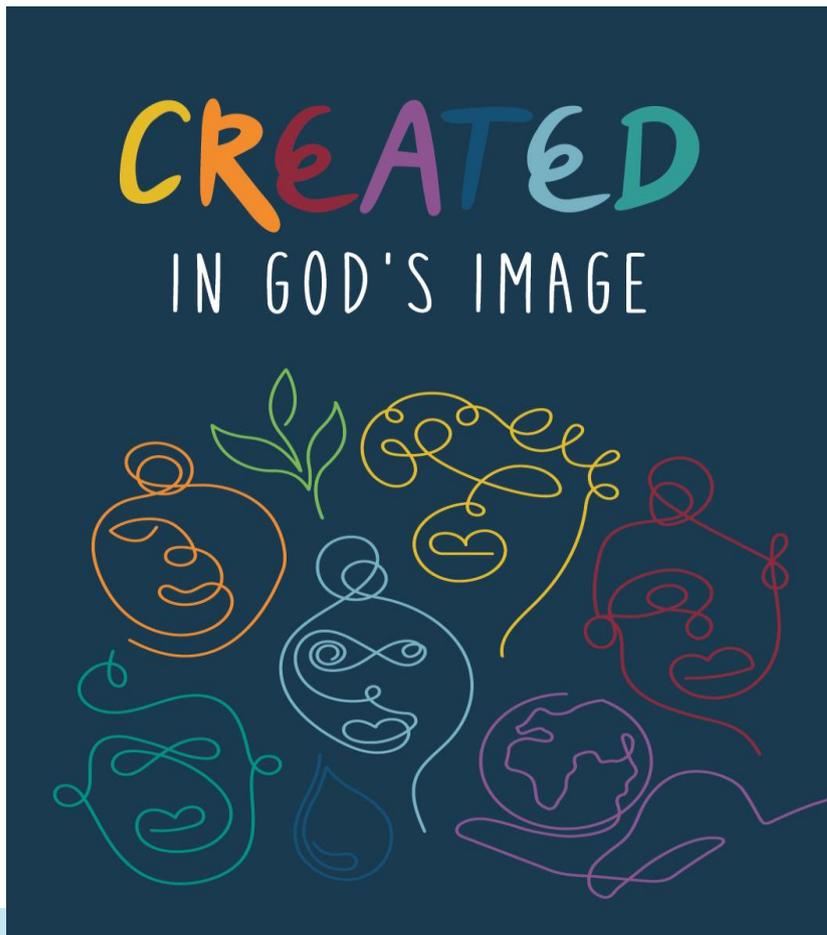




St Augustine's College Kyabram

2021

Annual Report to the School Community



Registered School Number: 646

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

28/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

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

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 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, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our College Identity and Vision Statements

Vision Statement

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

Mission Statement

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

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

Graduate Outcomes

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

St Augustine's College endeavours to educate graduates to:

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

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

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

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

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

Have a genuine care and respect for the environment; and

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

College Overview

Our College has a proud tradition of providing Catholic education to students from the Kyabram district and beyond. At our College the sense of community and partnership with families is key to the learning success and wellbeing of our students. As a College we embrace our Catholic identity and witness this daily in words, symbols and actions. We invite students, staff and families to enter more deeply into the mystery of our faith to continue to discover the treasure that it holds for each of us.

We offer a student-centred education from Foundation to Year 12 inspired by our faith tradition. We believe our students are competent and capable learners. Our students experience a diverse range of learning opportunities designed to engage their passions and interests whilst broadening their horizons and opening their hearts and minds to future possibilities. We know we live in times of exponential change. As some of our students will live to see the 22nd century we recognise the importance of treasuring what is good and true whilst embracing and navigating the positives of our changing world. We have a strong track record of ensuring our graduates leave us with purposeful pathways beyond their schooling.

Our staff are a community of colleagues who embrace learning and a sense of co responsibility for the flourishing of all students. We celebrate with joy and gratitude all that is good and work daily to build a community of trust, respect, loyalty, kindness and forgiveness with open and honest dialogue.

