



ST AUGUSTINE'S
COLLEGE - SYDNEY



2025
Annual Report

Contents

About this Report	1
About St Augustine's College	2
College Mission, Vision and Core Values	4
Messages from Key School Bodies	6
Characteristics of our Student Body	14
2022 – 2026 Strategic Plan	16
Priority Areas for College Improvement	18
Catholic and Augustinian Identity	22
Student Outcomes and Results	24
Post-School Destinations	29
College Staff	31
Student Attendance Rates	38
College Policies	43
Stakeholder Satisfaction	44
College Finance	46

About this Report

This Annual Report provides a summary of the College's performance, key achievements, challenges and strategic priorities over the past school year. It reflects our commitment to transparency and continuous improvement and outlines the quality of education provided to our students through the dedication of our staff and the support of our community.

The report includes information across the required NESA reporting domains:

- **College Context:** This section outlines the College's vision, mission and values, and provides an overview of the characteristics and needs of our student body. It also summarises key initiatives implemented during the year to enhance student learning, wellbeing and engagement.
- **Student Outcomes:** This section presents student performance data, including results from national literacy and numeracy assessments, Higher School Certificate outcomes, Senior Secondary attainment and post-school destinations. It includes analysis of trends, strengths and areas for further development, as well as notable student achievements across academic, cultural, sporting and service domains.
- **Teaching Staff:** This section reports on the accreditation status of teaching staff and outlines the professional learning undertaken throughout the year. It also provides information on workforce composition in accordance with NESA requirements.
- **Student Attendance:** This section details attendance rates for each year group and the whole school. It explains the College's processes for monitoring attendance, managing non-attendance and supporting students at risk of disengagement.
- **College Policies:** This section provides access to the College's key policies, including child safeguarding, anti-bullying, student discipline, complaints management and enrolment. These policies demonstrate our commitment to maintaining a safe, respectful and inclusive environment for all members of the College community.
- **Stakeholder Feedback:** This section outlines the mechanisms used to gather feedback from parents, students and staff, and summarises the key themes emerging from surveys and consultations. It identifies areas of strong satisfaction as well as opportunities for improvement that will inform future planning.
- **College Finance:** This section provides a summary of the College's income sources and expenditure categories, consistent with NESA reporting requirements.

We trust this report provides a clear and comprehensive overview of the College's progress and performance in 2025. We acknowledge the collective efforts of our staff, students, families and partners, and we look forward to building on this foundation as we continue to pursue excellence and innovation in 2026.

About St Augustine's College

St Augustine's College is a Catholic independent school for boys, enrolling students from a wide range of socio-economic and cultural backgrounds, including international students. The College is situated on the Northern Beaches and is proud of its world-class teaching and learning facilities. In the context of large independent boys' schools, the College is distinctive in that it draws almost all students from this geographically contained local community.

Over the past decade, the College has cultivated a strong culture of achievement and continues to set high academic expectations for all students. Our teachers are experts in their fields and are deeply committed to boys' education. The College places significant value on pastoral care alongside academic learning, with relationships forming the foundation of all educational experiences.

St Augustine's College offers a broad range of pathways through which students can achieve meaningful success, regardless of their academic direction. The community takes pride in the diverse post-school destinations pursued by graduates, who go on to careers in fields such as economics, art and culture, education, science and technology, sport, hospitality, law, trades, health and medicine, government and many others.



College Mission, 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, nurture friendships, and are accountable. As stewards, we proclaim sustainability, illuminated by faith in Christ.

Vision

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.

Values

As expressed through the Augustinian lenses of *Humility, Interiority, Community, the Restless Search for Truth* and *Ongoing Conversion*.

Truth

Love

Community

Messages from Key School Bodies

Principal

Principal's Report Yearbook 2025

2025 saw the College take significant steps toward the Board's long-term vision for growth and sustainability. We acquired more than 20 acres of land in Ingleside, an investment that will help futureproof our teaching and learning environments. This acquisition enables the development of contemporary, flexible spaces that respond to the needs of boys' education, while also creating opportunities to further enhance sport and co-curricular facilities that support healthy competition, teamwork, discipline and a homeground advantage.

