



ST AUGUSTINE'S
COLLEGE - SYDNEY



2022
Annual Report

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About this Report

This Annual Report provides parents and the wider school community with fair, accurate and objective information about various aspects of College performance and development and describes its achievement of school development priorities in 2022.

The Education Act requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the College's performance measures and policies as identified by the Minister. Accordingly, the Minister has determined that the performance measures and policies that must be included in the Annual Report relate to:

- a message from key school bodies
- contextual information about the school and student body
- student outcomes in standardised national literacy and numeracy testing
- the granting of Records of School Achievement
- results of the Higher School Certificate
- professional learning and teacher standards
- workforce composition
- senior secondary outcomes
- student attendance and management of non-attendance
- retention from Year 10 to Year 12
- post-school destinations
- enrolment policies and characteristics of the student body
- school policies
- school determined improvement targets
- initiatives promoting respect and responsibility
- parent, student and teacher satisfaction
- summary of financial information

The information contained in this report is complemented by other College publications such as the College Yearbook, the College Prospectus, and editions of the College newsletter Tolle Lege, accessible fortnightly.

This report also outlines information about initiatives, successes and developments of major interest and importance to the College community during the year.

Further information regarding College matters is available on the College website, app and Saints Online portal, accessible by all College students and their parents.

Mission Statement, Vision and Core Values



Mission Statement

The Mission of the College is to promote the uniqueness of the individual founded on Catholic and Augustinian principles. We aspire to be an innovative, engaging learning community that cultivates the development of balanced individuals who are known, loved, focused on the common good, strive for personal excellence, friendship and to be accountable. As stewards, we proclaim sustainability, illuminated by faith in Christ.

Vision Statement

The Vision of the College is to provide a safe and supportive Catholic environment that challenges, fosters growth, courage and resilience in students, staff and parents.

Core Values

The educational journey of our students is based on Catholic values delivered through the lens of our patron, Saint Augustine. Augustine was an early leading Father of the Church and one of the four great Church doctors from the West, and his inspired writings are still widely quoted today. He is renowned for his intellect, contribution to philosophy and theology, and his own personal struggles with finding truth. For Augustine, truth is Christ and the Gospel message of love. In Augustine's words, "*Our hearts are restless until they rest in You*".

Our College humbly seeks to offer distinctive windows or lenses through which our graduates and families can find value and renewal in their life journey.

Our five core values are ***Humility, Interiority, Community, Restless Search for Truth*** and ***Ongoing Conversion***.

Messages from Key College Bodies

College Principal



St Augustine's College - Sydney continued to demonstrate the incredible capacity we have as a community to achieve as a collective. With the first full year of our new Strategic Plan in place, we have navigated new ways for our stakeholders, students, staff, parents, and Leadership Team to engage with and evidence how they have intentionally contributed to improvements in the College. The College Board focused on long-term acquisition strategies, the staff focused on reconnecting collegially in a community of learners post-COVID-19, the parents focused on re-engaging a sense of community connection and the students chose to strengthen our Augustinian identity and to build a culture of student connectedness.

The impacts from weather events, ongoing COVID-19 implications and Influenza A saw the College continue to make proactive decisions that allowed us to maintain continuity of teaching and learning through the worst of these challenges. An enormous vote of thanks must go to the staff whose professional approach to ensure the welfare of the students and that quality teaching and learning continued. A successful part of this was based on the decision in 2021 to over-index staffing as we prepared for the anticipated challenges of 2022.

A highlight of the year was our five boys selected in the Coxed Four crew who rowed at the World Championships in Italy, taking home a Gold medal for Australia and their school. This year also saw us making tentative steps back towards international tours with small groups of rugby players heading to Fiji for wonderful experiences playing and touring as a College team. We had students selected in their chosen sports to represent at both State and National level in Cricket, Water Polo, Rowing, Rugby, Athletics, AFL, Sailing, Baseball, Hockey, Football, Swimming, Bodyboarding and Cross Country. An incredible breadth of sporting achievement.

Our camps, reflection days and retreats returned to mostly normal, with the exception of Year 10 Camp. After a year of planning an adventure expedition activity that would see the Year 10 cohort climb Mt Kosciuszko, just four days out we were informed that a serious blizzard was forecast for the second week in November. Now in the Northern Hemisphere this would be understandable, but here it resulted in four frantic days of rescheduling, planning and the Mission Team showing it had not forgotten how to pivot as a new camp was arranged.

In our context as a Catholic Augustinian school, we believe it takes a community to develop understanding and engagement to add value to the journey of each graduate.

We continue to develop educational, spiritual and service opportunities that prepare students for life beyond the College. Their involvement in school improvement will see them appreciate how they contribute to, operate in, and succeed in a globalised world. The College continues to take a holistic perspective and focus on influencing and inspiring a new generation of young men to make informed decisions regarding their physical, mental, emotional and spiritual health.

The College maintained an exemplary approach to teaching and learning, with exceptional educational programs for each learning stage throughout the year. The continued strength of our HSC results for 2022, along with exceeding the likely attainment of student outcomes, demonstrates the continued success of our response to the pandemic. In 2022, St Augustine's College continued as the fourth top achieving Catholic Boys School overall in NSW. As a comprehensive school with no entrance test and a diverse student body, we are very proud of these outstanding results. These results are a testament to the students who work very hard for success, their parents who support them, and to the passionate staff, all of whom understand the importance of holistic growth and the challenge associated with being part of a learning community.

The College community continued to show a capacity for innovation and the importance of deep human connections based on trust, love and a sense of belonging. We will remember the year as one of great personal challenge that was met with resilience and grit, knowing we were supported by a community of parents, teachers and support staff. The Parents and Friends Association continued to be an amazing conduit for parental feedback and its incredible support for the staff helped everyone's sense of wellbeing. The occasions when we were able to celebrate together were special.

The reflections of the year left a sense of pride and privilege to serve a community so deeply connected to the authentic expression of our Augustinian values of Truth, Love and Community. On behalf of the College, I would like to thank our parents for their partnership, patience, and steadfast support throughout the year. Importantly an acknowledgement of the staff and their passionate commitment to the education and wellbeing of our students; their generosity, dedication and good humour helped us thrive in challenging circumstances.

Jonathan Byrne
Principal

Prior Provincial

The joyful celebration of the Graduation Day for the Class of 2022 encapsulated the values of the community of the College. While the graduation class was being celebrated, their particular achievements emerge from the experiences of the whole student community. This year marks the 60th anniversary of the first graduation cohort – the Class of 1962.

For several years now, the entrance path into the College from Alfred Road has been graced by the flags representing various schools under the care of the Order of Saint Augustine (Augustinians) throughout the world. These remind the College community at St Augustine's that while we are immersed in our local realities, we are part of a global Augustinian family. In particular, the students can have the sense that there are young people of their own age who are learning under the same values in diverse cultures and nations.

As Provincial of the Order's Australian Province, I attended in September a significant meeting (known as a Chapter) of the leaders of the various Provinces and other regions of the Order. At the Chapter we reflected upon, discussed and made decisions in relation to common hopes and concerns. Liturgy and prayer for the Chapter included video clips of hymns from Augustinian schools and parishes throughout the world. One contribution was from St Augustine's College - Sydney.

The meeting took place in San Diego, California, USA and on 16 September we joined the entire St Augustine's High School, San Diego, community to celebrate the 100th anniversary of the foundation of the College. The Mass was similar to a whole school Mass in the Brimson Centre - students participating with energy and joy as they humbly and with enthusiasm celebrated faith, friendship and gratitude.

If 2020 and 2021 were years where care and connection were important, 2022 is a year of yearning for peace and respect. The horrific conflict in Ukraine is one of many situations where ordinary people including the young are unable to live with normality and tranquillity. No matter what our sense of modernity and advancement may be, base instincts of cruelty and violence can easily come to the fore.

Drawing these threads together, the sense of unity in diversity that we celebrate at St Augustine's College is deeply rooted in the Gospel, the spirituality of Saint Augustine and the global experience of belonging to the Augustinian family. It is a value which belongs to the best expression of what it is to be human. It is not an abstract value but one we are called to live concretely in the world in which we live.

My hope and prayer for the present students of the College is that the values they are offered may be deeply embedded in their lives. With God's grace, the young people of the world today are the hope for peace tomorrow.

I conclude by expressing the gratitude of the Augustinians to the students of the College for your efforts during the year, to the parents for your care and support of your sons, to the staff for your conscientious and generous commitment, and to those whose servant leadership provides clear direction and inspiration - Jonathan Byrne and the College Leadership Team and Andrew Wilson and the College Board of Directors.

Fr Peter Jones OSA

Prior Provincial
Order of Saint Augustine
Province of Australasia



Chair of the College Board

Dear Parents and Carers

It was pleasing to see normality return to our College throughout 2022 with students able to be in attendance, school camps and sports resuming, and events being held to bring our community together. I believe that these last few years have shown a true partnership between staff and families to support and care for the welfare of our boys – a great demonstration of the Augustinian values of love and community.

In 2022, we maintained our outstanding academic results in the HSC and continue to be placed amongst the top secondary schools in NSW. We are also proud of the diversity of that success across a number of different subjects supporting our desire to support the many and varied pathways our students may pursue in their life after College.

As a College we continue to go from strength to strength, and I am excited by opportunities that lay ahead. As we enter the second year of our 2022-2026 Strategic Plan, I would like to thank the College Leadership and the broader community for their continued focus and contribution to its execution.

In 2023, we will continue to seek support and further engagement as we look to expand the sporting facilities available to the boys while continuing to invest in capital works to improve the teaching and learning environment.

Finally, I would like to thank Jonathan Byrne and all the staff for their dedication and commitment to the welfare and development of our boys. We should all feel tremendously proud of our College community and be filled with enormous hope for this generation of young men as they continue to demonstrate resilience, adaptability and strength.

God bless.