We value partnerships with parents and the wider community. Respectful engagement of parents, meaningful opportunities for dialogue and acknowledgement of their role as educators of their son or daughters is integral to the success of our students. Our connection to our local community situates us as a vital contributor to the ongoing development of our town and outlying region. By ensuring we educate students who can in turn give back to the community creates hope for the ongoing sustainability of rural towns like ours.

Principal's Report

Catholic Identity - Know the Christian Faith

- Brigidine & Augustinian Charisms - increase awareness, resources
- Badges for students
- Catholic Social Teachings (CST) Student Leadership appointed
- Work in partnership Parish - Sacramental Program, Weekly Mass
- Accreditation - opportunities provided
- Professional Learning - Stewardship, The Holy Spirit, Adolescent Faith Development
- Participation in CES networks for RE leader

Wellbeing - Knowing the Person

- Rollout of 'Resilience Project' in partnership with SLPP
- Established connection between mental health and learning
- Addition of two Wellbeing Officers
- Plans implemented to support social-emotional learning and behaviour support.

Learning and Teaching - Know the Learner

- Development of SOLAR
 - Staff professional learning - embedding evidence-based teaching practices
 - Introduce decidable reader platform
 - Develop scope and sequence for literacy
 - Improve links with NCCD, including Learning Diversity Leader
 - Implementation of Tutoring program
 - Continue the development of the Partnerships for Future program

Stewardship of Resources

- Master Plan culmination of work of Design team
- F-8 Halo Project developed
- Sourced Capital Grant for Stage 1 of the Master Plan
- Demolition & Building under-way
- Improved use of Social Media - new Community Leader Assistant
- Completion of covered Multi-purpose courts
- Electronic scoreboard
- Irrigation works
- Successful application for Sun Shade Grant of \$25k
- Ensure positive budget outcomes.

Leadership

- A difficult year with COVID learning on and off-site and the compulsory vaccinations for all on-site.
- Change of principals. Jay Sutton to commence 17 January 2022 and the advertisement for Deputy Principal at the end of Term 2, 2022.
- Review and implementation of CES Policies - a gradual process
- Appointment of new Learning Leaders

School Advisory Council Report

2021 College theme 'Created in God's Image'

It was with optimism that we headed into 2021, into a school year that would have less interruptions and cancellations of events. Like the school, the advisory board has managed to adapt to the new landscape of online meetings and met face to face when the opportunity presented.

A significant change for the school board in 2021 was the change to the governance structure. Catholic Education Sandhurst Limited (CES limited) Board of Directors became the governing authority of St. Augustine's and fifty one other Catholic schools in the Diocese of Sandhurst. As a result of the change to the governance structure, the St. Augustine's School Board became the Advisory Council. The role of the Advisory Council is to assist the Principal with advisory functions and we continue to work collaboratively with CES Ltd to provide a voice for the members of the school community.

We thank Janet Claassen for her wisdom throughout the year as the Principle Consultant representation on the Advisory council.

2021 also saw a change in Principalship at St. Augustine's College with Brayden Stone finishing his tenure in

August and we were blessed to have Carolyn Goode step into the role to conclude Term 3 before the appointment of Mary Fitz-Gerald for term 4 as the engagement process of a new Principal commenced. The process for the new Principal was rigorous and robust, and we had some exceptional members on the panel to discern a new principal. It is with great pleasure that we welcome, Jay Sutton to the College to commence as principal in 2022.

The school continues to grow and improve through building projects with the completion of the multi-purpose courts, plans to finalise the play space in early 2022 and commencement of the F-8 Halo project. Thank you to Trish Norton, St. Augustine's Business Manager for her continued work to secure funding to support these projects.

Thank you to my fellow Advisory Council members for your time and commitment to represent the school community.

Kindness and Blessings

Natalie Watt - Chairperson

St. Augustine's School Advisory Council

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

As a College, our 2021 Goals from our Annual Action Plan were to:

- Provide opportunities for staff and students to explore Brigidine and Augustinian spirituality.
- Provide professional learning to enable staff to understand the biblical foundation of Catholic Social Teaching.
- Provide regular opportunities for students, staff and parents to participate in liturgical celebrations.
- Provide professional learning for teachers of Religious Education in areas including Share Christian Praxis, Source of Life Curriculum and Godly Play.