We also secured the purchase of Lot B, a significant parcel of the Brookvale campus formerly owned by the Parish of North Harbour, following extensive discussions with the Diocese of Broken Bay. This acquisition reshapes the development opportunities available on the school site.

Alongside these positive developments, 2025 also tested our community in profound ways. We grieved the tragic loss of George Sampson, and continue to hold his family and all who loved him in our prayers. We confronted difficult moments requiring honesty, accountability, and care, with a breach of trust involving a former teacher and child safety. We also mourned the passing of Harrison Foresto, a valued member of staff and proud Old Boy. In each of these moments, our community was reminded that character is revealed not when things are easy, but when we choose to respond with compassion, integrity, and unity.

I extend my gratitude to the Board of Directors for their guidance and support, which has helped keep the College aligned with its core values and strategic priorities. Saint Augustine reminds us that, "Nothing conquers except truth. The victory of truth is love." Guided by this, we continue to look outward to best practice, while also reflecting honestly on how we can refine and improve for the sake of our students.

Educational leadership continued to grow through initiatives such as the Leadership Development Program and participation in global thought-leading events, like the International Boys' Schools Coalition conferences. These opportunities provide a platform for strategic conversation, shared practice, and the exploration of high-impact teaching, strengthening consistency and excellence across the College. Our commitment to staff learning was also evident through purposeful professional learning, reflective practice, and collaboration, ensuring that the adults in our community continue to learn as we ask our students to do the same.

Academic performance in 2025 was exceptional and reflects a culture of high expectations, perseverance and pride in learning. The graduating cohort achieved the highest proportion of Band 5 and 6 results in our academic history, with 66% of all results in these top bands. Additionally, 35% of students attained an ATAR of 90 or above, and 60% achieved an ATAR over 80. Nine students were named on the NSW All-Rounder List for attaining at least ten units of Band 6 or E4 results, an outstanding accomplishment. These results speak to the expertise and commitment of our staff, the hard work of our students, and the steady support of families. Achievement was evident across a broad academic range of subjects and outstanding representation in HSC Showcases. The number of Drama and technology-based nominations was the highest to date, with 100% of our Drama cohort nominated for OnSTAGE.



Beyond the classroom, co-curricular life remained an essential part of formation at the College. Sport, music, service, and leadership provide students with opportunities to belong, to strive, and to learn humility in both success and disappointment. The opportunities created through the Ingleside acquisition will further strengthen a program where participation and excellence sit side by side, and where students develop as capable, confident, and sport proficient young men.

To our students: thank you for the contribution you make to the life of the College through your effort, presence, humour, leadership, and willingness to keep growing.

To our families: thank you for your trust and partnership, especially during the moments when our community carried real grief and challenges.

And to our staff: thank you for your professionalism and steadfast care for the young men entrusted to us.

As we look ahead, the opportunities before us – including those created through the long-term vision for the Ingleside acquisition – strengthen our confidence that the College will continue to provide outstanding learning and formation for generations to come. May we move forward with hope, united in faith, and committed to the values that define us: *Truth, Love and Community*.

Jonathan Byrne

Principal

College Board Chair

This past 12 months has been a transformational year for St Augustine's College, and we are well positioned for further growth in the year ahead.

I begin this annual update to all members of the College community by acknowledging the high level of performance being delivered every day by our Principal Jonathan Byrne and his quality Leadership Team, along with every other team member of the College staff. In a year that has presented many complex challenges, the calm, measured and consistent high performance of Jonathan, our teachers and our staff has certainly delivered for our boys.

To our departing Prior Provincial Fr Peter Jones OSA, to our Augustinian representative on the College Board Fr Dave Austin OSA, and to all our fellow directors, thank you for your diligence in governing the many complex items presented to the Board through the year. Your time and expertise are essential to meet our governance obligations. As well, the work performed by the various Board committee members has ensured we continue to operate effectively, grow and further demonstrate our place as a leading Catholic boys' school on the Northern Beaches.

To our parents and other significant adults in the lives of our boys, who give their time and efforts towards working with the College, thank you for selflessly bringing our community together. This collective effort, evident every day, characterises and puts on display the true spirit of Augustinian charism.

In late 2025, members of the Boards of St Augustine's College and Villanova College, along with both school Principals and other senior members of the Leadership Teams, held a joint workshop here in Sydney to discuss a range of governance and operational topics.