Andrew Wilson

College Board Chairman



President of the Parents and Friends Association



The highlight of this year has undoubtedly been our ability to resume many of the activities that had been on hold for the previous few years. While we were unable to welcome the new families at the Morning Tea, the College All Parent Welcome event went ahead, even if slightly delayed. The strategic focus of the Parents and Friends Association (P&F) is to encourage involvement in the College community and to educate parents. We conducted a survey on the kind of events and topics parents would like to see and will endeavour to meet that demand.

During the year, the community had many opportunities to come together, with successful events like the Mother's Day and Father's Day celebrations, College Open Day, not to mention the Gala Dinner which sold out in one afternoon. As a result, we organised another social function, Night on the Greens and chose a more northern location. The Ladies' Lunch has become a much anticipated tradition and is guaranteed to be a lovely event.

The strength of the community was very evident in the response for families to support the Year 12 Graduation Honour Guard on a public holiday. The Year 12 parents were treated to a lovely breakfast hosted by the incoming College Captain and Year 11 parents. We hope this will become a tradition for years to come.

None of this would have been possible without the support of our wonderful volunteers. I would like to thank everyone who gave their time so generously. I would particularly like to thank the members of the P&F Committee. We have a number of long-term committee members stepping down and I would like to acknowledge the amazing effort, energy and commitment of our event co-ordinators Kristina Wilson and Kate Conners. Julie Davis has served as the treasurer and been an active participant. The committee was very saddened to lose our friend and tireless advocate for the College community, Katie Golden. Katie did a wonderful job organising the class parents and ensuring effective communication. She is missed by us all.

I would like to encourage everyone to become an active participant in the College community. There are many ways to join in, whether you want to make a commitment for a sports team or volunteer at an individual event. The P&F meetings take place once a term and we will continue to offer the option to join in via Zoom. They are a great opportunity to learn about the future direction of the College, to ask questions and provide feedback. Everyone is welcome!

Virpi Tuite

P&F President

Extract from the 2022 College Captain Harvey Cordukes' Graduation Ceremony Speech



It is an absolute honour and a privilege to be standing up here today in front of you all. In front of what are now ex-students of St Augustine's. The Graduating Class of 2022. This is it for us. Today is the day.

Wow. Where to start. How about at the beginning. Our first day of Year 7. Now for some, you had already come accustomed to the ins and outs of the school in Years 5 and 6 but I am certain we all shared the same raging desire to turn away from the gates and into the safety of our parents' arms. As we progressed through the years we grew apart, slightly severed by our differences of opinion and interests as young boys tend to do. We all started to find out who we wanted to be around and stuck to what we knew. But as we have matured over the years, we have bound back together.

Over the years I'm so happy to have gotten to know all of you boys and I can truly say I admire you all in the amazing avenues you venture down. We have literal world champions sitting amongst us. We have amazingly talented actors, artists, decorated athletes, ambitious entrepreneurs, aspirational academics, gritty hard workers and the list goes on and on.

But what's more important than that is that you are all good people. The best. I am going to miss all the daily conversations I have with all of you. The laughs. The hard times. There's always going to be a part of me that is sadder without you all in my life every day. I am honoured to call you all friends and to have gone through my high school career with you. I have never laughed as much as I have at school, and it has helped so much with relieving the weight of an HSC year. To the teachers. We are all eternally grateful for the sacrifices you make for us and the genuine passion you bring to our lives. This is more than a job, you are role models, leaders and organisers. I cannot thank you all enough for the things you have done for us in preparing us for life after school by giving us the tools to become better men. Your names and the effect you have made on our lives will be forever ingrained in our minds. I will always "pay attention to detail" thanks to Mr Burke, I will "be more creative" thanks to Miss Boyle and I will try to take a few more pauses in my speeches thanks to Mr Byrne. Although it might be a little late for that. I am sure you all too have nuggets of golden advice that will serve you well into the future.

To our parents. We put you through it at times and even though we might not say it enough we all love you very much and are grateful for 18 years of nagging us to study, driving us to events and sport, and dealing with emails home from teachers when we may have strayed a bit. We couldn't have made it here without you so thank you all.

If you are ever struggling, reach out to the Class of 2022. Let's promise to always have each other's backs and never forget the time we spent here together. Know that if you feel lost or unsure, leaning on a mate from your time at Saints is important.

Well, I guess that's all. It's up to you from here. Time to take the reins. This should be fun.

Thank you.

Harvey Cordukes

College Captain

About the College

St Augustine's College - Sydney is a Catholic independent school for boys in Years 5 to 12. In 2022, there were 1,528 students at the College: Primary - 224, Secondary - 1,304. This includes 52 overseas students who enrolled in secondary school as part of our International Student Program. Less than 1% of our students are Aboriginal or Torres Strait Islanders.

The College began when the Provincial of the Augustinians, Fr Tom Hunt OSA, accepted the challenge to build a school on a vacant block of land in Brookvale, on the Northern Beaches of Sydney. On 7 February 1956, the College opened its doors to its first 65 students.

Since then, our facilities have dramatically improved, and our academic achievement continues to rise. Over the past decade, we have developed a culture of achievement and continue to set high academic expectations. Our teachers are experts in their field with a dedication to boys' education. We value strong pastoral care alongside our academic program and relationships sit at the heart of all learning.

Our facilities are carefully designed to provide the best learning environment for students, with a key focus on tailoring learning spaces to boys. The growth of our facilities is due to the College's Master Plan and clearly structured building programs. We are grateful for the generosity of current and past parents who have financially supported the College's fundraising appeals in support of our building projects.

We offer a diversity of success where all boys can achieve significant success no matter what their academic pathway. We are proud of the many different pathways our students pursue, and the success that they achieve in their chosen fields. St Augustine's College - Sydney graduates have careers in areas including economics, arts and culture, education, science and technology, sport, hospitality, law, trades, health and medicine, and government, amongst many others.



Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN Results

All students at the College in Years 5, 7 and 9 completed the National Assessment Program - Literacy and Numeracy (NAPLAN) in May. The results of these tests provide important information to the College about each student and their level of achievement and are used to support Teaching and Learning programs.

Analysis of the results is essential in assisting College planning, as well as monitoring literacy and numeracy development over time. The use of a common reporting scale that spans Years (3), 5, 7 and 9 allows the status of, and growth in, student achievement to be monitored and reported across the years of schooling from Year 3 to Year 9.

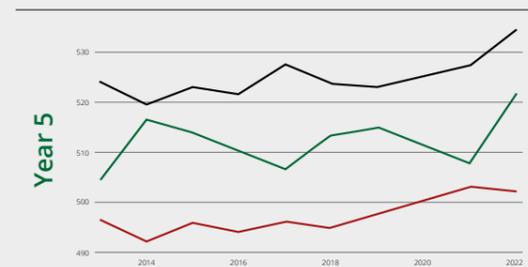
The reporting scales are divided into ten bands to cover the full range of student achievement observed in the tests, mapping the increasing complexity of the skills assessed by NAPLAN. Six bands are used at each testing level as follows:

- Year 5 reports Bands 3 to 8
- Year 7 reports Bands 4 to 9
- Year 9 reports Bands 5 to 10

For each year level and each domain in Literacy and Numeracy, the National Minimum Standard is defined and located on the common reporting scale. For Year 5 the National Minimum Standard is Band 4, for Year 7 the National Minimum Standard is Band 5 and for Year 9 the National Minimum Standard is Band 6.

Average NAPLAN Score – School, SSSG and State

— AVERAGE NAPLAN SCORE SCHOOL
— AVERAGE NAPLAN SCORE SSSG
— AVERAGE NAPLAN SCORE STATE



2022 Higher School Certificate Results

171 Year 12 students sat for the NSW Higher School Certificate (HSC) in 40 courses.

148 Domestic ATAR students

14 International ATAR students

30 Year 11 Accelerated students

9 Domestic NON-ATAR students



Some noteworthy achievements of the Year 12 Class of 2022:

NSW

75th

Ranked School
NSW State Ranking



4th

Ranked Catholic Boys School
NSW State Ranking

Top Achievers

| | | |
|----------------|-----------------------------|-----------------------|
| Gus Stephen | 1 st IN STATE | Extension History |
| Gus Stephen | 4 th IN STATE | Modern History |
| Joseph Meagher | 8 th IN STATE | Investigating Science |
| Oscar Hugill | 9 th IN STATE | Drama |
| Max Martin | 9 th IN STATE | Studies of Religion 1 |

Subjects ranked in NSW HSC

| | |
|------------------|--------------------------|
| 3 rd | in Studies of Religion |
| 4 th | in Engineering Studies |
| 12 th | in Investigating Science |
| 13 th | in Legal Studies |
| 26 th | in Standard Mathematics |
| 43 rd | in Advanced Mathematics |

2 Students mentioned on the NSW All-Rounder List

An All Rounder is a student who has scored 90 or above in 10 or more units

Tighe Jones Alex Greig

Distinguished Achievers

A student who scored 90 or above in a subject

St Augustine's received 170 mentions on the Distinguished Achievers list across 38 subjects

HSC Showcase

The HSC Showcase is an exhibition of an exemplary Individual Performance or Project from the 2022 Higher School Certificate