Achievements

Participation in the Sacramental Life of the Church

Where density limits and COVID19 restrictions permitted, our students and staff gathered to celebrate our faith through experiences of Breaking open the Word and Eucharist in 2021. In this way our relationship with the St Augustine's Parish, led by Fr John Paul Pasala was strengthened and made visible. Fr John Paul celebrated our outdoor Opening Mass in Term 1 and although it was warm, it was a vibrant celebration. At this time our 2021 Student Leaders were commissioned and New Staff were presented to our community and presented with a College Candle.

Where possible throughout the year, our students attended Parish Mass on a Thursday morning on a rotational basis and these masses were facilitated by the three Religious Education Leaders and supported by Religious Education personnel. An area for improvement was identified, that being, that our students require further learning to understand the Order of the Mass and thus, increase participation. As such, the Catholic Identity Team, in collaboration with Fr John Paul Pasala, developed a more user-friendly Parish Mass Proforma to be implemented in 2022. It is hoped that this resource will assist students, staff, parents and parishioners to develop their understanding of the Mass as a sacred ritual especially with the addition of a commentator.

Further links with the St Augustine's Parish were made through our leadership of the Memorial Liturgy in the Memorial Garden at the College, Sacramental Masses and End of Year Staff Liturgy which was held in the Church during Term 4.

Formation of Staff

Significant time and resourcing was invested into the formation of Religious Education Leaders in 2021. These staff attended Professional learning events facilitated by Catholic Education Sandhurst Limited to upskill in the area of Source of Life Curriculum development and delivery.

These leaders drew on their understanding in the development of the Catholic Identity Framework which was then sighted and approved by Fr John Paul Pasla and the College Executive Team. This important document cements the place of Catholic Identity which lies at the heart of the Catholic school and adds a level of consistency alongside the pre-existing Learning and Teaching and Wellbeing Frameworks.

Two of our Foundation Year Level Staff commenced their Accreditation to Teach Religious Education learning with CES. Many other teaching staff members demonstrated a willingness to undertake further learning in this area in 2022 and the College will seek to prioritise

VALUE ADDED

- Development of a series of Catholic Accreditation workshops mapped out at the start of the 2021 and a clear articulate of the expectation of teaching staff to attend in order to gain/maintain accreditation.
- Successful delivery of Religion and Society Unit 1 and 2 for all VCE and VCAL students.
- Further work on Religious Education Scope and Sequence to link to current Source of Life units once reviewed and made available on the new Catholic Education Sandhurst Catholic Identity Site.
- Positive response from staff to participate in celebrations of the Eucharist and Liturgy as suggesting growth in faith culture.
- Purchasing and implementing further resources to upskill staff in leadership of Prayer.
- Developing a plan to raise the profile of the house patrons through the purchase of lapel pins to be distributed in 2022 to make our charism more visible.
- Implementation of the first Catholic Social Teaching (CST) Student Leaders to drive the whole-college term-based awareness and fundraising foci.

Learning & Teaching

Goals & Intended Outcomes

As a College, our 2021 Goals from Our Annual Action Plan for staff were:

To ensure a guaranteed viable curriculum for ALL students through:

- Mapping of Literacy and Numeracy to establish consistent, evidence based practice throughout the College.
- Evidence based adjustments established from research and functional impact and linked to AITSL standards
- Continue to build and model collective efficacy through evidence based, high impact teaching strategies which will contribute to a feedback-rich school.

As a College, our 2021 Goals from Our Annual Action Plan for students were to:

- Develop strong partnerships between Student Learning & Professional Practice and Wellbeing to enhance learning experience for our students
- Develop a sequential structure that allows students to progress along their chose pathway.