These topics included targeting individual development, educational excellence, extra-curricular performance and continued sporting success.

Central to each of these individual targets is the critical need to understand, comprehend, value and promote Augustinian charism. The pursuit of *Truth, Love* and *Community* is central to our Augustinian charism. Saint Augustine believed that the road to Christ and the accompanying road to truth takes many challenging twists and turns, but that journey and effort is always worth the pursuit.

This past twelve months has seen a full agenda for the Board, including:

- The acquisition of the Ingleside Land for the development of a satellite learning centre and for the construction of a new sporting complex.
- The acquisition of 24 Alfred Road (Lot B – College oval and former Church precinct) from the Parish of North Harbour.

As we continue to grow and hold our place as a high-performing Catholic boys' school, and following these strategic investments in new facilities, the Board will work to develop an achievable, fair and considered masterplan and timeframe to optimise these investments.

There is no shortage of feedback and ideas from the community on how best to leverage these new facilities. As a Board, we will consult with the Augustinian and College communities, with our school leaders, with the current students and with our alumni community and work to properly consider that collective feedback.

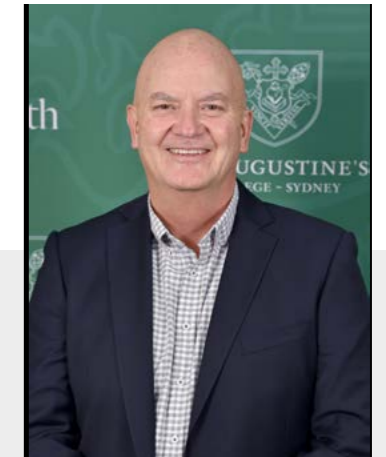
As a Board, we will reach out to all members of the College community and continue this drive to build advocacy and support for the developing needs of the College. This immediate support will require in-kind contributions through your business and community connections, through the facilitation of fundraising campaigns led by the College Foundation and through the establishment of a structured process which links and helps to connect the importance of expanding our school footprint through modernised learning environments and a modern school sports precinct.

I recognise and embrace the privilege to serve the St Augustine's College community as a director and member of the College Board.

As your representatives, the Board will continue to strive to deliver solutions that will see your son benefit from these critical investments, to continue to embrace the Augustinian charism and to flourish in their time with the College.

Steve Schofield

College Board Chair



Vicar Provincial

Despite the celebration of a Jubilee Year, there were no prospects of a significant Augustinian anniversary or commemoration in the year 2025. Or so we thought until Easter and what followed the death of Pope Francis. The stunning announcement in the early hours of an Australian morning that there was to be an Augustinian Pope, and more, a Pope who was someone we knew personally, in the person of Robert Prevost, the former Prior General of the Order who had made several visits to our country and ministries.



These words from his first homily as Pontiff addressed to his fellow cardinals immediately show what was to come, bristling with Augustinian themes:

God has entrusted this treasure to me so that, with his help, I may be its faithful administrator for the sake of the entire mystical Body of the Church. He has done so in order that she may be ever more fully a city set on a hill, an ark of salvation sailing through the waters of history and a beacon that illumines the dark nights of this world. And this, not so much through the magnificence of her structures or the grandeur of her buildings – like the monuments among which we find ourselves – but rather through the holiness of her members.

For us as followers of the Augustinian tradition, it is entirely instinctive to us to respond to the call of the Church in any sphere of ministry according to need as an essential part of our charism. Seen in this way, it is also perfectly in keeping with our tradition that one of our members might also be called to serve in the highest office of the Church, although this has historically never occurred until this time. For Augustine himself, his own preference for study, prayer and community was put aside so that he too might respond to the pastoral needs of his times and circumstances.

This choice of name, Leo, the fourteenth pontiff to choose that name, has also been a subject of much speculation and conjecture. His own explanation refers to Pope Leo XII as a man engaging with modern issues, concerned for the worker and the disadvantaged in the face of the industrial revolution, and his pioneering social teaching. For those familiar with Augustinian history, the knowledge of Leo XIII as the reviver of the Augustinian Order at the turn of the 20th century by his direct intervention, generosity as a benefactor and support, provides another insight into his decision. His Coat of Arms forcefully asserts his association with his Augustinian roots displaying the familiar symbols of the book of Scripture and the pierced heart ablaze with love of God.