OnSTAGE Nomination – Drama

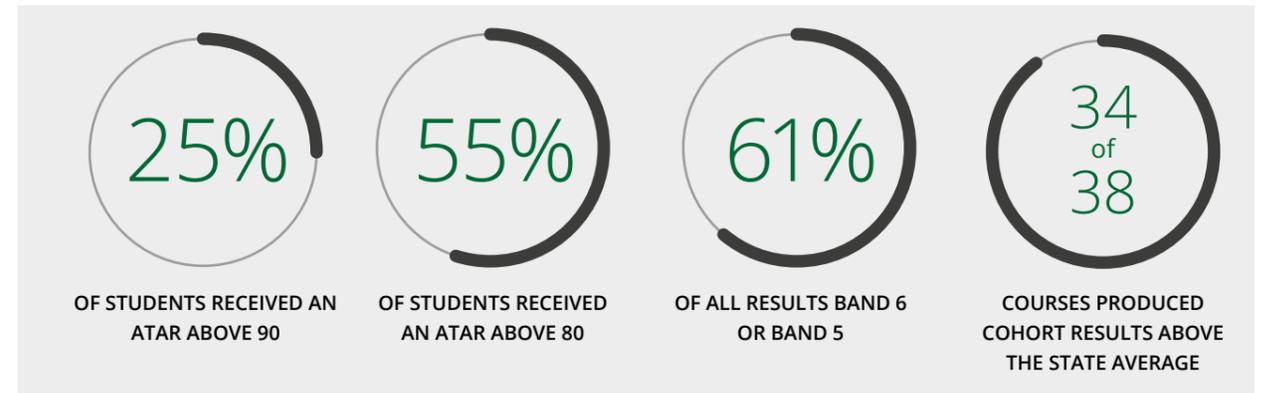
| | |
|------------------|------------------------|
| Rick Andrews | Individual Performance |
| Oscar Hugill | Individual Performance |
| Harvey Cordukes | Group Performance |
| Oscar Hugill | Group Performance |
| Cooper Oxley | Group Performance |
| Nicholas Walsh | Group Performance |
| Brogan M'Crystal | Project |

SHAPE Nomination

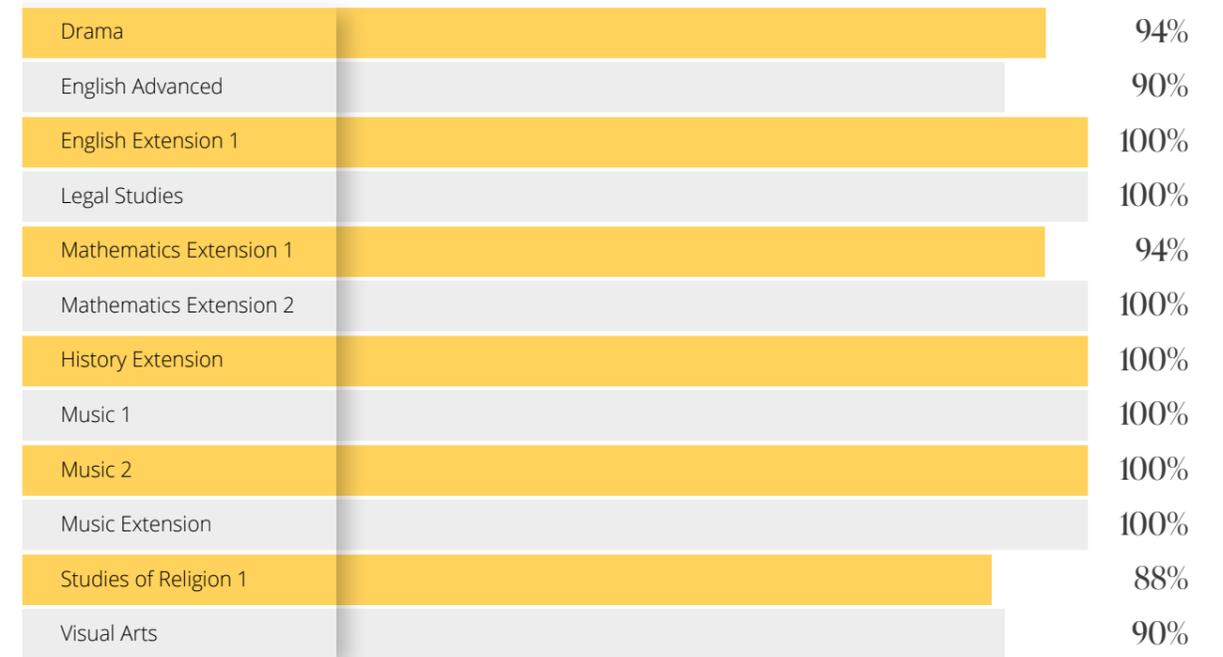
| | |
|-----------------|-----------------------|
| William Andrews | Design & Technology |
| Angus Brooks | Design & Technology |
| Harry Last | Design & Technology |
| Ethan McKechnie | Design & Technology |
| Luke Severino | Industrial Technology |

ENCORE Nomination

| | |
|---------------|-----------------|
| James Breslin | Music 1 |
| Jimmy Brown | Music 2 |
| Jimmy Brown | Music Extension |



Courses achieving significant overall Band 6 and Band 5 results

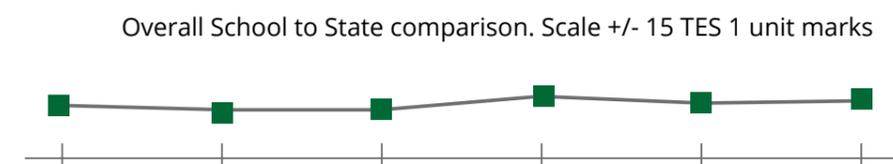


2022 HSC Learning Gain Trend Data

Trends 11185 St Augustine's Brookvale 1 Overall School Results

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------|------|------|------|------|------|------|
| TotalNos | 205 | 216 | 211 | 200 | 212 | 202 |
| NoIncl | 142 | 140 | 144 | 119 | 155 | 150 |

Effect



The results of the school's HSC candidature are reported for specific subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

| SUBJECTS | Higher School Certificate: % of students in Bands 4, 5 and 6 | | | | | | | | | |
|---|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE |
| Biology | 100 | 70 | 78 | 60 | 91 | 62 | 75 | 66 | 89 | 53 |
| Business Studies | 86 | 64 | 95 | 61 | 82 | 62 | 91 | 66 | 83 | 64 |
| Chemistry | 90 | 70 | 69 | 67 | 79 | 69 | 82 | 66 | 80 | 64 |
| Chinese Background/Chinese & Literature | 100 | 96 | 100 | 97 | 100 | 92 | 100 | 92 | 92 | 92 |
| Design and Technology | 100 | 83 | 100 | 82 | 100 | 83 | 82 | 82 | 87 | 82 |
| Drama | 100 | 82 | 100 | 84 | 92 | 90 | 94 | 83 | 100 | 88 |
| Earth & Environmental Science | 100 | 70 | 60 | 66 | 100 | 61 | 86 | 62 | 89 | 68 |
| Economics | 90 | 72 | 86 | 74 | 100 | 77 | 92 | 77 | 94 | 76 |
| Engineering Studies | 100 | 71 | 100 | 69 | 100 | 68 | 94 | 71 | 91 | 62 |
| English - Advanced | 95 | 90 | 100 | 92 | 100 | 95 | 100 | 94 | 100 | 93 |
| English - ESL/EALD | 41 | 57 | 26 | 58 | 61 | 57 | 58 | 58 | 50 | 46 |
| English - Standard | 81 | 50 | 92 | 52 | 93 | 57 | 90 | 57 | 96 | 55 |
| English - Extension 1 | 100 | 100 | 100 | 100 | 100 | 99 | 100 | 94 | 100 | 92 |
| Geography | 87 | 73 | 80 | 72 | 91 | 70 | 88 | 74 | 91 | 72 |
| History - Extension | 100 | 98 | 100 | 98 | 100 | 99 | 100 | 77 | 100 | 84 |
| History - Modern | 96 | 71 | 95 | 66 | 94 | 66 | 95 | 64 | 91 | 67 |
| History - Ancient | 91 | 63 | 86 | 65 | 71 | 62 | 80 | 61 | 80 | 63 |
| Industrial Technology | 68 | 48 | 61 | 49 | 61 | 49 | 78 | 53 | 74 | 51 |
| Legal Studies | 92 | 72 | 100 | 65 | 100 | 67 | 100 | 68 | 100 | 66 |
| Mathematics - General/Standard | 87 | 53 | 85 | 56 | 84 | 50 | 90 | 51 | 78 | 54 |
| Mathematics - Advanced | 100 | 78 | 100 | 78 | 100 | 81 | 85 | 79 | 96 | 76 |
| Mathematics - Extension 1 | 100 | 96 | 100 | 95 | 100 | 99 | 96 | 74 | 94 | 73 |
| Mathematics - Extension 2 | 100 | 98 | 100 | 97 | 100 | 99 | 89 | 87 | 100 | 85 |
| Music 1 | 75 | 90 | 91 | 91 | 50 | 90 | 100 | 89 | 100 | 89 |
| PDHPE | 71 | 61 | 90 | 62 | 72 | 61 | 85 | 60 | 63 | 50 |
| Physics | 100 | 65 | 70 | 64 | 85 | 67 | 79 | 71 | 88 | 68 |
| Studies of Religion I | 88 | 70 | 100 | 79 | 97 | 77 | 100 | 69 | 100 | 80 |
| Studies of Religion II | 77 | 70 | 91 | 79 | 80 | 74 | 68 | 72 | 83 | 79 |
| Visual Arts | 100 | 92 | 100 | 90 | 100 | 90 | 100 | 91 | 95 | 92 |

Record of School Achievement (RoSA)