Achievements

Due to the ongoing COVID-19, schools in Victoria were faced with challenges supporting students learning remotely and back to face to face at very short notice in 2021. St Augustine's College, was able to achieve and adapt very quickly to the support and learning of our students and their families. Our staff worked in a remarkable way to provide learning experiences for all students across the College in a Google Classroom and online environment. Once again every student across the College went home with a device and staff prepared lessons in new and exciting ways to engage the learning outcomes of students. As a College, we have been pleased to be able to continue the increase in devices in our F-4 community with all students now having a 1:1 device whilst at school.

Our families within the College played an unprecedented role in supporting the learning experiences of their children. We acknowledge the efforts which were made by our families in supporting the learning provided by the College during periods of remote learning in 2021. St Augustine's College remained committed to supporting the learning growth and development of all of our students whilst being mindful that this was certainly a different time we were all experiencing. The Student Learning and Professional Practice Team and Wellbeing Team worked closely throughout these periods to ensure support for students and their families.

During the periods of remote learning, our Learning Support Staff across the College, with the support and guidance of teaching staff, provided intervention support at school and online for students.

The tutoring program commenced on-site with 6 tutors from F-10. This program was sustained over the year, but it was also interrupted through remote learning.

Review PSGs, TA and Parent conversations were a mix of face to face and zoom

STUDENT LEARNING OUTCOMES

Improving the outcomes for all of our students continues to be a driving force at St Augustine's College. Individual student growth and promotion of this individual growth are at the centre of our daily practice. Assessment is used daily and in extensive ways across the College on a daily basis. Assessment includes both formative and summative forms of assessment alongside standardised testing methods.

St Augustine's provided opportunities for students to share their learning and assessed students accordingly in both remote and face to face learning environments. As a College, we modified our assessment and reporting practices in line with the advice from the CECV.

MEDIAN NAPLAN RESULTS FOR YEAR 9

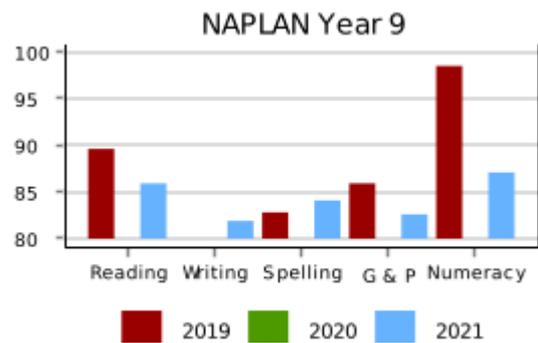
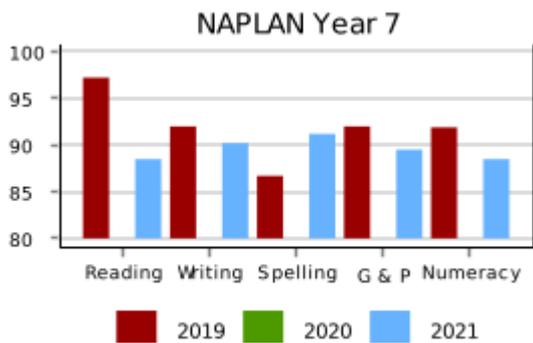
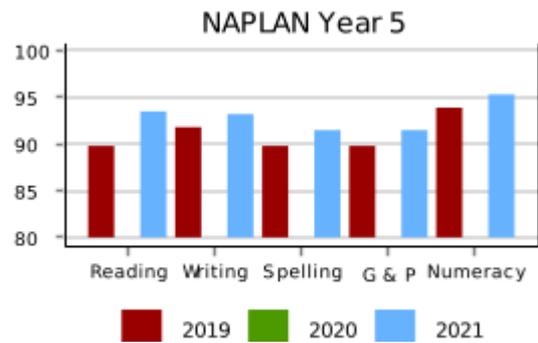
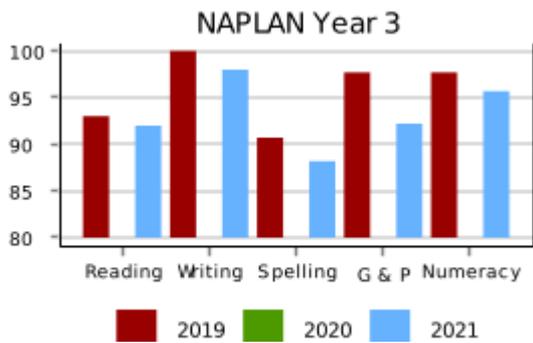
Year 9 Grammar & Punctuation	567.8
Year 9 Numeracy	563.4
Year 9 Reading	566.2
Year 9 Spelling	559.4
Year 9 Writing	553.8

