIBELS, PAT and classroom formative assessment to identify student growth, inform planning, and provide timely intervention and extension opportunities. Data discussions within Professional Learning Teams strengthened teacher capacity to respond to individual student need and monitor learning growth over time.

The College maintained a strong focus on supporting students requiring additional assistance through literacy intervention programs, differentiated classroom support, individual learning plans, and wellbeing referral processes. At the same time, extension opportunities and differentiated learning pathways were increasingly embedded for high-achieving students to ensure continued challenge and engagement.

Trend analysis suggests that the College's continued emphasis on explicit instruction, consistency of teaching practice, data-informed decision making, and targeted intervention is contributing positively to student learning growth and achievement across the College. Future improvement efforts will continue to focus on strengthening numeracy outcomes, refining intervention structures, and building collective teacher efficacy through coaching and collaborative professional practice.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	404	54%	390	48%
	Year 5	486	63%	474	59%
	Year 7	517	59%	522	61%
	Year 9	521	47%	524	44%
Numeracy	Year 3	400	62%	398	60%
	Year 5	488	67%	473	58%
	Year 7	525	60%	527	62%
	Year 9	553	66%	554	61%
Reading	Year 3	388	61%	392	63%
	Year 5	501	76%	483	68%
	Year 7	520	64%	525	64%
	Year 9	553	65%	550	61%
Spelling	Year 3	402	59%	395	56%
	Year 5	477	67%	466	59%
	Year 7	522	70%	523	70%
	Year 9	547	62%	552	66%
Writing	Year 3	408	80%	416	86%
	Year 5	469	65%	473	70%
	Year 7	532	60%	529	61%
	Year 9	566	56%	570	61%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

Senior Secondary Outcomes	
VCE Median Score	27
VCE VM Completion Rate	90%
VCE VM Completion Rate	90%
VPC Completion Rate	*

*Data not reported for 2025 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.

Post-School Destinations as at 2025	
Tertiary Study	15
TAFE / VET	5
Apprenticeship / Traineeship	0
Deferred	7
Employment	14
Other - The category of Other includes both students Looking for Work and those classed as Other	4

Student Wellbeing

Goals & Intended Outcomes

Implement age appropriate, high impact pedagogies (inclusive of MultiLit, OCHRE and Knowledge Society) 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.

Provide ongoing professional development opportunities for teachers in line with 'Magnify' focused on innovative teaching strategies, differentiated instruction, and inclusive practices that foster a supportive and engaging learning environment.

Provide ongoing professional development opportunities for teachers in line with 'Magnify' focused on innovative teaching strategies, differentiated instruction, and inclusive practices that foster a supportive and engaging learning environment.

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

- Define coaching roles, responsibilities, and processes aligned with Knowledge Society and StepLab methodologies.
- Develop a coaching timetable ensuring all teachers receive regular coaching cycles.
- Train instructional coaches in Knowledge Society principles and StepLab usage.
- Provide professional learning on recognising patterns in student behaviour and attendance data to drive intervention strategies.
- Wellbeing staff to develop individualised support plans for at-risk students.

Achievements

In 2025, St Augustine's College made continued to progress across its wellbeing, behaviour, attendance, and child safety frameworks, with a strong focus on building staff capability, system consistency, and student-centered support.

Shared ownership of student progress was strengthened through weekly collaboration between Wellbeing Officers, Learning Leaders, and Community Leaders. Documentation and

follow-up processes were refined using the school student management system (SIMON) including parent communication, attendance, Behaviours of Concern logs, and wellbeing notes to improve consistency and accountability across the College. SOLE language and expectations (focused on Self, Others, and the Learning Environment) were embedded across TA groups, classrooms, assemblies, and yard duty, reinforcing a consistent, values-based culture of respect and responsibility throughout the College community.

A partnership with Knowledge Society was implemented with strong staff uptake, and core Classroom Mastery routines, including Cue to Start, Entry/Exit, and Late to Class, were strengthened across all three communities. These routines support students in developing self-regulation, consistency, and positive habits that underpin effective learning and wellbeing. All staff were also engaged with Respectful Relationships (RRRR) professional learning, further embedding a culture of respect across the College.

Alternative recess and lunch spaces were expanded to better support students requiring sensory-aware or supervised environments, and lunchtime activity programs were broadened to encourage social engagement for all students. Transition and return-to-school procedures, including Plan for Improvement meetings, were refined to ensure all students are well-supported and that staff remain informed. Tiered attendance interventions were also refined, incorporating TA contact, family meetings, early-identification processes, and alternate attendance plans, with improved data tracking and increased TA involvement in family communication and follow-up.