This is a time for pride in the legacy we represent in our communities, schools and endeavours as the contemporary exemplars of that rich tradition. With that legitimate pride, however, comes an equal amount of responsibility to live up to the challenges of that charism of service in the Church and in the world according to the spirit of Augustine and as will now be modelled in the person of Leo XIV.

The real prospects of a Papal visit to these shores for the Eucharistic Congress, already mark out the year 2028 as another moment of great significance for our community, our College and the Australian Church.

I take this opportunity to commend the work and dedication of the College family, leadership, staff, student cohort and the wider community. May the threshold of a “Leonine” era of service in the Lord’s name inspire us in the years to come.

Brian Buckley OSA

Vicar Provincial, Order of Saint Augustine,
Province of Australasia

2025 College Captain



2025 Student Leaders Appointment Assembly

I have just introduced the 2025 Student Leadership Team. And can I say what a fabulous group of young men they are. They epitomise what our school stands for; individually talented, striving for personal excellence, yet focused on building our community and ensuring every single student and teacher prospers. They really are *Truth, Love, and Community*.

My vision as your school captain is simple - to provide an environment for each one of us to learn, grow and thrive.

The following quote sums up my philosophy [from Adam Grant, an author and organisational psychologist], ‘The true measure of your potential is not the height of the peak you’ve reached, but how far you’ve climbed to get there.’

What does that mean in English? It means we won’t all get 100% in tests, become poet laureates, win Oscars or the Nobel Prize. It is unlikely that many of us will run as fast as Usain Bolt or Noah Lyles. I probably won’t fulfil my dream of playing for Arsenal.

However, in the right environment, we do have the potential to achieve our personal goals and to win our personal battles. Let’s reflect on the teams and individuals representing St Augustine’s every week. Working together, playing together, experiencing the highs and lows. Each success is built on individual triumphs in a community I am proud of and excited to grow.

I commit that your Student Leadership Team and I:

- Genuinely care;
- Will be accessible;
- Will recognise and celebrate diversity; and
- Understand that we all have different aspirations, hopes, dreams and capabilities.

In return, we will encourage you to:

- Aim high;
- Challenge yourselves;
- Value and respect each other and what we all bring to the table.

I stand by a couple of things my parents say:

- ‘We don’t mind if you score zero in a test, if we can see that you have tried your best,’ and
- ‘Jayden, you are not the only one that makes mistakes. Be positive and keep working hard through thick and thin and you will achieve great things.’

We as a Student Leadership Team are so enthusiastic to be able to collaborate and serve you all. However, the absence of a shiny badge or a snazzy title doesn’t mean that any of you are any less of a leader than anyone else in the College. Your ideas, feedback and participation are crucial. Let’s collaborate to make our school the best it can be.

Continue to role model the right behaviours, whether picking up rubbish to help our hard-working cleaners, staying behind to help a teacher or classmate, or standing up for a mate when he’s left out. It all counts.

If you have any recommendations, talk to us on the playground, shoot us an email or message, talk to us in class – we all represent you – and we all move together as a College.

Anne Frank (author) once said, ‘Everyone has inside of him a piece of good news. The good news is that you don’t know how great you can be! How much you can love! What you can accomplish! And what your potential is!’

Let’s unlock that potential.

I am deeply honoured to serve as your College Captain and will lead with integrity, empathy and determination. Thank you again for this incredible opportunity and let’s make this year one to remember.

Jayden Kirby

2025 Prefect - Student Representative Council (SRC)



Assembly Speech

Good morning Mr Byrne, Father Senan, staff and boys.

This year, we've focused on turning student ideas into action, and I want to share a few things your SRC has helped make possible this year.

The SRC helped fund the new ping pong tables using money raised through various school events and fundraisers. We also purchased bats and balls so that everyone can join in and enjoy a game during their lunch and recess. It's a simple addition to our school grounds, but it has had a big impact — bringing students together during lunch and recess, encouraging friendly competition, and helping to build a stronger sense of community.

We are supporting Women and Children First, a charity that helps families in need by providing essential resources and support during difficult times. As a school, we will raise funds through events and activities, as well as spreading awareness about the charity's important work. By taking part in this initiative, we are showing that our school community cares about making a difference beyond itself and is committed to helping others. We have a bake sale next Wednesday so get ready to have some delicious baked goods.