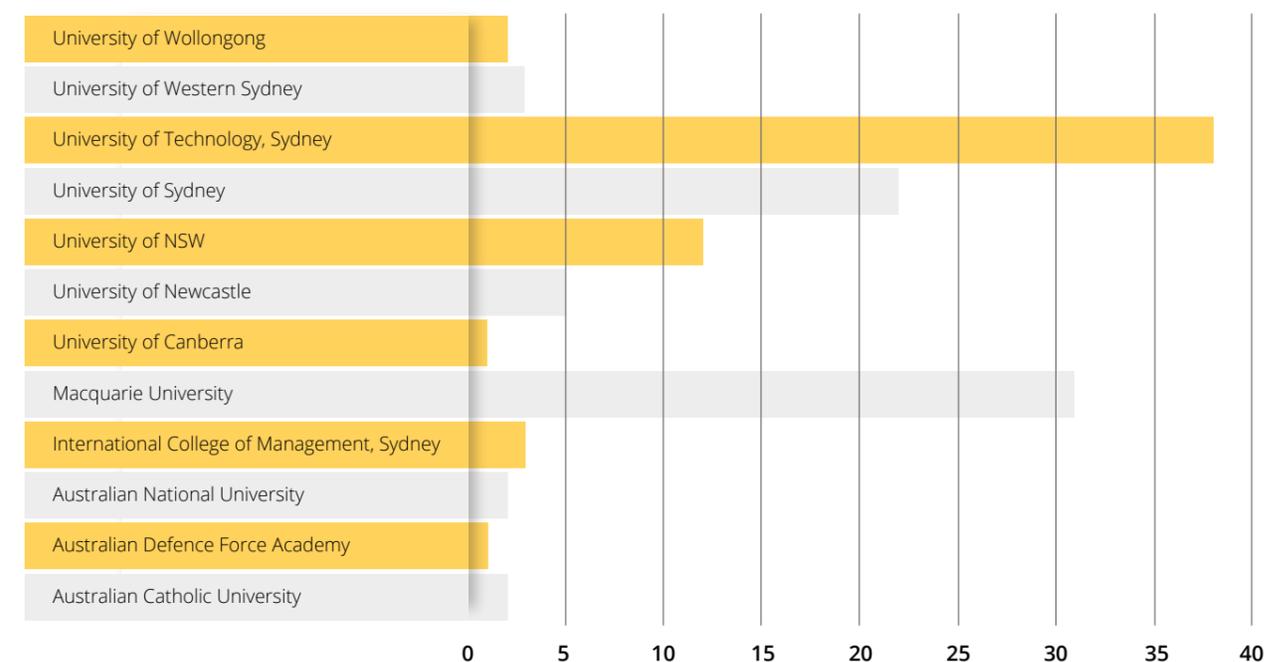
The formal Record of School Achievement credential was awarded by NESAs to six Year 10 students, six Year 11 students and one Year 12 student.

Post-School Destinations

University Placement

Of the students who left school at the end of Year 12 following the completion of their school education, 95% of students applying for university were offered a placement.

2022 UAC Offers



Vocational Education and VET

The table below shows the percentage of HSC students attending and attaining a VET qualification.

| COURSE | 2018 | 2019 | 2020 | 2021 | 2022 | 2022% OF STUDENT POPULATION |
|----------------------------------|------|------|------|------|------|-----------------------------|
| Animal Studies | 1 | 1 | - | - | - | - |
| Automotive | - | - | 2 | - | - | - |
| Business Studies | - | - | - | 1 | 1 | 0.6% |
| Construction @ TAFE | 8 | 8 | 3 | 3 | 2 | 1.2% |
| Electro Technology | - | - | 2 | - | 5 | 2.9% |
| Entertainment | 5 | 1 | 1 | 4 | - | - |
| Financial Services | 1 | 1 | - | - | - | - |
| Hospitality | 1 | 1 | 1 | 2 | - | - |
| Industry Based Learning | - | - | 6 | 1 | 1 | 0.6% |
| Information & Digital Technology | 1 | 1 | - | - | - | - |
| Total | 17 | 13 | 16 | 11 | 8 | |

Staff Professional Learning

During 2022, professional learning included NESA accredited courses in the four priority areas, whole school staff development days and internal/external Elective courses.

Professional Development courses continued to be devoted to the delivery of the NSW Curriculum and methods targeting NESA's identified priority areas: student mental health and wellbeing, differentiating the curriculum for students with disabilities, and Aboriginal education and supporting Aboriginal students/children.

Professional Learning in Compliance Areas

St Augustine's College staff completed mandatory professional learning in the following areas of compliance:

- Identifying and Responding to Children and Young People at Risk (AISNSW Provider)
- Child Protection Policy documentation
- Statement of Commitment to Child Safety
- Staff Code of Conduct
- Providing First Aid in an Educational and Care Setting and Cardio-Pulmonary Resuscitation

Internal Elective and Accredited Professional Learning

Over 30 one-hour Elective courses were offered to staff in 2022. Example of the Elective courses included:

- Data Literacy | HSC Results (CSNSW)
- Your Accreditation | Tracking and Evaluating PD hours
- Introduction to Positive Education
- VIVI 101
- Catholic Augustinian Spirituality
- Scaling the Skill of Handwriting
- The Pathway to Proficient Teacher (Fortnightly sessions)
- Can You Speak, Boy?

NESA Accreditation of Professional Development Courses

As an independent non-government school, the College developed and delivered Professional Development (PD) courses solely for our teachers as NESA Accredited PD. The following PD courses were offered to teaching staff:

- Digital Excellent Technological Tools in Teaching and Learning
- Differentiation in the Classroom
- aCOT Harvard Thinking Routines
- Providing Feedback

St Augustine's College Vision for a Strong Professional Learning Culture

During 2022, 112 teachers engaged in Educator Impact. Educator Impact is a platform for school leaders and teachers to collect 360-degree feedback on their practice to help inform evidence-based goal setting. Teachers could track their progress and record evidence of professional learning by providing feedback. The participants accumulated over 1500 Elective professional learning hours.

Additionally, five teaching staff attained their proficiency status. Mentors supported staff through fortnightly sessions and access to mentors.

Externally Provided Professional Development

St Augustine's College staff collectively engaged in over 1175 hours of high-quality professional development appropriate to their career stage and developmental requirements to pursue continued whole school improvement.

As part of the College's ongoing program to create and maintain a positive and productive professional learning community, individual staff members attended a broad range of externally provided professional development days, including but not limited to the following:

- 2023 HSC Exam Development Committee Chinese in Context Meeting
- ACEL Inclusion and Disability Conference
- AISNSW English Conference
- AISNSW Heads of Sport Conference
- AISNSW Mathematics Conference
- AISNSW Music Conference
- AISNSW Overview of Overseas Student CRICOS Requirements
- AISNSW Investigations Masterclass: Workplace Investigations
- AISNSW Work, Health, and Safety in Schools
- AISNSW NCCD: An Introduction for School Teams
- AISNSW School Counsellor Conference
- AISNSW The National Flagship Program 2022-2023
- AISNSW Heads of Sport Conference 2022 – What's Your Game Plan?
- AISNSW PDHPE Conference
- 7th Annual Schools Law and Regulatory Conference
- Critical Interpretation and Classroom Pedagogy in Visual Arts
- DeCourcy Data Analysis
- Development in the Craft of Writing
- Drama NSW State Conference
- Engaging Reluctant Learners
- Hands-on Technology – Delivering the Basics of Engineering Studies
- HSC Itinerant Drama Marking
- ICT in Schools NSW 2022 Summit
- Into the Lens of Photographic and Digital Media
- Introduction to the Child Safe Standards
- Introduction to Teaching History Extension
- PESA Conference 2022
- Positive Schools Conference
- Preparing for the 2022 HSC Physics Examination
- Purposeful Programming and Assessment for Stage 6 Languages
- Taming the Behaviour Monster – Positive Behaviour Management
- The Accidental Counsellor
- The Adaptive Leadership Framework
- Unpacking the 2021 HSC Geography Examination
- VET Construction
- VET Network Day for Compliance Officer
- What Do We Know About Stage 6 Advanced PD4 Mathematics?
- Writing and Source Analysis in History

Despite the lingering impact of COVID-19 in 2022, St Augustine's College – Sydney staff undertook over 3000 hours of professional development. This level of commitment demonstrates the significant priority that the College and its staff place on professional growth and enhancing student learning outcomes.

College Staff

Teacher Accreditation

During 2022, the College employed 132 teachers on a permanent full-time, part-time or temporary basis. All teacher qualifications are assessed at the time of employment, and permanent teaching staff are required to advise the College of any change in their qualification and NESA accreditation status. In 2022 five teachers attained Proficiency Accreditation. Specific teaching data is as follows:

| LEVEL OF ACCREDITATION | NUMBER OF TEACHING STAFF |
|---|--------------------------|
| Conditional/Provisional | 14 |
| Proficient Teacher | 118 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total Number of Teachers | 132 |

Teacher composition attendance and retention rates

In 2022, St Augustine's College – Sydney employed 188 full-time and part-time staff:

| SCHOOL STAFF - 2022 | NUMBER OF TEACHING STAFF |
|---|--------------------------|
| Teaching Staff | 132 |
| Full-time equivalent teaching staff | 128.2 |
| Non-teaching staff | 56 |
| Full-time equivalent non-teaching staff | 47.2 |

The College's workforce composition consisted of 54% female and 46% male staff, and 0% Aboriginal and Torres Strait Islander staff. On average, teachers at the College attended 94.15% of teaching days (Note, this was lower than last year given the extended period of lockdown, resulting in limited leave access in 2021).

Staff Leave entitlements are in accordance with the Teachers (NSW Catholic Independent Schools – List B) Enterprise Agreement. These entitlements include Community Service Leave, Compassionate Leave, Examination Study Leave, Jury Service, Leave Without Pay, Military Service Leave, Parental Leave, and Personal/Carer's Leave.

The proportion of teachers retained from the previous reporting year was 88.3%.



Student Attendance and Retention Rates

Student Attendance

As per NESA requirements for Attendance, the College:

1. Maintains a register of enrolments.
2. Maintains a register of daily attendance.
3. Monitors and follows up on attendance, maintaining documentation on absences, the reason for the absence and requesting documentation to substantiate the reason.