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.7	-	-	92.2	-
YR 03 Numeracy	97.7	-	-	95.7	-
YR 03 Reading	93.0	-	-	92.0	-
YR 03 Spelling	90.7	-	-	88.2	-
YR 03 Writing	100.0	-	-	98.0	-
YR 05 Grammar & Punctuation	89.8	-	-	91.5	-
YR 05 Numeracy	93.9	-	-	95.3	-
YR 05 Reading	89.8	-	-	93.5	-
YR 05 Spelling	89.8	-	-	91.5	-
YR 05 Writing	91.8	-	-	93.2	-
YR 07 Grammar & Punctuation	92.0	-	-	89.5	-
YR 07 Numeracy	91.9	-	-	88.5	-
YR 07 Reading	97.2	-	-	88.5	-
YR 07 Spelling	86.7	-	-	91.2	-
YR 07 Writing	92.0	-	-	90.2	-
YR 09 Grammar & Punctuation	85.9	-	-	82.6	-
YR 09 Numeracy	98.5	-	-	87.1	-
YR 09 Reading	89.6	-	-	85.9	-
YR 09 Spelling	82.8	-	-	84.1	-
YR 09 Writing	69.4	-	-	81.9	-

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

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

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



Pastoral Wellbeing

Goals & Intended Outcomes

- To build staff capacity in understanding, responding to and supporting students whose environments impact their ability to connect, build relationships and learn.
- To promote positive staff wellbeing.
- To provide a TA meeting structure that further enhances relationship building with staff, students and families.

Achievements

Student Mentoring Program developed

The student mentoring program was developed at the college. Students in Years 10 and 11 were trained as mentors using a training program and facilitated by wellbeing officer David Adamson. This group of students lead younger groups across the college in lunchtime interest groups providing mentoring and support. The mentors were also educated on how to build resilience using gratitude, empathy and mindfulness. Students used these strategies with younger students to teach and reinforce positive mental health.

Extension of SOLE framework to include a Behaviour Support Team

The St Augustine's Behaviour Support Team (BST) was established and worked with Behaviour support expert Dan Petro to further strengthen our approach to behaviour support, especially in the area of supporting higher-risk students. This team consists of 8 members of school staff including the Principal, Brayden Stone. The team supported the general staff to grow their understanding of research-based interventions including Functional behaviour analysis and De-escalation planning.

Online wellbeing support during remote learning

Wellbeing officer Clifton ran weekly 'catch up' sessions for each community during remote learning which provided a great opportunity for students to connect in a supervised supportive forum. There were also a number of competitions which encouraged our students and families to participate in showing talents, planking, sporting challenges and cook-offs just to name a few!

Online College wellbeing tool

The development of an online college wellbeing tool provided an engaging way for students to access support whenever and wherever! The tool also included some excellent contributions from our mentors who lead mindfulness meditation sessions.

Wellbeing officer support during remote learning

Wellbeing support was available during remote learning periods onsite with the Wellbeing Officer working four mornings each week to support students and families during this time.

Online learning timetable changes to promote wellbeing of students and staff

During our second period of remote learning, the timetable was changed so that formal classes concluded by 1 pm. This allowed for a focus on wellbeing during the afternoons. During these periods, catch up sessions were held with wellbeing officers and students were encouraged to have time outside and to have physical breaks. This was well received and our data acknowledged the positive impact on student, staff and family wellbeing.

Seasons for Growth

In term 4 we have had 3 different groups (each with between 5-10 students) participate in this valuable grief support initiative. It is an excellent program that assists students to understand more about the impact of grief in their lives. This is done using lots of visuals and group tasks.

