



# 2024 Annual Improvement Plan Report

2024 has been another busy year at St Augustine's College. On behalf of the College Leadership Team and staff, I am proud to share some of the achievements and improvements that the College has made throughout the year with our community.

**Graham Meertens**  
Principal

## EXPLICIT IMPROVEMENT AGENDA LEARNING AND TEACHING PRIMARY

The focus of the 2024 Primary EIA goal was to strengthen student achievement in literacy across P-6 through the application of agreed-upon teaching practices as outlined in the Australian Curriculum v9. Specifically, the goal sought to establish consistent, high-quality English instruction in all classrooms through the implementation of a well-defined Scope and Sequence of Comprehension Strategies. A key component of this goal was the use of collaborative professional practices such as moderation, co-planning, and co-teaching. Moderation, in particular, played a critical role in ensuring consistency in assessment and identifying areas for improvement. The focus was on improving comprehension and reading practices, with the effective use of student data to inform teaching and learning decisions.

The achievement of the Primary EIA goal in 2024, represents a significant step forward in strengthening student achievement in English across the school. Through consistent implementation of comprehension strategies, the establishment of structured reading practices, the regular moderation of student work, and the thoughtful analysis of student data, we have made meaningful progress toward improving literacy outcomes. The commitment of the teaching staff to professional growth through collaborative practices has further supported this goal. Moving forward, continued focus on these areas will ensure that we sustain and build upon the progress made, further enhancing the teaching and learning of English at St Augustine's.

### StAC Monitoring Tools Targets 2024 Prep-Year 6

Year 2024	Measures	Baseline % (end of 2023)	Term 1 Target	Term 1 Actual	Term 2 Target	Term 2 Actual	Term 3 Target	Term 3 Actual	Term 4 Target	Term 4 Actual
	Oral Language- vocabulary at standard.			16/80 20%	40%	44/80 55%	65%	46/80 58%	90%	86.25%
	PM @ benchmark	97.5 80.2	1+ 8% 5+ 1%	10% 2.5%	1+ 40% 5+ 10%	40% 22.5%	1+ 80% 5+ 50%	81.3% 51.3%	1+ 95% 5+ 85%	96.3% 83.8%
Year 1	PM @benchmark	82	20%	35.71%	50%	49%	75%	72.6%	90%	84.5%
Year 2	PM @benchmark	78.6	25%	47.62%	50%	57%	75%	72.6%	90%	86.9%
Prep	Number of students @ standard and above in comprehension moderated sample.					61/80 76%	85%	Reading 62/77 81% Listening 72/77 94%	90%	70/77 Reading 91% 73/78 Listening 94%
Year 1	Number of students @ standard and above in comprehension moderated sample.					66/ 82 80%	85%	62/73 85%	90%	74/78 95%
Year 2	Number of students @ standard and above in comprehension moderated sample.					80/83 96%**	85%	63/83 76%	90%	66/79 83%
Year 3	Number of students @ standard and above in comprehension moderated sample.					52/90 57%	70%	69/80 86%	80%	75/88 85%
Year 4	Number of students @ standard and above in comprehension moderated sample.					45/55 81%	80%	67/79 84%	90%	74/79 94%
Year 5	Number of students @ standard and above in comprehension moderated sample.					71/ 90 79%**	80%	82/89 92%	90%	84/90 93%
Year 6	Number of students @ standard and above in comprehension moderated sample.					80/81** 98%	85%	54/84 64%	90%	65/75 87%
Data Input	Monitoring Tools P-6 (Teacher input/upload)	18	21	21	21	17	21	21	21	21



## EXPLICIT IMPROVEMENT AGENDA LEARNING AND TEACHING SECONDARY

**Continue to strengthen our focus on Mathematics in 7-12 to enhance the confidence, engagement and achievement of each learner.**

Throughout Semester 1, we implemented table array strategies and grouped topics into similar topics to work on one concept at a time. This resulted in 80% of students being at level and 19% of students being above level at the Semester 1. Throughout Semester 2, progress slowed due to the introduction of more complex topics. The foundations were built upon, with the number of above level students from 19% to 44% from Semester 1 to Semester 2.

The use of regular monitoring and spaced practice being used throughout many of our lessons, saw some great improvement in our results Year 9 and senior year results. Our Year 9 cohort finished Semester 2 with 54% of students above level, compared to 41% of the same cohort being above level in Semester 2 last year. This sets up an exciting year in 2025 for this cohort of students. In Year 10, we reduced the number of students below level from 28% in Semester 2 last year to 16% in 2024, while maintaining 38% of students in the cohort being above level. Additionally, our Year 12 General Mathematics IA results saw some impressive growth. 25% of General Mathematics students had achieved a score of 45 / 50 going into the external exams, this was compared to 2% of students in 2023.

The strategies implemented in 2024 saw some good growth in our Mathematics results. These will be continued to be focused on in the Mathematics team throughout 2025 to continue the growth that has been achieved.

## CATHOLIC IDENTITY

**Extend opportunities for formation of staff through an Augustinian lens, developing individual understanding of Unitas, Veritas and Caritas through:**

- **Breaking open what the College values look like in action from Prep to Year 12, with a 2024 emphasis on Veritas and linking to Laudato Si.**

We introduced Laudato Si and Laudate Deum at beginning of year through the Professional Development days. Staff identified a personal action for implementation and were encouraged to consider using and including this in their Performance and Development Plans.

We also established Veritas as our College Value theme for 2024. Staff were provided with a range of formation experiences through Professional Development days and Curriculum/Staff Meetings, Staff Prayer and staff retreat. This year saw a double in numbers for our staff retreat compared to previous years.