Management of Student Non-Attendance

1. Parents are requested to notify the College via the St Augustine's College (SAC) App, if their son will be absent for a whole or partial day, by 9:00 am on the day of the absence. Before midday every day, Student Services emails a list of student absences as noted in the SAC App parent notifications to House Formation Leaders (Years 10-12) or Student Formation Leaders (Years 7-9) for their information and if any follow-up is required.
2. If the College has not received advice of a student's absence, a text message will be sent to relevant parents/guardians by 11:00 am, alerting them of an unexplained absence.
3. Teachers with incomplete or unmarked rolls receive an automated email at 11:00 am and 4:00 pm daily to remind them to mark their rolls. The daily Attendance (Unresolved) Report is sent out by Academic Office to staff at the end of each day to resolve any discrepancies on the roll.
4. House Formation Leaders (Years 10-12) or Student Formation Leaders (Years 7-9) will monitor student attendance and follow up any truancy according to the discipline policy, including parental contact and issuing a detention.
5. If a student is absent for three days and there has been no notification from the parents/guardians, the College will contact the parents/guardians to establish the reason for the child's absence.
6. In the case of student non-attendance due to school avoidance, the Student Coordinator will meet with the parents/guardians and College Psychologists/Social Worker to establish a program to assist the student and their parents/guardians. Further support is provided in consultation with the Association for Independent Schools NSW.
7. Introduced during 2021 and continued into 2022 was the COVID e-form located in Saints Online – Operoo – Form Library, or via the SAC App, enabling a parent/guardian to advise the College if a student was isolating at home and either:
 - a. unwell and not able to complete schoolwork, or
 - b. well and wishing to undertake hybrid learning.

Hybrid learning is a combination of Zoom classes, accessing work from our learning management system - SEQTA and submitting homework and assessments online.

8. The College received COVID e-forms daily. The IT Department compiled a list and advised the Leadership Team and House/Student Formation Leaders by 9:30 am. The relevant House or Student Formation Leader then contacted families regarding the student's ability to attend lessons by undertaking hybrid learning. If a student was well enough to undertake hybrid learning, the House or Student Formation Leader contacted the student's teachers, ensuring class work was placed on SEQTA and that the teachers marked the roll as 'Flexible Timetable'. House Formation Leaders and Student Formation Leaders monitored student attendance to each lesson and contacted families if unexplained absences were reported.
9. During 2022, Government advice on COVID isolation was updated often from students needing to isolate for 7 days to no isolation requirements for being COVID positive or a household contact as long as the student was asymptomatic. The College maintained surveillance on student wellbeing and attendance by issuing rapid antigen tests, requiring the students to do the rapid antigen test twice per week (Monday and Wednesday) and ensuring the campus adhered to stringent PPE and hygiene standards. Students needing to study from home were supported as noted above and parents continued to advise the College of their son's COVID status via the e-form.

Prolonged student absences may/have occurred due to the following instances:

- Illness/health
- Isolating due to COVID-19
- Participation in elite art or elite sporting events/programs
- Approved discretionary leave during school terms.

Students are encouraged not to be absent without good reason. Long absences and/or inconsistent attendance may result in the student failing to meet specific curriculum requirements and consequently affect their overall academic progress and development.

In times of prolonged absences and upon request from the parent/guardian, teachers will provide academic support, appropriate to the student's needs at the time. Secondary students are required to remain up to date with any missed work and liaise with their teachers and/or Academic Office regarding completion of any scheduled assessment tasks, prior to their absence. This information is located in the College's learning management system – SEQTA.

Attendance Rates per Year Level – 2021-2022

On average in 2022, 90.17% of students attended school, each day.

| YEAR | 2021 ATTENDANCE RATE | 2022 ATTENDANCE RATE |
|--------------|----------------------|----------------------|
| Year 5 | 96.76% | 92.98% |
| Year 6 | 96.09% | 92.11% |
| Year 7 | 95.52% | 90.24% |
| Year 8 | 94.15% | 88.07% |
| Year 9 | 94.83% | 88.30% |
| Year 10 | 94.15% | 90.49% |
| Year 11 | 95.11% | 90.94% |
| Year 12 | 95.72% | 91.95% |
| Whole School | 95.10% | 90.17% |

Senior School Retention Rates

Retention rates at St Augustine's College - Sydney remain high. They are calculated by making a comparison of the number of students enrolled for an initial year, such as Year 10, and deducting those students in this cohort who did not complete Year 12. The actual retention rate is reported as a percentage.

| YEARS COMPARED | YEAR 10 TOTAL ENROLMENT | YEAR 12 TOTAL ENROLMENT | YEAR 10 STUDENTS REMAINING IN YEAR 12 | ACTUAL RETENTION RATE (1%) |
|----------------|-------------------------|-------------------------|---------------------------------------|----------------------------|
| 2008-2010 | 140 | 141 | 101 | 72.14% |
| 2009-2011 | 164 | 157 | 138 | 87.89% |
| 2010-2012 | 150 | 138 | 117 | 78.36% |
| 2011-2013 | 146 | 144 | 129 | 88.36% |
| 2012-2014 | 148 | 133 | 121 | 81.76% |
| 2013-2015 | 174 | 141 | 133 | 76.44% |
| 2014-2016 | 157 | 151 | 141 | 89.81% |
| 2015-2017 | 188 | 171 | 166 | 88.29% |
| 2016-2018 | 180 | 180 | 173 | 96.11% |
| 2017-2019 | 162 | 155 | 150 | 92.59% |
| 2018-2020 | 157 | 138 | 132 | 84.08% |
| 2019-2021 | 175 | 167 | 164 | 93.71% |
| 2020-2022 | 188 | 158 | 156 | 82.98% |

Note 1: figures exclude international students

Note 2: figures exclude students who started in Year 11/12

Sixteen Year 10 students left during 2022:

- 10 students moved to other schools
- 1 student commenced TAFE studies
- 5 students commenced apprenticeships



Enrolment Policies

Enrolment Policy



Context

St Augustine's College – Sydney is a Year 5 to Year 12 Catholic Congregational comprehensive school for boys teaching the Augustinian values of *Truth, Love and Community*.

The College seeks to promote the formation of the whole person; an individual who is well rounded and lives by the Gospel mission of justice, forgiveness, compassion and generosity.

Key to an Augustinian education is friendship, a commitment to learning and the opportunity to achieve academic and personal excellence within a faith community.

Key Principles

The following key principles underpin enrolment at St Augustine's College – Sydney:

- i. A process that enables the integrity of each enrolment to be judged on its own merits, in accordance with the priority criteria outlined in this policy
- ii. A willingness for parents to accept and support:
 - a. The mission, identity and values of the College and the Catholic Augustinian principles in which it is grounded
 - b. Partnered responsibility for the formation and development of their son
 - c. The conditions of enrolment and supporting policies which govern the educational program
 - d. The position of the College in relation to co-curricular participation
 - e. The position of the College in relation to the adherence of policies in relation to the provision of a safe and supportive environment.

Criteria for Enrolment

Year 5 Enrolment

Offers of enrolment are prioritised, with preferential consideration given to:

CATEGORY A

- Baptised Catholic boys from Catholic schools*

CATEGORY B

- Baptised Catholic boys from non – Catholic schools*

CATEGORY C

- Baptised boys (other than Catholic) from Catholic schools*
- Baptised boys (other than Catholic) from non – Catholic schools*

CATEGORY D

- Non - baptised boys from non – Catholic schools*

*Siblings and sons of Old Boys will be given enrolment priority within the category to which they belong.

EXAMPLE 1:

A sibling who is a Catholic boy from a Catholic school (Category A) is given enrolment priority over a Catholic boy from a Catholic school (Category A).

EXAMPLE 2:

A son of an Old Boy who is a Catholic boy from a non-Catholic school (Category B), would not receive enrolment priority over a Catholic boy from a Catholic school (Category A).

A Catholic student from a local Catholic school offered a position in Year 5 may be given the option to defer acceptance to a Year 7 position. The option to defer is valid for five working days. The option to defer to Year 7 is final. Once the option to defer to Year 7 is confirmed, the student's application cannot be returned to the waiting list for Year 5 at a later date.

Memorandum of Understanding between the College and the Broken Bay Diocese

There is currently a Memorandum of Understanding in place between the College and the Diocese of Broken Bay.

Year 7 Enrolment

Offers of enrolment are prioritised, with preferential consideration given to:

CATEGORY A

- Baptised Catholic boys from Catholic schools*

CATEGORY B

- Baptised Catholic boys from non – Catholic schools*

CATEGORY C

- Baptised boys (other than Catholic) from Catholic schools*
- Baptised boys (other than Catholic) from non – Catholic schools*

CATEGORY D

- Non - baptised boys from non – Catholic schools*

*Siblings and sons of Old Boys will be given enrolment priority within the category to which they belong.

EXAMPLE 1:

A sibling who is a Catholic boy from a Catholic school (Category A) is given enrolment priority over a Catholic boy from a Catholic school (Category A).

EXAMPLE 2:

A son of an Old Boy who is a Catholic boy from a non-Catholic school (Category B), would not receive enrolment priority over a Catholic boy from a Catholic school (Category A).

Enrolment other than Years 5 and 7

Applications for Enrolment in non-intake years may be submitted at any time throughout the year. Should a vacancy be available in the requested academic year, an applicant may be selected at the Principal's discretion for an enrolment interview as the next step in the enrolment process.



Waitlists

Following first round offers, applicants who are unsuccessful in securing a position for the nominated year of enrolment will be placed on a waitlist. Further enrolment offers will be made at the Principal's discretion and may be as late as the commencement of the school year.

Equity And Accessibility

The Catholic and Augustinian purpose and identity promotes social justice, fairness, equity and accessibility to the student enrolment process. Students who are in need or disadvantaged (including financial hardship) must apply for financial assistance under the College Bursary Program (Year 7 and above) at the time of application for enrolment.

Applications are means-tested and acceptance by the College is dependent upon the financial capacity of the College to support the bursary program. In assessing a bursary application, consideration will be given to a child's potential to achieve at the College. Student progress will be monitored, and the bursary will be reviewed annually.

Basis of Discretion

Enrolment decisions are made at the Principal's discretion and the College will not enter negotiations in this regard. The College reserves the right to change the Enrolment Policy and Procedure. The application of this criteria may be varied at the discretion of the Principal.