Access to targeted student support continued in 2025. The school psychologist provided clinical assessments and contributed to the development of informed learning plans with targeted interventions. Collaboration with external agencies was strengthened, encompassing The Orange Door, Headspace, CAMHS, Child Protection, CatholicCare Victoria, Victoria Police, the School Dental Van, Junior Park Rangers, the MATES youth mentoring program, and private practitioners. Function-Based Intervention (FBI) and De-escalation Plans were expanded with established review cycles, ensuring students with complex needs received consistent, evidence-informed support.

The College maintained a strong focus on the ongoing implementation and review of child safe strategies. Alignment with Child Safe Standard 9 was strengthened, with particular attention to risk assessment in both physical and online environments. CESL's Personal Digital Device (PDD) Policy was fully implemented, and students and families were supported in how to navigate implementation of the nationwide Social Media Age Restrictions. Documentation processes, including Record of Restraint and Seclusion, and PROTECT reporting, were improved, as was the Volunteer Induction process. The College worked closely with CESL to clarify escalation pathways for significant Behaviours of

Concern, and staff participated in targeted professional learning covering trauma-informed practice, responding to dysregulation, behaviour documentation, mandatory reporting and reportable conduct, and safety planning for vulnerable students. Child safeguarding remains a standing agenda item at all College meetings, ensuring ongoing awareness and accountability.

The College actively engaged families and the broader community in promoting child safety and student wellbeing. Parent engagement was enhanced through consistent communication, family meetings, and shared goal setting around student progress and safety. Parent information on child mental health was promoted via social media and the school newsletter, and the College's strong partnerships with the local St Vincent de Paul Society and Kyabram Bakers Delight ensured the continued sustainable operation of the breakfast club, supporting vulnerable students and their families. Staff wellbeing was equally prioritised, with AccessEAP engaged following critical incidents, proactive check-ins increased for staff working with complex students, and a partnership with the MacKillop Institute Power to Kids program was established to strengthen staff capability around trauma, burnout, and vicarious trauma, recognising that a safe and supported staff is fundamental to a safe and supported school community.

Value Added

- Student Leaders and Wellbeing Community Leaders organised fundraising and awareness activities for Caritas, Project Compassion, the St Vincent de Paul Society Winter Appeal, R U OK? Day, and Do It For Dolly Day.
- The College hosted a Downball Australia incursion promoting inclusiveness, enthusiasm, and respect.
- The CatholicCare Victoria Drumbeat program supported student resilience, social skills, and emotional wellbeing through therapeutic drumming activities.
- The Breakfast Club continued through partnerships with the St Vincent de Paul Society and Bakers Delight.
- The school psychologist provided clinical support and contributed to targeted student learning and wellbeing plans.
- Students accessed external wellbeing and mentoring supports including CatholicCare, The Orange Door, headspace, and UnitingCare.
- Lunchtime activities and quiet supervised spaces supported student engagement and wellbeing.
- All staff participated in Respectful Relationships professional learning.
- The College established a partnership with the MacKillop Institute Power to Kids program.

Student Satisfaction

In 2025, student survey data highlighted both genuine celebrations and areas for continued growth at St Augustine's College.

The ACER Social-Emotional Wellbeing Survey revealed strong results across a number of indicators. In the primary school, 96.7% of boys reported being 'a happy person' (national average 92.24%), and 85.69% of primary students felt safe at school, above the ACER average of 79.93%. In the secondary school, 91.06% of students described themselves as 'a happy person' (national average 85.55%), and 83.55% reported that teachers acknowledge when they have tried their best, surpassing the national average.

The survey also identified priority areas for development. In the primary school, over 60% of students across all cohorts reported finding it difficult to describe how they feel, highlighting emotional literacy as a key focus area. A significant proportion of primary students also indicated a tendency to link their abilities directly to their self-worth, pointing to the need for continued work around growth mindset and self-compassion. In the secondary school, self-regulation, help-seeking, and managing failure were identified as areas for growth, particularly among the Year 9 cohort and Year 11 girls.

These results reflect the College's sustained commitment to fostering a school environment where every student feels known, valued, and supported in both their learning and their wellbeing.

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 8:50 am and 1:44 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	69.86

Average Student Attendance Rate by Year Level	
Y01	88.89
Y02	90.03
Y03	90.12
Y04	87.82
Y05	87.9
Y06	88.52
Y07	85.03
Y08	82.79
Y09	84.01
Y10	81.4
Overall average attendance	86.65

Leadership

Goals & Intended Outcomes

As a newly formed executive team, we undertook an initial review of the Catholic Identity, Wellbeing, and Learning and Teaching frameworks to establish a shared understanding of the school's current reality and current alignment.