Updated Position Description for TA staff

The position description was updated and staff were provided with professional development to further enhance their ability to build relationships with families. Data collected during the remote learning period indicated that families valued the strong connection between home and school during remote learning with communication with teachers highlighted as a strength of the college.

VALUE ADDED

- Entries of student behaviours of concern to SIMON were simplified and language made consistent with the SOLE framework. Data from these entries is purposefully used by the behaviour support team to ensure that intervention used is relevant.
- Professionally developed staff to enhance their understanding and response to behaviours of concern. Staff more trained in evidence-based approaches including De-escalation plans and Functional Behaviour analysis.
- Student lead wellbeing support initiatives - Mentoring program
- Enhanced relationships between families and TAs (Teacher advisors)
- Development and implementation of online support tools and sessions for students

STUDENT SATISFACTION

During remote learning in 2021 students were surveyed to identify any student well-being issues and to identify any areas of support which were required. In the September survey for students in Year 3 - 8, 187 students provided a response. In the survey for Year 9 - 12 students 108 students responded.

For the Year 3-8 survey in response to the question regarding selecting an emotion to best describe how you are feeling at present, 51% of students reported that they were feeling calm, 47% selected happy and 28% of students reported that they felt confident to return to school. (Students were able to select more than one response). In response to the question "Do you have any particular worries at the moment, 49% of students selected "I am ok" which was pleasing.

In the survey results for the Year 9-12 students, in response to the question regarding selecting an emotion to best describe how you are feeling at present, 51% selected calm, 35% selected happy and 12% selected confident. In response to the question asking if students had any particular worries at present there were 44% students who expressed concern about keeping up with school work, while 31% selected that they were ok.

Well-being self referrals increased in 2021 with a further 30 students referring. The reasons for referral included family worries, feeling lonely and feeling sad. A number of measures were put in place in term 3 and 4 of 2021 with the aim to increase connectedness of students and to improve the social opportunities of students (where allowable). Feedback after the fun day for students in years Foundation to Year 2 was very positive. Students responded to selecting pictures to best describe their emotions. 92% of students reported feeling happy after the fun day.

Feedback from the student exit/ career interviews for students in Year 12 in 2021 recorded the following:

- Students felt supported by staff during the period of remote learning
- Students expressed satisfaction at the level of additional support made available to them when they returned post the period of remote learning.

The cohort experienced the death of a fellow student in May 2021. This group of students and their parents had significant follow-up post this experience. Feedback from students during this time was that they felt supported and cared for.

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 a day 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 in order 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 prior to 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 are participating in courses provided by other providers, class teachers contact providers at the commencement and end of the day to ensure student attendance has been monitored by the provider.

It is the responsibility of the Deputy Principal: Wellbeing to ensure that student daily attendance is being effectively monitored.

Following up on unexplained Student Absences

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

Where an absence has not been explained by 9:30 a 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 no contact is made by the parent to the College, the student services officer contacts the parent by phone requesting a reason for the absence. The reason is recorded in the Attendance monitoring spreadsheet.

Where the absence remains unexplained the matter will be reported to the TA or Community Leader for investigation and follow up. The well-being team monitor attendance percentages on a monthly basis. Further, follow up and intervention occurs for students with low attendance. This includes referrals to external services, attendance plans and well-being support. All information in relation to unsatisfactory attendances is recorded on the students' files and information with respect to attendance is provided in each students' school report.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	79.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.7%
Y02	92.2%
Y03	93.8%
Y04	93.3%
Y05	92.7%
Y06	93.7%
Y07	92.6%
Y08	90.6%
Y09	81.4%
Y10	75.9%
Overall average attendance	89.7%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26.0
VCE Completion Rate	100.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	31.0%
TAFE / VET	19.0%
Apprenticeship / Traineeship	23.0%
Deferred	12.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals & Intended Outcomes

To further integrate a child safety focus into St Augustine's vision and broader goals for the care and wellbeing of all students.

To improve knowledge through more extensive training in child safety in the College community.

Achievements

In the Year 2021 St Augustine college transitioned to the Catholic Education Sandhurst's new Child Safety Framework.