We have also worked with BANDU, a program that supports education and development in our local community and across Australia. BANDU provides opportunities to assist First Nations people to gain access to tertiary education and offers ongoing support throughout their studies. As part of our involvement, we have helped raise awareness of the program within the school, encouraged students to learn more about First Nations perspectives, and contributed to initiatives that promote equality and inclusion in education. We had a bake sale and a mufti day and everyone got around it and had a great time.

A highlight for the SRC this year was leadership training, with guest teachers and staff members offering their time to help us grow our leadership skills. Highlights included Mr Byrne discussing the art of speech making.

Being part of the SRC is about leadership, teamwork and service. It's about using our voices to create a better school and a better world.

Next year I would love to see many boys come and join the SRC program for 2026 and make a difference.

Thank you.

Oscar Donnan



Characteristics of our Student Body

St Augustine's College - Sydney is a Catholic, independent school for boys from Years 5 to 12.

Educating boys in the Augustinian tradition since 1956, the College is shaped by the values of *Truth, Love* and *Community*. We value strong pastoral care alongside our academic program and relationships sit at the heart of all learning.

The College welcomes boys from a broad range of socio-economic, cultural and geographic backgrounds, including international students. While we are a large independent boys' school, our community is distinctive in that most students reside on the Northern Beaches. This strong local identity contributes to a cohesive school community, supported by families who value the academic, spiritual and pastoral care offered at St Augustine's.

Our students benefit from world-class facilities and learning environments, purpose-built to support boys' education. Ongoing campus development is guided by the College Master Plan and supported through the generosity of current and past families. These facilities enhance engagement, provide diverse learning settings, and enable a breadth of academic, sporting, artistic and cultural experiences.

The College supports students across a wide range of learning needs, interests and future pathways. Teachers are experts in boys' education and are committed to fostering high expectations, academic opportunity and personal growth. Strong pastoral care structures ensure that every student is known, supported and challenged.

St Augustine's offers a broad curriculum and extensive co-curricular program, encouraging students to explore their strengths and contribute to the community. Our graduates pursue diverse futures across fields including the arts, sciences, technology, business, trades, health, sport, service industries and public life. Regardless of their pathway, each graduate leaves with the confidence, skills and character to contribute meaningfully to society as a young man of heart.



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.



Priority Areas for College Improvement

2025 Priority Areas for School Improvement

Stakeholder Group: *Leadership*

FOCI	STRATEGIC INTENTION / GOAL	TARGET/S
Care and Engagement	2A. Provide a challenging, supportive environment that champions growth, courage, respect and resilience in students, staff and parents.	To promote consistent standards of behaviour across the College and build capacity for growth within students and staff.
	2C. Develop a greater sense of connection, safety, community and care in all the College community.	To enhance staff and student engagement, wellbeing, and ministry opportunities by creating a more connected and supportive College community.
Learning and Teaching	3A. Prioritise student engagement, connection, creativity and resilience through a differentiated, innovative and relevant whole school approach to learning and teaching.	To activate strategies that amplify academic learning dispositions e.g. low variance, quality teaching, differentiation, curiosity.
Community	4A. Promote humility and respect that leads to positive and authentic relationships within the community	To enhance the Sport and Co-curricular program by creating a cohesive, well-supported, and value-driven environment.
Governance and Sustainability	6A. Explore options for the future structure, sustainability and growth of the College, informed by community needs.	To enhance operational efficiency and clearly communicate our unique value proposition.
	6C. Embed future focused, socially responsible, innovative systems, policies and processes which ensure effective change management.	<ol style="list-style-type: none"> To enhance the College's digital ecosystem by embedding systems and practices that improve operational efficiency, user experience, and future-readiness. To enhance financial transparency, operational efficiency, and strategic alignment.