The implementation and embedding of Magnify and its associated programs (with fidelity) was our major goal for Leadership in 2025. We also established the groundwork for a structured professional learning culture, with the new executive team introducing staff to the StepLab platform and initiating coaching conversations aligned with the CESL Instructional Model. Early steps were taken to build a shared understanding of observation, feedback, mentoring, and coaching as core elements of ongoing professional growth.

Achievements

Throughout 2025, St Augustine's College prioritised the professional growth and leadership development of all staff under the guidance of a newly appointed executive team. A wide range of professional learning opportunities were offered, supporting the ongoing development of teacher capacity and student outcomes. A key achievement was the introduction and embedding of the Blessed, Broken and Shared program, fostering reflective practice and deepening our Catholic identity across the staff and student community. The CESL Magnify program continued to provide targeted leadership development and professional learning pathways for emerging and experienced leaders across the College.

Significant progress was made in embedding high-impact pedagogies, including MultiLit, OCHRE, and the Knowledge Society – Classroom Mastery framework, in alignment with the CESL Instructional Model. These initiatives supported teachers in delivering explicit, differentiated instruction responsive to the diverse needs of all learners across our three College communities. The introduction of the StepLab platform marked an important step in building a culture of structured observation, feedback, and coaching, with staff beginning to engage in regular coaching cycles to strengthen instructional practice. Staff also began developing greater confidence in analysing and utilising data to inform decisions and improve student outcomes across academic performance, attendance, behaviour, and socio-emotional development. Several staff members pursued further academic study, reflecting 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 2025

ACU Career Advisors PD
New REL Network Meeting (online)
CES1N - Scripture for Religious Educators
LOOKOUT Designated Teacher Training - focuses on the role of the Designated Teacher in supporting children and young people in Out-of-Home Care.
Career Compass - TwoPoint Zero (Jobs and skills required in the clean energy sector)
Opportunities and career pathways for young people in the region - How technology and AI is being used to recruit young people
2025 ACU Advisory Conference Melbourne Campus
Learning Leaders Gathering (Magnify)
CESL Learning Leaders Gathering - Magnify
CESL Accreditation Course
Learning Leaders
VAAHE Annual conference
Feedback for Improving Performance by Tanya Mullane & Jo Taylor
Designated Teacher Training (out of home care)
Wellbeing Leaders Day
Nonsuicidal Self-Injury in Young People - Headspace Echuca
CES3N Prayer, Liturgy and Sacraments Unit Days 1 and 2 (of 4 days)
Children and Adolescent Mental Health Conference - looking at addressing CAMH in school settings
Autism in Schools Conference
RE Leaders Day
Senior Child Safeguarding Officer Training
Physical Education in Action F-10: Your 2025 Toolkit - Bendigo
Autism in Schools Conference Melbourne Convention & Exhibition Centre
MiniLit Sage Intervention Training
Wellbeing Leaders Day
Training for the Conduct and Administration of 2025 VCE External Assessments
Youth in Distress - Black Dog Institute
Black Dog Institute - Advanced Suicide Training
Youth in Distress: Managing suicidality and self-harm
CSEL Learning Leaders Day
Deputy Principal Network Day Term 2
LaTrobe University Shepparton Career Practitioner Meeting and Campus Tour
Dibels training
StepLab Coaching PD
Respectful Relationships
CELS Career Educators Network Meeting - Assumption College

Expenditure And Teacher Participation in Professional Learning	
MARAM training for nominated staff in schools and early childhood services TAESS00019 Assessor Skill Set for Teachers Supporting the Successful Implementation of InitialLit Respectful Relationships - Learning materials update - RRRR Level 11/12 VCE Mathematics Regional Conference SpellEx InitialWrite training for F-1 teachers Introduction to new VCE VM + VPC studies VCE VM & VPC Literacy Workshop 2025 VCE VM & VPC WRS Workshop 2025 VCE VM & VPC PDS Workshop 2025 Secondary Curriculum Leadership and Implementation Safe to Learn: The Neuroscience of Connection, Co-Regulation, and Wellbeing	
Number of teachers who participated in PL in 2025	78
Average expenditure per teacher for PL	\$288.84

Teacher Satisfaction

Staff feedback throughout 2025 painted an encouraging picture of a College community growing in confidence, cohesion, and shared purpose. Results from the ORIMA survey showed improvement across the majority of domains compared to both the previous year and the CESL benchmark, reflecting the positive impact of the new executive team's focus on culture, leadership, and professional growth.

