



ESTABLISHED 1930



2020 & BEYOND
**A CLEAR
VISION**
STRATEGIC
PLAN
2020 - 2022

**Strong
Minds
Gentle
Hearts**



A MESSAGE

FROM PRINCIPAL MATTHEW BRENNAN

Our world is moving at an ever-changing, evolving and re-inventing pace. The technical wonders envelop us and constantly change the way we view reality. As St Augustine's College celebrates its 90th year in 2020, it was important to take stock to acknowledge the work of those who have built and established the foundations of this wonderful Catholic, Marist College.

2020 and Beyond – A Clear Vision is a document that identifies key areas as a College that we wish to focus on and accomplish from 2020 to 2022. Over the next three years we will continue to embrace change and move St Augustine's forward with the addition of contemporary new facilities. The opportunities and directions for student learning, extensions and enrichment, and the exposure and challenge to interact with a wide range of technology in a safe and effective manner will be at the forefront of our vision.

The principle purpose of Marist Education is to lead young people to know and love Jesus, In the Way of Mary, in the belief they can become good Christians and good citizens. Together, Marist Brothers, lay women and men, and families engage with the evangelising mission of Catholic Education. Inspired by Champagnat, Marist education is both integrated and rigorous, aimed at nurturing people who are compassionate, critical, articulate and aware, faith-filled and hopeful. At Saints we emphasise the uniqueness of the individual, the importance of Christian community and the involvement of parents and family in the education of students.

I invite you to read this document and embrace the direction we intend to move forward. St Augustine's seeks to develop a focused professional learning culture that is part of a collaborative endeavour. This will ensure that the present and future young men leaving St Augustine's College will bring strong values, diligence, competence and energy to the communities they enter upon graduation.

Matthew Brennan



College Principal

MISSION AND EVANGELISATION

- > **Evangelise** in the way of Mary to allow encounter with the living Spirit of Jesus Christ to be a beacon of the Marian face of the Church in Cairns.
- > Encourage St Augustine's staff to be a community of **faith leaders** to reflect on their journey as authentic witnesses with integrity.
- > Provide opportunities for **service** for encounter with the Spirit and hope-filled well-being outcomes developing solidarity, compassion stewardship.
- > Develop the **prayer** life for opportunities for encounter with God.
- > Integrate the holistic understanding of who we are as good Christians and good citizens into the Religious Education **curriculum**.

PASTORAL CARE

- > Develop the Thursday Pastoral Care Program to ensure that it is structured, systematic, sequential and adaptable.
- > Review the Behaviour Management Guidelines to reflect the College context and the needs of the students and staff at the College whilst aligning with current research and practice.
- > Research and identify the needs of boys in adolescence and early childhood and present to staff and parents/carers through Professional Development and Parents in Touch.
- > Encourage and challenge Homeroom teachers to be Marist mentors to the young men in their care. Set up a database to record birthdays, interests, sport leisure, achievements etc. and pass on to future Heads of Year and Homeroom teachers.

TEACHING AND LEARNING



- > Increase the capacity of staff to differentiate by identifying and responding to the diverse needs of students more effectively.
- > Embed a culture of teacher feedback and self-reflection through profiling.
- > Develop a clear focus on the implementation of student-centred learning processes across all areas of the curriculum.
- > Strengthen educational provisions for students with specific learning needs, including gifted and talented students.
- > Foster a whole school approach for the integration of literacy and numeracy across all curriculum areas.
- > Upskill boarding faculties to provide seamless transitions across all stages of student learning through appropriately developed programs.
- > Rationale – Numeracy & literacy are foundational building blocks to all learning. School and system performance data indicates that student achievement in these fundamentals is in need of improvement. Raising the standard of student achievement and improving learning outcomes for students requires better focus on quality teaching, professional learning, data literacy, astute resource allocation, and a renewed commitment to the foundational principles of the Diocesan Learning and Teaching Framework.
- > Increase the capacity of staff to raise student achievement in numeracy and literacy in order to improve learning outcomes significantly for students.
- > Streamline teacher goal-setting processes, informed by profiling and to allow relevant Professional Development, with a focus on differentiation.
- > Develop further opportunities for recruitment through improved networking including Marist Schools Australia and universities. School of choice for teachers-partnerships.
- > Provide opportunities for staff to commit to professional growth and renewal by identifying priorities for their own professional learning.
- > Commit to engagement in assessment of professional performance.