Reserved Rights

The Principal reserves the right not to offer, defer an offer, or withdraw an offer of a position at the College at his/her discretion, particularly when full disclosure of a student's educational needs is withheld, or parents decline to disclose those needs.

Prior to Application

Open Day

The College hosts an annual Open Day. The date is published on the College website. All prospective parents are invited to attend to meet the College Principal, staff and students to inspect the facilities and resources of the College.

Tours

Tours of the College are conducted periodically. Parents are invited to complete the tour expression of interest form on the College website. Parents who have expressed their interest in a tour will be notified when bookings for the next tour opens.

Enrolment Process

1. Application for Enrolment

The Application for Enrolment form is to be completed and submitted using the online application form, together with supporting documentation by the application closing date.

Upon submission, an email acknowledging receipt of the application and payment of the application fee, is forwarded to applicants. An application for enrolment will not be considered as lodged until all supporting documentation is submitted and the payment of the application fee is made.

Supporting documentation includes:

- Copy of birth certificate
- Copy of Baptism and other sacramental certificates
- Copies of most recent academic reports and all NAPLAN tests
- Reports regarding special educational needs
- Copy of any relevant Family Court Orders (if applicable)
- Completed Reference from Parish Priest (optional)
- Any other documents or certificates relevant to support the application

Application for Enrolment fee: \$220.00. This fee is non-refundable and non-transferable and must be paid when the application is lodged.

2. Enrolment interview

An enrolment interview is offered based on the availability of places, enrolment criteria, the information provided on the Application for Enrolment and the supporting documentation provided. The interview establishes congruence between what the parents wish for their son and what the College can offer. Interviews will generally commence in Term 2, approximately 18 months prior to commencement.

An offer of an interview does not guarantee an enrolment offer will be made.

3. Offer of Enrolment

At the conclusion of the enrolment process, offers will be made to successful applicants. To confirm acceptance of a position, the Enrolment Contract must be signed and the Enrolment Acceptance Fee paid prior to the due date.

Upon acceptance of an enrolment offer, the College believes that it is appropriate for families to be transparent with their son's current school due to the implications of withdrawals on planning. We encourage parents to notify their son's school of the intention to withdraw by the end of Term 3 in which the enrolment offer is accepted.

Enrolment Acceptance Fee Payable

Families new to the College: \$1,800.00
Siblings of current students: \$1,200.00

The Enrolment Acceptance Fee confirms and secures enrolment at the College, is non-refundable and non-transferable, and is not a deposit against any future fees.

Enrolment offers must be accepted by the specified due date.

4. New Parents Information Evening

Parents are invited to attend a New Parents Information Evening in Term 3 in the year prior to commencement. An information package is made available to parents following this evening and will include a checklist of steps to be completed to prepare for their son's commencement.

5. New Student Assessment

Students who have accepted enrolment for Years 5 and 7 are required to attend a New Student Placement



Test during Term 4 of the year prior to commencement. Students who have accepted enrolment for Year 5, will complete their assessment on the morning of their Orientation Day. Students who have accepted enrolment for Year 7, will complete their assessment during the Year 7 Placement Test and Activity Day. The purpose of the New Student Placement Test is to obtain data on student performance to ensure students are placed in the most appropriate classes.

6. Years 5 and 7 Orientation Days – Term 4

Students who have accepted enrolment for Years 5 and 7 will be required to attend an Orientation Day during Term 4 of the year prior to commencement. The purpose of the Orientation Day is to welcome students to the College and to facilitate a smooth transition on their first day of school. At the Orientation Day, students are introduced to key staff, participate in enjoyable activities and meet other students in a comfortable environment.

Appeals

Appeals for enrolment may be made to the Principal, however, due to the demand for places, the College may be unable to offer a position.

Policy Review

This policy will be reviewed by the College Board every two years and as required by the Principal's Office.

Requirements for Continued Enrolment

Complying with the following Conditions of Enrolment is a prerequisite for continuing enrolment.

Context

St Augustine's College – Sydney is a Year 5 to Year 12 Catholic Congregational comprehensive school for boys teaching the Augustinian values of Truth, Love and Community.

The College seeks to promote the formation of the whole person; an individual who is well rounded and lives by the Gospel mission of justice, forgiveness, compassion and generosity. Key to an Augustinian education is friendship, a commitment to learning and the opportunity to achieve academic and personal excellence within a faith community.

As such, a student's enrolment at the College requires there to be a mutually trusting and cooperative relationship between parents, the student and the College.

Fees and Charges

1. An offer of enrolment at St Augustine's College – Sydney will be conditional upon payment of a non-refundable and non-transferable Enrolment Acceptance Fee, as per the Fees and Charges Schedule. Non-payment of the Enrolment Acceptance Fee by the specified due date will result in forfeiture of an offer of a place at the College.
2. Acceptance at one Entry Level does not confer the right to defer to another Entry Level. Separate applications must be submitted for other Entry Levels.
3. The parent(s) / guardian(s) / carer(s) or person(s) who has/have signed the enrolment contract is/ are responsible for payment of fees and charges. This applies to all signatories who have signed the enrolment contract including those separated or divorced. The parent(s) / guardian(s) / carer(s) or person(s) who has/have signed the enrolment contract is / are jointly and severally liable for all fees, interest and charges.
4. Those responsible for payment of fees and charges are expected to open an account and set up a payment plan with the College's specified fee management company. Fees and charges are payable
 - in three instalments due on the 28 February, 28 May, and 28 August each year. Under any other payment plan selected (monthly, fortnightly, weekly), all fees and charges invoiced must be fully paid by 31 October of that year. Fees and charges will be spread equally over the payment plan term chosen. Any returned, unresolved, or past due scheduled direct debit will incur a Returned Payment Fee.
5. In the event of financial hardship, persons responsible for payment of fees who have difficulty in meeting payment dates must contact the College Finance office via email fees@saintaug.nsw.edu.au or phone before the due date to agree on a revised payment plan.
6. In the event of non-payment of invoiced fees and charges by the due dates, the following may apply:
 - an overdue fee of \$100 may be charged
 - those responsible for the payment of fees and charges will be required to meet with the Head of Business and Finance and/or the Principal
 - the Principal may suspend or terminate a student's enrolment
 - the debt outstanding may be referred to an external debt collection agency and/or legal action may be taken to recover the debt.
7. Parent(s) / guardian(s) or carer(s) will be notified regarding registration of sport and cocurricular activities. Based on activities selected, relevant fees are to be paid at the time of registration.
8. The Principal and/or College Registrar must receive one term's notice in writing of student departure. If one term's notice is not received, the responsible party(s) is/are liable for a fee in lieu of notice, equivalent to one term's tuition fees (1/4 of the year's school fees). If one term's notice is provided, fees will be invoiced on a pro rata basis to the date of the student departure. This also applies to the cancellation of enrolment prior to commencement. If a full term's notice of cancellation is not provided, a term's fees in lieu of notice will be charged.

9. If there is more than one Parent/Guardian under the Enrolment Contract, the Withdrawal Notice must contain the consent of each Parent/Guardian for the withdrawal to be considered valid by the College. If the College does not receive a compliant Withdrawal Notice, the student will not be considered validly withdrawn from the College and the Enrolment Contract will remain in force and binding upon the parties.
10. No remission of fees and charges, whether in whole or part, will be made if the student is absent due to illness, leave, suspension, or expulsion.

Student and Parent / Guardian / Carer Obligations

1. It is a prime condition of enrolment to St Augustine's College that students conduct themselves in a manner which reflects due respect for staff and their peers.
2. Students are not permitted to smoke, vape, or consume alcohol on College property, at any College-organised activity, or in school uniform.
3. The College maintains a strict 'No Drugs' policy. Students found to be implicated in the use or supply of illegal substances will be suspended pending an investigation. At the discretion of the Principal, termination of enrolment may follow if the allegations are substantiated.
4. Students are not permitted to be in the possession of weapons whilst on College property or at any College-organised activity.
5. A student is required to make available his school bag, locker or electronic device for inspection if directed by the Principal or staff member to whom the authority has been delegated.
6. Acts of violence, illegal behaviour, misogyny, discrimination, racial vilification, intimidation, bullying, harassment, including the misuse of technology, and reckless or dangerous behaviour will not be tolerated.
7. Students must wear the appropriate College uniform in good and clean condition and in such a way as to show pride in being identified with the College. Students are to wear the authorised College uniform

throughout the school day and when travelling to and from the College. When appropriate and when authorised, sport uniform will conform to the same requirements.

8. Students are required to participate fully in the College's sporting, physical education and outdoor education programs. This includes, but is not limited to, compulsory camps, Retreats and Reflection Days and excursions. Exemptions may be permitted only on the relevant medical advice and/or medical certificate.
9. These requirements and expectations of students and the above conditions continue to apply to students outside normal school hours whenever they are identified as students at the College.
10. The College reserves the right to discipline, suspend or expel a student at any time if his behaviour contravenes any of these requirements or expectations, or is considered by the Principal to be unacceptable, including events that take place outside of regular College hours.
11. The College accepts no liability for personal property brought to school by a student, including but not limited to electronic items. A student's personal property is not insured by the College. Students are provided with lockers allowing them to store personal items.
12. Parents / guardians / carers will cover the cost for the repair or replacement of any damage to College property or equipment intentionally caused by their son.
13. Parents / guardians / carers are responsible for ensuring the regular attendance of their son for the full school term as published in the College calendar. Parents must notify the College if their son is to be absent from school for any reason and indicate the period of time he will be absent. Families applying for leave must complete an Application for Student Absence or Exemption from Attendance at School form which must be approved by the Principal.
14. In accepting enrolment, parents / guardians / carers agree to, and will support, the Student Management Policy, the College Sport and Co-curricular Policy, Code of Conduct for Parents and Guardians and all other College policies.