Particularly notable were the gains in Overall School Positive Endorsement, Instructional Leadership, and School Leadership, signalling that staff feel well-supported and purposefully led. Improvements in Psychological Safety indicate that staff increasingly feel confident to take risks, share ideas, and engage openly — a foundational condition for genuine professional growth. The strength of results in Professional Learning and Collaboration in Teams reflects the College's investment in structured coaching, the embedding of StepLab, and the building of a culture where learning together is the norm rather than the exception.

Growth in Collective Efficacy is particularly significant, as it speaks to a staff community that not only believes in the potential of its students, but trusts in its collective ability to make a difference. The improvement in Catholic Identity results — tracking above both last year's results and the CESL benchmark — affirms that staff feel a genuine connection to the mission and values at the heart of St Augustine's College.

Taken together, these results reflect a staff community that is engaged, hopeful, and increasingly united in its commitment to excellence in Catholic education.

Internal staff surveys and feedback opportunities continued to provide staff with meaningful avenues to share their perspectives and contribute to ongoing improvement. Feedback indicated that staff felt valued, supported and confident in their ability to raise concerns openly and honestly with leaders, contributing to a culture of trust, wellbeing and professional respect.

Teacher Qualifications	
Doctorate	1
Masters	5
Graduate	11
Graduate Certificate	1
Bachelor Degree	34
Advanced Diploma	2
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	79
Teaching Staff (FTE)	69.22
Non-Teaching Staff (Headcount)	48
Non-Teaching Staff (FTE)	40.78
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

To cultivate genuine, reciprocal partnerships with families and the broader community, creating meaningful pathways for participation in the faith, learning, and social justice life of the College, where every voice is welcomed and valued.

Achievements

2025 marked a renewed focus on community connection at St Augustine's College, as our incoming executive team made building authentic relationships with families and the wider community a central priority from the outset. Rather than simply maintaining existing engagement, the team sought to deepen the quality and intentionality of how families experienced and contributed to College life.

Faith and community came together throughout the year at a range of well-attended celebrations that gave families genuine opportunities to share in the life of the College. From seasonal gatherings and liturgical events to sporting occasions and end-of-year milestones, these moments reflected a community that is actively invested in the growth and flourishing of its young people.

A highlight of the year was the embedding of the Blessed, Broken and Shared program, which created rich opportunities for students, staff, and families to engage more deeply with our Catholic identity and faith formation. The refreshed Faith Formation Plan gave greater clarity and visibility to the faith opportunities available across the College community, ensuring families felt informed, included, and welcomed as partners in this journey. Our connections with the Parish through the Sacramental program was extensive and well-supported, whilst community events such as our whole school masses, Shrove Tuesday, Mother's Day/Beaut Blokes breakfasts and F-4 Christmas Carols were well attended, with high levels of positive feedback received from members of the school and local community.

Structured channels for parent voice and collaboration remained strong, with the School Advisory Council and Family Community Partnerships Team playing an active role in shaping the direction of College life. The Teacher Advisor Program continued to provide personalised, consistent touchpoints between home and school, ensuring families felt known and heard in their child's learning journey.

Across all of these efforts, 2025 demonstrated that when families, staff, and students are genuinely connected, the whole community is strengthened.

Parent Satisfaction

Parent satisfaction data from the 2025 ORIMA survey reflected a community that continues to grow in its connection to and confidence in St Augustine's College. Encouragingly, results showed improvement or maintenance across all measured domains, with several areas of standout growth.

School Fit showed pleasing improvement, indicating that families increasingly feel the College is the right environment for their child — academically, socially, and in terms of values alignment. Student Safety recorded a significant improvement, providing strong reassurance that families feel confident their children are cared for and protected within our College community. Communication also improved, reflecting the executive team's commitment to keeping families informed, included, and genuinely engaged in the life of the College.

The improvement in Catholic Identity results is particularly meaningful, demonstrating that families are experiencing and valuing the faith dimension of a St Augustine's education more strongly than in previous years. Overall School Positive Endorsement, alongside all other survey domains, was maintained at positive levels — a testament to the consistency and care with which our staff and leadership serve our community.

These survey results were further affirmed by the qualitative feedback gathered through School Advisory Council and Family and Community Partnerships Team meetings, where attendance remained strong and verbal feedback reflected a warm, connected, and supportive school climate. Participation in school-based events throughout the year also remained high, reinforcing a community that is actively invested in the shared life of the College.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sakyabram.catholic.edu.au