Stakeholder Group: *Staff*

FOCI	STRATEGIC INTENTION / GOAL	TARGET/S
Our Catholic Augustinian Identity	1A. Strengthen a shared, contemporary, community model of the Catholic Augustinian traditions with an explicit focus on developing a Christ-centred personal faith and spirituality.	To enhance staff understanding of College values through lived, observable routines and rituals.
	1C. Develop relatable and engaging pedagogy in the delivery of religious education and related programs.	To simplify and align digital workflows that support student wellbeing and learning.
Care and Engagement	2A. Provide a challenging, supportive environment that champions growth, courage, respect and resilience in students, staff and parents.	To foster clarity and consistency in the use of core communication and learning platforms across the College.
	2B. Foster development of respectful, confident and balanced individuals who feel known, safe and loved.	To improve communication of expectations and values through visible, shared practices.
Building Capacity	5A. Provide professional and personal opportunities for students, staff and parents to experience growth that is fulfilling, affirming and meaningful.	<ol style="list-style-type: none"> To embed a culture of collaboration and peer-led development among staff. To increase opportunities for staff to contribute to school-wide initiatives and innovations.
	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 strengthen staff confidence through targeted, ongoing professional learning in technology and pedagogy.

Stakeholder Group: *Students*

FOCI	STRATEGIC INTENTION / GOAL	TARGET/S
Our Catholic Augustinian Identity	1B. Further embed a contemporary understanding of the Augustinian values of <i>Truth, Love, Community, Humility</i> and <i>Interiority</i> from The Graduate of an Augustinian Catholic School.	To promote the 2025 value focus of Humility to the student body.
	1C. Develop relatable and engaging pedagogy in the delivery of religious education and related programs.	To create the expectation that Student Leaders attend and participate in the St Keiran's monthly Youth Mass.
Care and Engagement	2B. Foster development of respectful, confident and balanced individuals who feel known, safe and loved.	To foster an environment within students where the focus is being an upstander not a bystander so that inappropriate and unsafe acts are not tolerated by students.
	2C. Develop a greater sense of connection, safety, community and care in all the College community.	To create a culture of inclusion of the Primary School, including working with the Primary SRC as part of a whole school SRC.
	2D. Build proactive, supportive opportunities and programs for the wellbeing of the College community.	Enhance the SRC's role as an emblem for student voice thereby promoting student voice from within the College.
	2E. Build stronger social and emotional learning, resilience and self-awareness that results in personal and spiritual growth.	Develop the SRC to become an opportunity for students to enhance leadership skills and capacity.
Community	4B. Promote and enrich the leading role the College plays in serving and participating in the local and wider community.	To create an environment where students acknowledge the value of our extended community through engagement and collaboration.

Stakeholder Group: *Parents*

FOCI	STRATEGIC INTENTION / GOAL	TARGET/S
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 invigorate parent engagement within the P&F through renewed enthusiasm and participation.

Stakeholder Group: *Alumni*

FOCI	STRATEGIC INTENTION	TARGET/S
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 drive progress in formalising the SAOBA governance framework, ensuring a robust and effective structure.

Stakeholder Group: *Board*

FOCI	STRATEGIC INTENTION	TARGET/S
Governance and Sustainability	6F. Strengthen College approaches to risk management and compliance.	<ol style="list-style-type: none"> To exemplify good governance by undertaking a comprehensive self-review, ensuring accountability, transparency, and continuous improvement in its practices. To review and align governance policies and practices with NESA requirements, ensuring compliance and readiness for the College's Registration and Accreditation process.

Catholic and Augustinian Identity

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.

All students were expected to contribute and engage with the Service Education and Awareness (SEA) Program. This included a Student Service Program from Year 5 to 12 where boys are provided with service opportunities each fortnight; fundraising activities for a variety of causes for those here and overseas who are in need. In 2025, the College conducted a cultural immersion with two villages on the Coral Coast, Fiji. This experience developed awareness of social justice issues. In 2025, there was a particular focus on the following charity initiatives: Head Above Water Swimathon, Gotcha4Life 24 Hour Row for men's mental health and two Lifeline Book Fairs.

In 2025, the College continued implementing the 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. The College Year 9 AWE Program allowed for PERMA skills to be put into action as well as offered service opportunities for a younger group of students. This program encouraged meaningful connections within Tutor Groups and the wider community by offering service projects such as 'Clean Up Australia' along the Northern Beaches, providing service at Vinnies, Lifeline and Days for Girls (making sanitary pads for women in developing nations), as well as developing empathy by experiencing and learning braille with a young man who is sight and hearing impaired. The Raise mentoring program allowed for outside adult mentors to closely work and interact with a select group of Year 8 students – developing life skills and self-esteem.