The embedding of the new framework occurred over the course of the year with multiple staff meetings dedicated to outlining the framework to our teaching staff and wider college community.

Staff were introduced to the new Child Safety Code of Conduct. All staff were required to complete an online training module post the face-to-face training session that was conducted to introduce and embed this Code of Conduct.

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

Child safety continues to be a standard agenda item for all meetings held across the college ensuring that staff are continually identifying and addressing issues which may need attention.

Student leadership continued to have a role in advocating for the inclusion of all in our community.

Our Student College Leaders commenced the year at the first assembly by highlighting to all the need to include others. The student leadership group ran a session each term with younger students which focused on building inter-year level relationships and fostering mentoring for younger students.

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

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

Leadership & Management

Goals & Intended Outcomes

Due to the ongoing COVID-19, schools in Victoria were faced with challenges supporting students learning remotely and back to face-to-face at very short notice in 2021. At St Augustine's College, we were very proud of what we were able to achieve and the way we were able to adapt to support the and support the learning needs of our students and their families in a remote environment. Our staff worked in a remarkable way to provide learning experiences for all students across the College in a Google Classroom and online environment. Every student across the College went home with a device and staff prepared lessons in new and exciting ways to engage the learning outcomes of students. As a College, we have been pleased to be able to continue the increase in devices in our F-4 community with all students now having a 1:1 device whilst at school.

During this time our families within the College played an unprecedented role in supporting the learning experiences of their children. As a College, we acknowledge the efforts which were made by our families in supporting the learning provided by the College during periods of remote learning in 2021. As a College, we remained committed to supporting the learning growth and development of all of our students whilst being mindful that this was certainly a different time we were all experiencing. The Student Learning and Professional Practice Team and Wellbeing Team worked closely throughout these periods to ensure support for students and their families.

Achievements

Whilst the period of remote learning was not without its challenges, there were also moments that have allowed us to engage our families in new and different ways. Throughout 2021, all of our PSG, TA and subject teacher conversations moved to a either Zoom or face-to-face. As a College, we saw a significant increase in engagement for all conversations from our families.

During the periods of remote learning, our Learning Support Staff across the College, with the support and guidance of teaching staff, provided intervention support at school and online for students.

The tutoring program on site with 6 tutors from F-10. This was sustained over the year, but it was also interrupted through remote learning.

PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
Aboriginal Network Meeting
Accreditation to Teach in a Catholic School
Behaviour Support Learning
Accreditation to Teach in a Catholic School

Campaspe Cohuna Professional Learning Network

History Teachers Association

HUBS Italian Professional Development

Implementation of Source of Life curriculum

Literacy Network

Learner Diversity Network

Leadership Development

Masters of Theology

Further Maths SAC workshop

Pastoral Wellbeing Leaders Sandhurst

PAVCSS Conference Melbourne

Primary LDL Network Day

RE Diocese Network Day

RE Leaders Day

Reading Recovery Training

Sandhurst Library Network Day

Secondary Deputy Principal Network meeting

SLAV Indigenous Perspective

SSDPA Seminar Day

Strengthening Our Skills

SWPBS training

Understanding Poverty training

VRQA Compliance

Yingadi-Lake Mungo Virtual Immersion

VCAA VCAL meetings

TEACHER SATISFACTION

Feedback gained from a number of sources in 2021 indicated a high level of staff satisfaction.

In 2021, during the remote learning period, support was offered to staff in the form of phone call check-ins. The responses from staff were recorded in order to measure the level of staff wellbeing and satisfaction. The following was reported as part of these discussions. Most staff members expressed appreciation that a member of leadership would make a phone call to see how they were going. Whilst some staff members expressed that they were finding it difficult during the remote learning period due to a lack of personal connection, they were continuing to meet in teams virtually and collaborate in this way. Staff generally expressed that the

guidelines provided for remote learning were clear, and they knew what was expected of them. They felt supported by colleagues and the college leadership.

A register of complaints is maintained at the college. In the year 2021, there were no formal complaints lodged by a College staff member. A record of correspondence is maintained for conversations between staff and leadership where staff have indicated dissatisfaction. All conversations recorded have a documented satisfactory outcome.