During Term 3- Primary students launched Own your Zone in the primary precinct where they cared for the play and eating areas at lunchtime. Additionally, the primary precinct also established 'Waste Warriors' who tackled recycling and the money raised from containers for change went towards rejuvenating garden beds. In collaboration with Bunnings- Rosemary garden is established in the Primary Precinct as well.

Our senior students created their Senior Legacy which is a Herb Garden outside PC rooms in collaboration with STAC CARES.

- **Establishing a sense of belonging to the Augustine community by strengthening staff and student connection with their House group.**

Students were provided with a range of resources to support their understanding of Veritas in Action through Home Group time and RE lessons. This also included the introduction of house weeks.

House weeks have been very successful. They included Home Group activities about each 'House' and its history as well as lunchtime activities throughout the week to enhance the House culture and comradery of the students. The House Leaders also introduce the House Spirit awards which is given to a student in that house who displays exceptional house spirit emulating what the house stands for. These house weeks are significantly contributing to student connection and identity to their house.

In addition, many house groups and homeroom classes raised money for the St Vincent De Paul Christmas appeal. This included gift donations, volleyball competitions and even wet play in our primary precinct which resulting in (and much to the students delight) super soaking our College Principal, Mr Meertens.



## ENRICHING OUR P-12 COLLEGE - STRATEGIC PRIORITY GOAL

### **GOAL: Living the Augustinian Tradition, we will foster belonging across our p-12 college community through:**

With one of our main focusses being enriching our P-12 College, we spent time this year prioritising and fostering belonging across our College. This included 4 strategies -

- **Review the welcoming and orientation of Yr. 7 students and their families to the St. Augustine's Community to strengthen current practices in recognition of the additional stream of students.**

The College refined school rituals/events to ensure Year 7 students and their families are formally welcomed to the College. This included a Year 7 induction ceremony. The year 7 cohort also established a sense of family and identity for each student through strengthening connection with their College House through College House week, Homegroup activities and Year 7 retreat and Camp experiences.

'Getting Started @ StAC' program was redesigned to incorporate a more thorough orientation process where students spent a significant amount of time with their homegroup teacher and Pastoral Leader.

In addition, in Term 4 we held a parent evening for our new Year 7 students which was in conjunction with our 2025 Year 7 orientation days.

- **Strengthen processes to enhance staff wellbeing and professional growth.**

Staff wellbeing has also been a priority including wellbeing check-ins and the commencement of the Local Consultative Committee which is a mechanism for staff voice. This committee has met twice in term 2 and addresses issues which focus on staff workload and wellbeing.

This semester we inducted several new staff throughout the term. With a consistent induction program, each new staff member was inducted into the College in similar ways regardless of their start date. This allowed for time for staff to establish themselves within the community, being adequately prepared for their classes and meeting with various role holders. Once staff completed the induction program, they commenced teaching.

To celebrate our College Staff, opportunities such as birthday Morning Teas and Shared lunches are scheduled on the College Calendar. Staff also have written affirmations for each other and the staff social club provided opportunities for staff to be involved in fun games and activities.

Our Term 2 Twilight, staff were invited to share their professional knowledge and practiced. This was in a staff forum where learning and teaching practices were shared and also student and staff wellbeing practices being shared. This created a valuable opportunity for staff to learn new skills and teaching practices to enhance their classroom, their student's wellbeing and learning and their own wellbeing and learning.

Our term 3 Twilight was a wonderful opportunity for all staff to share a meal together in the Augustinian tradition while listening to meaningful insights about St Augustine, his work and passion for educating young adults. This is very inspiring.

- **Refine opportunities to engage parents/caregivers in their child's learning and in the life of the College.**

New Year 12 and Year 7 Induction Ceremonies were planned and implemented during Term 1. Inductions included hospitality component to support parent engagement. The Year 12 Induction was decoupled from the Opening Mass to allow space for Year 12 Parent/Caregivers to attend with a 75% attendance rate (75% of Year 12 students had one or more parent/caregiver attend). The Yr 7 Induction had a 73% attendance rate and also included a Parent Information session

New Prep Parent/Caregiver morning including hospitality/playtime and parent information session was implemented and well attended (80% attendance rate).

Parent Engagement surveys (also to measure satisfaction with transition) implemented for Year 7 and Prep.

In Term 2 & Term 3, our Primary Classroom are holding a 'Celebration of Learning' afternoon where parents are welcome to visit their child's classroom and celebrate their learning and successes.

The Parent Engagement Model was established by the accumulation of Board Members and PNF members. Our College Principal, in conjunction with communication and guidance from Brisbane Catholic Education office is establish an effective and production Parent Engagement model which continues to benefit our College Community. With much planning and preparation, the College is excited to introduce the 'St Augustine's Parent Advisory Group'. This will be made up of both parents and staff members. Within this Advisory group, sub-committees have been established. The sub-committees are designed to provide an opportunity for our parents to be involved with our college through events, their child's learning and the religious life of the College. More details will come from our Principal shortly.

- **Empower student engagement in College Life through improved communication.**

Staff using portal announcement to communicate with student. Restructuring Homegroup time to accommodate reading the notices. Students are attending events/rehearsal/training sessions as a result of teachers reading the announcement. This is something we will continue to embed next year.

The leadership team has been working on the development of a whole school communication plan to support the 'right to disconnect' and a parent code of conduct.

Finally, a New Student Leadership Model was determined and ready for implementation in 2025. This will involve students who are elected Precinct Leaders throughout the college.