BOARDING COMMUNITY

- > Enhancement of the academic environment where boarding is viewed by members of our College community to be an advantageous option to a student's academic outcomes. This includes structured study, tutorial assistance, device regulated environment, enhanced sleep and growing independence.
- > Continue to look at the pastoral care of our boarding community.
- > Continue to grow the tutorial program through the utilisation of College teachers, Bachelor of Education students at both James Cook University and CQUniversity, and successful Old Boys.
- > Increase boarding numbers through the growth of weekly boarders.
- > Promote the benefits of boarding at College events and country/school visits.

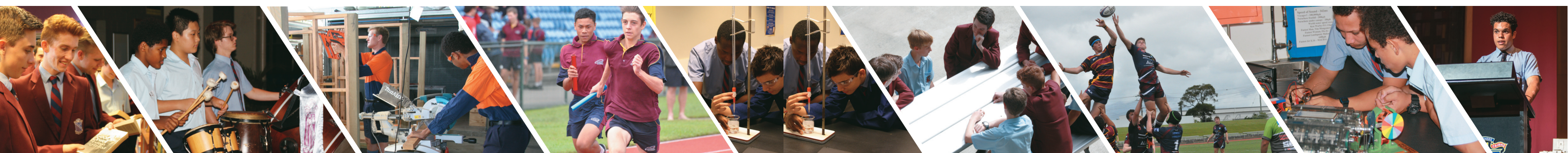
CO- CURRICULAR

- > Offer a contemporary and viable sport and co-curricular program that meets the needs of all students.
- > Develop strategies which encourage students to participate to the best of their ability and level in sport and co-curricular programs, and thus be recognised in appropriate ways.
- > Ensure the attainment of a holistic education through our co-curricular and sport program. While at the College every student is to engage in at least one co-curricular activity each year.
- > Continue to strive to remain the benchmark in co-curricular activities and to create opportunities to compete at next level competitions across the state and country.

BUILDING WORKS AND COMMUNITY ENGAGEMENT

Key projects for College improvement:

- > Building of a Learning Enrichment Centre.
- > Refurbishment of staff facilities including Front Office.
- > Enhancement to Music facilities.
- > Develop university partnerships with James Cook University, CQUniversity, Australian Catholic University.
- > Enhancements to Science laboratories.
- > Continue to look for opportunities to promote our Performing Arts in the community.
- > Strengthening of the College Old Boys' network.
- > Formulating of our digital footprint.
- > Development of a new digital newsletter.
- > Increased opportunities for parent engagement.



MARIST

SPIRITUALITY

The personal faith of Marists, their manner of sharing in the mission of the Gospel, and their association with one another are all shaped by the spiritual way introduced into the life of the Church by St Marcellin Champagnat (1789-1841) and developed by successive generations of Marists.

They model their lives on Mary, our Good Mother, imitating her faith response to God and sharing in her work of bringing Christ-life to birth and nurturing its growth in young people, being with the Church as it comes to be born.

Their spirituality is marked by a profound experience of God's abiding presence and love, by trust in God, by a deep personal love of Jesus and his Gospel, by community living in a family spirit, and by a humility expressed through simplicity.

Marists take Mary's Magnificat as their manifesto, setting out into the hill country of young people's lives, filled with hope and joy, bringing them news of the justice and mercy and faithfulness of God. Like Mary, first disciple, their lives are centred on Christ, and their hearts are moved by the young.

Marist
ASSOCIATION OF
ST MARCELLIN CHAMPAGNAT

MARIST

EDUCATION

St Marcellin wanted teachers in Marist schools to experience the same faithful and compelling love of Jesus that he knew deep in his own heart, and to look to share this love with young people, especially those most in need of it. Marist schools define themselves from this hope.

Marist educators strive to mould their school communities as families, where people relate to each other as members of a loving family would intuitively do. They offer a spirituality that is simple and accessible, grounded in practical love and transparent relationships. From this basis, they offer an education that is both integrated and rigorous, aimed at growing men and women who will be compassionate and critical, articulate and aware, faith-filled and hopeful.

The principle purpose of Marist schools is to lead young people to know and love Jesus, in the way of Mary, in the belief that they all can become good Christians and good citizens. Marists have developed a distinctive way of undertaking this evangelising mission through the education of the young. Inspired by St Marcellin Champagnat, Marist educators, before all else, love their students.

Their approach is marked by *simplicity, family spirit, love of their work, In the Way of Mary* and *presence* in the midst of those whom they are called to serve. To the extent that their resources, facilities and programs allow, Marist schools are open to all families which may be attracted to their distinctive way of drawing faith, culture and life into harmony through Christian education.

St Augustine's
COLLEGE

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