Staff annual reviews were conducted in 2021. These reviews are conducted in teams whereby staff set goals based on feedback received from students. Part of this process requires staff to provide feedback on their own performance as well as their level of satisfaction with their role. Group leaders for the partners in professional practice (the name given to this process) recorded that the level of staff satisfaction was high.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.2%
Graduate	27.3%
Graduate Certificate	0.0%
Bachelor Degree	70.5%
Advanced Diploma	6.8%
No Qualifications Listed	15.9%

STAFF COMPOSITION	
Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	84.0
Teaching Staff (FTE)	72.7
Non-Teaching Staff (Headcount)	44.0
Non-Teaching Staff (FTE)	36.1
Indigenous Teaching Staff (Headcount)	3.0

College Community

Goals & Intended Outcomes

To provide intentional opportunities for positive family engagement with (Pastoral Wellbeing - Horizon Commitment 1)

Achievements

In 2021 the Family Engagement CORE Group endeavoured to meet twice a term, however, this was not always possible due to the impact of COVID19 restrictions. Despite this, meetings were held and families were invited to provide feedback to guide the decision-making of the College. Continued emphasis on family engagement to support each child's learning remained in 2021.

Jennifer Griffiths (Pastoral Wellbeing, CES) continued to work alongside Kylie Morrissey, DP: Catholic Identity and Community as a support person and to ensure the St Augustine's approach to family engagement is consistent with the vision of Family Community Partnerships adopted by CES.

VALUE ADDED

- Cuppa and Convo events continued to take place. In Term 1 we held a Cuppa and Convo called 'Leading College Life' in which an update on all areas of the College, especially that play space and building projects was provided.
- Development of a Survey to provide families with an opportunity to provide feedback about Family Engagements was distributed.
- In Term 4 one in person Cuppa and Convo and one Zoom was provided to enable staff to meet our Wellbeing Office and explore Supporting Kids with Getting Along as we returned to face-to-face learning.
- St Augustine's College partnered with St Joseph's College, Echuca to provide a Brave Parenting Webinar to support parents with talking to students about sex and adolescent development.
- Staff reviewed the Family Engagement section of the College Website and provided feedback on the current reality of Family Engagement with a view to consider how volunteers can be included in to our daily reality.

PARENT SATISFACTION

No large-scale formal feedback was gathered from St Augustine's parents and caregivers to determine their level of satisfaction with the College in 2021 (such as Insight

SRC). Opportunities for informal feedback, were, however, readily provided, and it is this data that will inform this Annual Report.

Minutes from the Family Engagement CORE Group that met on 15th March 2021 illustrate a desire from the small cross-section of parents that gathered a feeling of disconnection (physically) from the College. In 2021 strict limitations on visitors to the College, and more specifically, in classrooms, were detailed in the CECV School Operations Guide and our College implemented these guidelines with precision. The Minutes of the CORE Group meeting detail the parents' desire to return to events on-site to feel a greater sense of belonging and inclusion within the Community.

In September/October 2021 the entire parent community were invited to complete a survey to provide the Family Engagement CORE Group with some data to inform their future planning for engagement initiatives. Less than 20 parents took up the opportunity to provide feedback. Of the parents who did provide feedback they expressed:

- A desire to return on-site and support sporting events and extra-curricular activities
- An openness to volunteering at the College
- The value of enhanced communication between Community Leaders/ teachers and parents

Future Directions

To inspire our community to move forward on their faith journey by experiencing the joy of the Gospel, embracing the sacred and bearing witness in the service of others.

To develop strong connections between all stakeholders of the College community, enhancing the understanding of wellbeing and its centrality to knowing and understanding the learner

To create a Catholic culture that promotes and nurtures staff and students to learn and lead in the footsteps of Jesus.

To ignite a passion and thirst for learning that values independence, resilience and high expectations whilst empowering lifelong learners for a hope filled future.

To steward our resources in support of learning and teaching and improving the educational outcomes of all students, while holding a holistic and considered approach to the development of initiative and whole school strategies.