15. The College, at the discretion of the Principal, may terminate these terms and conditions with the parents should this relationship become irreparably damaged, without hope of resuming a mutually respectful working relationship. As a result, the enrolment of the student will cease.
16. Parents are, where relevant, required to provide the College with all current Family Court Orders or other court orders related to the student. Such information will be dealt with in accordance with the College Privacy Policy.
17. The College may publish information about students for the purposes of sharing his experiences with other students, informing the College and broader community about College and student activities, and recording student participation in noteworthy projects or community services.

This information may include a student's name, age, class and information collected at school such as photographs, sound and visual recordings of him, his work and expressions of opinion such as in interactive media. The communications in which a student's information may be published include but are not limited to:

- websites including the College website, College app and the College portal
- publications including the College newsletter Tolle Lege, College Yearbook, promotional material published in print and electronically
- College social media accounts
- Internally within the College for educational purposes and/or displays.

Should parents not give permission for this to occur, they will need to contact studentpublicationrecords@saintaug.nsw.edu.au

18. Parents / guardians / carers are required to read all correspondence from the College which includes but is not limited to the College newsletter, Tolle Lege, information shared via the College app and email communication.

19. In accepting these Conditions of Enrolment, parents / guardians / carers acknowledge that:

- the College may from time-to time collect personal information about parents / guardians / carers and students, which may be necessary for the College's function or activities
- parents / guardians / carers have read and understood the College's Privacy Policy available on the College website.

20. Parents / guardians / carers are required to provide details of any condition of the student that may call for special steps to be taken for his benefit or protection and that of other persons at the College. This includes specific details, reports and information on any medical issues (including mental health issues), psychometric testing, cognitive, mobility, vision/hearing, behaviour management, speech and communication, and any current court orders including restraining orders. Failure to disclose all such information may jeopardise a student's enrolment at the College. Details of special funding or services, which the student may receive from an external agency, should be included.

21. It is the responsibility of parents / guardians / carers of students who have ongoing medical conditions, such as, but not limited to, anaphylaxis, epilepsy and asthma, to ensure the College has been provided with current Medical Action Plans.
22. It is the responsibility of parents / guardians / carers to advise and update the College of any changes in their son's health or development, as well as any changes to court orders, family circumstances or contact details.

College policies and procedures may change during the period of your son's enrolment due to changes in legislation and/or operational requirements. It is the responsibility of parents / guardians / carers to maintain knowledge of the currency of all College policies, available on the College website and portal, for the duration of their son's enrolment.

Other College Policies

Student Welfare, Student Management and Complaints and Grievance Resolution Policies

St Augustine's College – Sydney seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures that students feel safe and secure;
- supports the physical, social, academic, spiritual and emotional development of students; and
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

Statement of Commitment to Child Safety

In 2019, St Augustine's College - Sydney developed a Statement of Commitment to Child Safety as an overarching statement that provides key elements of our approach to protecting children and young people from abuse and sets the tone for the College's entire Child Protection Program.

It is designed to be St Augustine's College – Sydney's public statement of commitment to child safety and a demonstration of the College's Leaders' commitment to champion child safety in our College.

It has also been approved and endorsed by the College's Board of Directors and is regularly viewed by the Board.

The Statement is published on our public website as well as communicated through other mediums such as newsletters, our Annual Report and in induction and welcome packs for Board of Directors, staff members, Direct Contact Volunteers and Direct Contact Contractors.

Student Management Policy and Plan

St Augustine's College - Sydney seeks to enable students to:

- be responsible for their own behaviour;
- respect the rights of others; and
- feel safe and secure in class and at school.

At all times courtesy and consideration for others support the behaviour expected and practised at St Augustine's College - Sydney by staff and students.

There is no corporal punishment permitted at St Augustine's College - Sydney. The College does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.

This policy was updated in 2022 to include the banning of vaping activities.

Student Bullying and Harassment Policy

St Augustine's College - Sydney seeks to recognise and affirm the worth and dignity of each student and member of staff, therefore bullying has no place at the College. Everyone is valued and respected for who they are; people's needs are recognised and respected.

Everyone experiences being part of a safe school, moving about the College grounds freely without worrying about threats, put downs and violence. Everyone feels cared for, connected, worthwhile and purposeful.

Acts of kindness and positive regard within a safe school are the norm; acts of cruelty are deviant and acted upon immediately.

The College community will band together and take a stand against bullying. Bullying is named, identified and acted against immediately and strongly. The College community is inclusive, healthy, tolerant of differences, supportive of each member, loyal.

The College community has a safe school policy which is accessible, clear, owned by staff and students alike and implemented. The safe school community helps develop healthy and confident individuals who understand and show compassion, co-operation, caring and fair play in human interactions.

Complaints and Grievances Policy

The purpose of this policy is to provide all persons within the St Augustine's College - Sydney community a framework for the timely and fair resolution to complaints. This statement describes clear processes by which complaints and grievances between the College and members of its community may be speedily resolved to the satisfaction of all concerned.

Good relationships within the College give students greater opportunities to succeed. It is natural that parents or community members at one time or another may have concerns about what happens at the College.

To maintain good relationships, grievances or conflicts should be resolved so that all parties achieve satisfactory results.

Operational and Student Specific College Policy

2022 saw the continued engagement and implementation of Complispace, a web-based provider of online governance, risk, compliance, and policy management. This platform, once fully implemented, will assist the College to meet its governance, risk and compliance requirements which come from state and federal legislation and regulation and to also inform best practice and government guidelines. All College policy has been reviewed and contextualised to be launched to the College community in 2023.

The College has subscribed to the following modules to ensure full regulatory compliance:

- Student Duty of Care Program
- Child Protection Program
- Work Health and Safety Program
- NSW School Registration / TAA Compliance Program / NFP Compliance Program
- Risk Management Program
- Overseas Student Program (CRICOS)
- Board Governance Program

Public Disclosure

Currently all relevant College policies can be accessed via the College Content Management System, with all relevant public-face policies accessible on the College website. For further information related to College policy development and access please contact the Head of Strategy and Compliance.

2023 will see the launch of new Child Safeguarding policies to ensure compliance with the NSW Child Safe Standards.

Priority Areas for College Improvement

2022 – 2026 Strategic Plan

2022 saw the launch of the 2022 – 2026 Strategic Plan.

The 2022-2026 Strategic Plan looks to engage each dimension of our community, to bring focus and talents to the development of our Annual Improvement Plans and to give life to our journey of improvement.

The symbolical use of the round table with our Augustinian icons focuses our intent as a Catholic Augustinian school. Each stakeholder group, represented by a seat at the table, now has explicit opportunities to contribute to and influence the growth and improvement of St Augustine's College.

The College Leadership Team, student leaders, our parents, alumni, College Board and staff have each been invited to clearly determine how they will, as a group, contribute to the accomplishment of targeted improvement.

The [College 2022-2026 Strategic Plan microsite](#), shows evidence of how each of our stakeholders is providing indicators of success, those deliberately developed, implemented and

evaluated changes that each stakeholder group has driven.

This plan responds to the need for strategic agility and roots itself in the necessity that strategic and operational improvement is not limited to the College Board or the Leadership Team. As a community we all need to understand the goals, and the intentional steps that we take to move forward to adjust and improve.

Being part of the St Augustine's College community involves partnerships, both long and short-term. This plan enables us to move beyond the current successes and to bring creative and new ideas that add value to our community, ensuring we forge meaningful relationships.

International trends and research continue to inform our planning processes and the programs we deliver, bringing a world class education to the Northern Beaches of Sydney.



2022 Annual Implementation Plan – Targeted Improvement

Stakeholder Group: Leadership

| FOCI | STRATEGIC INTENTION | TARGET/S |
|--|--|--|
| Our Catholic Augustinian Identity | 1C. Develop relatable and engaging pedagogy in the delivery of religious education and related programs. | To deliver a Catholic Augustinian Values Course (CAV) to Stage 6 students |
| Learning and Teaching | 3B. Make data-informed decisions to deliver engaging learning experiences that provide opportunities for all students to learn, thrive and grow. | To enhance the knowledge and understanding of Data Literacy through the implementation of a student analytics dashboard to improve student learning outcomes. |
| Community | 4C. Strengthen student voice within the College. | To engage students more proactively in College decision making and planning processes. |
| Building Capacity | 5B. Create a culture of continuous improvement by engaging staff in a wide range of professional learning and leadership experiences that provide growth and advancement opportunities. | To create a range of opportunities and processes that support staff growth and development. |
| Governance and Sustainability | 6C. Embed future focused, socially responsible, innovative systems, policies and processes which ensure effective change management. | To have a financially viable and functional school administration system. To complete the implementation and launch of CompliSpace. To publish a new College website To publish a College App |

Stakeholder Group: College Board

| FOCI | STRATEGIC INTENTION | TARGET/S |
|--------------------------------------|---|--|
| Governance and Sustainability | 6A. Explore options for the future structure, sustainability and growth of the College, informed by community needs. | To engage and develop a plan for the acquisition of strategic assets informed by community priorities. |
| | 6F. Strengthen College approaches to risk management and compliance. | To improve governance oversight of College risk management and compliance. |

Stakeholder Group: Alumni

| FOCI | STRATEGIC INTENTION | TARGET/S |
|----------------------------|---|--|
| Care and Engagement | 2C: Develop a greater sense of connection, safety, community and care in all the College community. | To reinvigorate SAOBA engagement and connection to the College community |
| Community | 4D: Formalise and strengthen the presence and engagement of the Alumni and Augustinian partners as witnesses to faith, mentors, guides and conduits to the world for current students. | To formalise the identity and structure of SAOBA. |

Stakeholder Group: Parents

| FOCI | STRATEGIC INTENTION | TARGET/S |
|--------------------------------------|--|--|
| Community | 4E: Assist parents to adopt contemporary skills in their parenting role. | To provide a program of parent education opportunities to enhance the partnership between parents and the College. |
| Governance and Sustainability | 6B. Develop a more integrated community where stakeholders are connected to the College Vision and Mission and actively engage in the role they play. | To re-engage a sense of community connection for parents. |

Student, Parent and Staff Satisfaction

Stakeholder Group:

Students

| FOCI | STRATEGIC INTENTION | TARGET/S |
|--|--|---|
| Our Catholic Augustinian Identity | 1B: Further embed a contemporary understanding of the Augustinian values of Truth, Love, Community, Humility and Interiority from The Graduate of an Augustinian Catholic School. | To strengthen our Augustinian Identity within the student body. |
| Care and Engagement | 2C: Develop a greater sense of connection, safety, community and care in all the College community. | To create a culture of student connectedness between Year and House Groups. |
| Community | 4C: Strengthen student voice within the College. | To make the College more environmentally sustainable. |

Stakeholder Group:

Staff

| FOCI | STRATEGIC INTENTION | TARGET/S |
|------------------------------|---|---|
| Care and Engagement | 2C: Develop a greater sense of connection, safety, community and care in all the College community. | For the staff to create engagement opportunities for staff to develop authentic relationships and cohesion. |
| Learning and Teaching | 3A: Prioritise student engagement, connection, creativity and resilience through a differentiated, innovative and relevant whole school approach to learning and teaching. | For the staff to integrate a more effective holistic evidence-based approach to teaching and learning. |

In 2022 the College employed the newly developed AISNSW Year 12 Parent and Student Exit Surveys.

Evident from this survey, the overall staff, student and parent satisfaction remains extremely high.

Student Satisfaction

Students at the College are offered opportunities to provide feedback regarding their levels of satisfaction. Students across the Year Groups and Houses are regularly surveyed as part of the Pastoral Program and the matters raised inform pastoral programs and initiatives. The Wellbeing Survey is an important instrument in this regard. Students can also provide feedback to their Student Representative Council Representatives in both the Primary and Senior Schools.

The Perspectives Student Survey for Year 12 Graduating Students indicated that 86% of respondents were satisfied or extremely satisfied with their overall experience of the College.

Parent Satisfaction

Parents at St Augustine's College - Sydney are offered opportunities to provide feedback regarding their levels of satisfaction both formally and informally. The College's Parents and Friends Association (P&F) conducts forums where parents are given the opportunity to provide feedback on their levels of satisfaction. Parents also provide feedback via surveys, email and in meetings.

The Perspectives Parent Survey for Year 12 Graduating Students indicated that 98% of respondents were satisfied or extremely satisfied with their overall experience of the College.

Staff Satisfaction

Staff are invited to provide feedback in regard to the programs and operation of the College through their Faculty Coordinators and Formation Leaders. College Leadership meetings include standing items on the agenda related to staff wellbeing and related matters. Feedback and opinion are sought via online surveys and open-ended questions. The results of surveys provided valuable feedback which has informed College planning. Staff are also invited to provide feedback through exit surveys and interviews.

Initiatives Promoting Respect and Responsibility



As a Catholic school in the Augustinian tradition, St Augustine's College is committed to educating the students in its care to become men who value and nurture their faith long after they leave the College. Students are challenged to appreciate their responsibility to the local and global community through a commitment to the Gospel values of social justice and compassion for the needs of others. These values are developed through an extensive and compulsory Mass, Liturgy and Retreat schedule.

In 2022, the College continued to promote the five core values of the Augustinian Graduate Document – Restless Search for Truth, Humility, Interiority, Community and Ongoing Conversion. In 2022 our specific focus was on the value 'Ongoing Conversion'.

All students were expected to contribute and engage with the Service Education and Awareness (SEA) Program. This included a Student Service Program from Years 5 to 12 where boys are provided with suggested minimum hours of service and fundraising activities for a variety of causes for those here and overseas who are in need. Due to the continued concern surrounding COVID-19 the scheduled indigenous immersion to Arnhem Land Northern Territory did not proceed.

In 2022, the College introduced an online Catholic Augustinian Program where senior boys were required to complete eight hours of service and provide evidence of this engagement. This service was a reflection of the promoted importance and central Christian value of giving back to the community and care for those less fortunate.

The College consolidated the Student Wellbeing Program based on Positive Education (PERMA model) with classes in Year 7 and 8 and specific student wellbeing skill development in Friday Pastoral sessions named AWE (Augustinian Wellbeing in Education). Boys explored their character strengths and ways to enhance their own mental toughness and appreciation of others and their surroundings.

Leadership opportunities and responsibilities were provided through the Student Leadership Team, Student Representative Council, Primary School Student Leadership Group, and the Sport and Co-Curricular Captains, as well as providing opportunities for students to present at College assemblies on many initiatives. Participation and engagement with monthly Parish Youth Masses was also evident. Specific leadership roles were given to Year 12 boys in the area of Student Wellbeing and Mission.

Leadership and Service opportunities were also developed through the continued development of a Peer Support (Mates@Saints) Program involving Year 10 and Year 7 students and through the Big Brother Reading Program involving Senior and Primary students.

Students are expected to act in accordance with the College's 'Student Expectations and Responsibilities', which outline and give examples of how to treat others. These guidelines are included in the Student Management Policy and discussed with students on a regular basis by their

Tutors, Student Formation Leader and House Formation Leader, as well as regularly being raised at full College assemblies.

There was a continuation of weekly Attollo Awards to promote excellence in character, particularly the qualities of care, respect and friendship. These awards complement the already well-established student Merit Award system in Primary and Middle School and the Senior School Record of Achievement system.

The Senior Retreat and Years 5 – 10 Reflection Days provided students with opportunities to leave the regular College routine and engage in a more intensive period of reflection on faith, life and relationships. These relaxed environments facilitate meaningful peer to peer and peer to teacher interaction and create opportunities for quiet reflection on significant aspects of life during the critical adolescent years.

The College's Lenten Appeal focused on each Tutor Group actively engaging in random acts of kindness activities. Our College 'Vinnies Christmas Hamper Appeal' and Lifeline Bookfair service activities allowed boys and staff to discuss and become more aware of local families in need and arranging for gift hampers for Christmas to be delivered.

As part of the Patron's Day Celebration, funds are directed to those less fortunate such as our overseas SEA Program immersion projects and selected Augustinian charities.

The Year 9 AWE program continued. This program encouraged meaningful connections within Tutor Groups and the wider community by offering service projects such as working with children at local primary schools, providing service at Vinnies and Lifeline plus working in partnership with Clean Up Australia along the Northern Beaches.

The College staff and students were also involved in wider Social Justice initiatives such as International Women's Day, and special assemblies focusing on Anti-bullying, Reconciliation and Refugees.

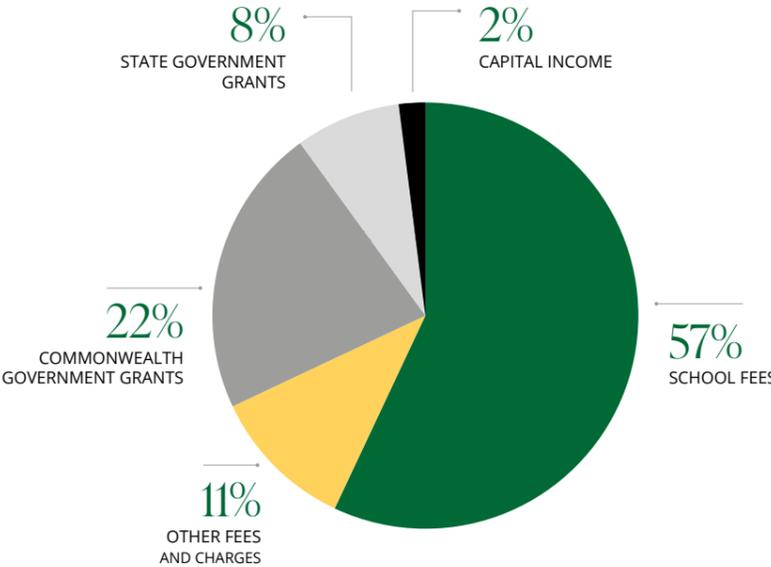
The College consolidated and enhanced a formal Parent and Staff Education Series incorporating themes of Student Wellbeing, Faith & Formation and supporting students with academic success.

The Augustinian Kitchen, overseen by the Parents and Friends Association, continued as a way of supporting families in special need or crisis by offering meals.

Financial Report

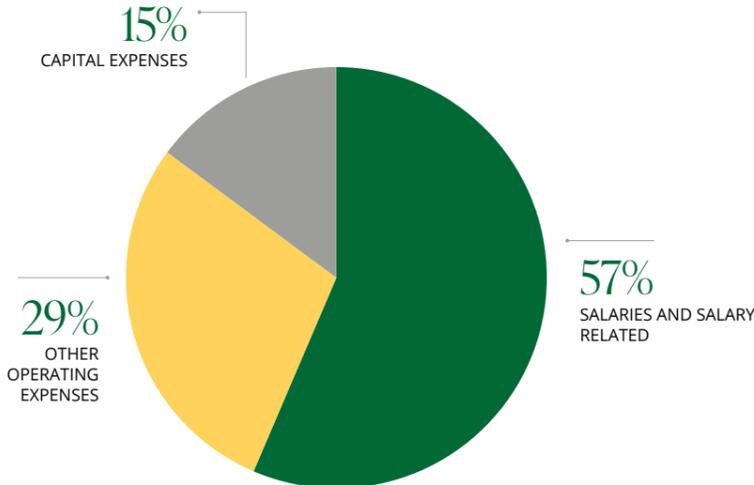
College Income

College income in the twelve months to 31 December 2022 was \$45.3m compared to \$41.9m in 2021.



College Expenditure

College expenditure including capital expenditure in the twelve months to 31 December 2022 was \$43.2m compared to \$33.7m in 2021. The capital expenditure included in the total College expenditure was \$6.3m in 2022 and was \$1.1m in 2021.





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