Leadership opportunities 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 in 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 boys.

Students are expected to act in accordance with the College's "SAINTS – Expectations of a St Augustine's College Student", which outlines and gives examples of how to treat others on campus, as well as throughout the community, for example, at sporting events or on public transport. These guidelines are discussed with students on a regular basis by their Tutors, Heads of Years and Houses, as well as regularly being raised at full College assemblies.

External Leadership opportunities were also afforded to the students, providing the opportunity to demonstrate their commitment to our Catholic values and showcase how they live out their Augustinian identities, including participation in: Federal MP Zali Steggall's Warringah Youth Ambassador's Program; Northern Beaches Council's Have Your Say Day (student-led forum); and by joining many local schools' Prefect Afternoon Tea Sessions, where students meet informally and discuss ideas. This is a robust space where our boys are welcomed by various local schools. In 2025 our Student Leaders received invitations from: Brigidine College, Ku-ring-gai High School, Monte Sant Angelo, Oxford Falls Grammar, Queenwood, Roseville College, St Ives High School, St Luke's Grammar and Willoughby Girls High School.

The SRC demonstrated a strong commitment to our Catholic and Augustinian Identity with their fundraising efforts and service, including the Women and Children First fundraiser and attending the International Women's Day breakfast.

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 Schools, 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 humility in each Tutor Group with the donations of funds to the Catholic Project Compassion initiative. Our College 'Vinnies Christmas Hamper Appeal' and Lifeline Book Fair service activities allowed boys and staff to discuss and become more aware of local families in need.

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 and Reconciliation Week.

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.

Student Outcomes and Results

Student Outcomes in Standardised National Literacy and Numeracy Testing

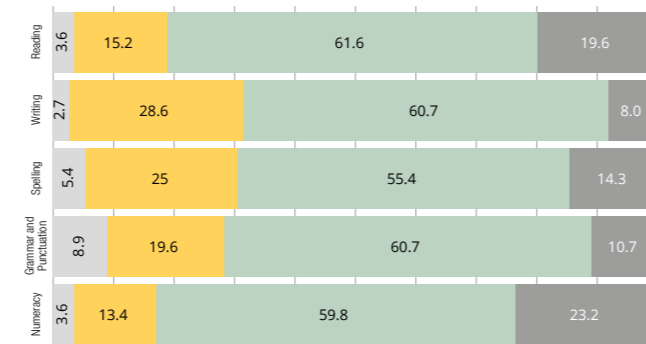
2025 NAPLAN results

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

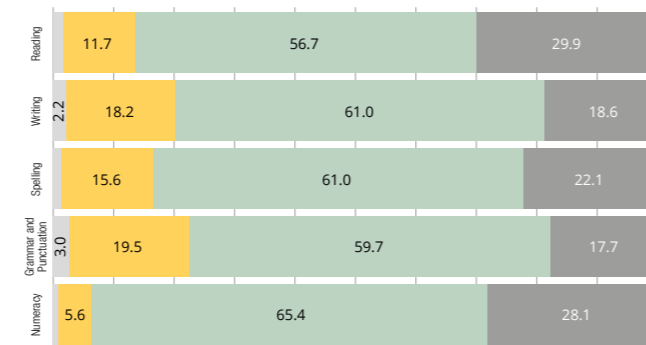
- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

YEAR 5 NAPLAN RESULTS 2025



YEAR 7 NAPLAN RESULTS 2025



YEAR 9 NAPLAN RESULTS 2025



Needs additional Support Developing Strong Exceeding

2025 RoSA Grades

YEAR 10

231 students received Year 10 RoSA grades.

1 Accelerated Student

16 students left to attend a different Secondary Education

3 students moved overseas

YEAR 11

212 students received Year 11 RoSA grades

22 accelerated student/s.

2 student/s left to attend a different Secondary Education.

7 students left Secondary Education to enter the workforce, undertake further study or other activity

1 student moved overseas

2025 Higher School Certificate Results

We are delighted to share the following information received from NESA and our students. 236 students sat the NSW Higher School Certificate in 37 courses:

187 Domestic ATAR students

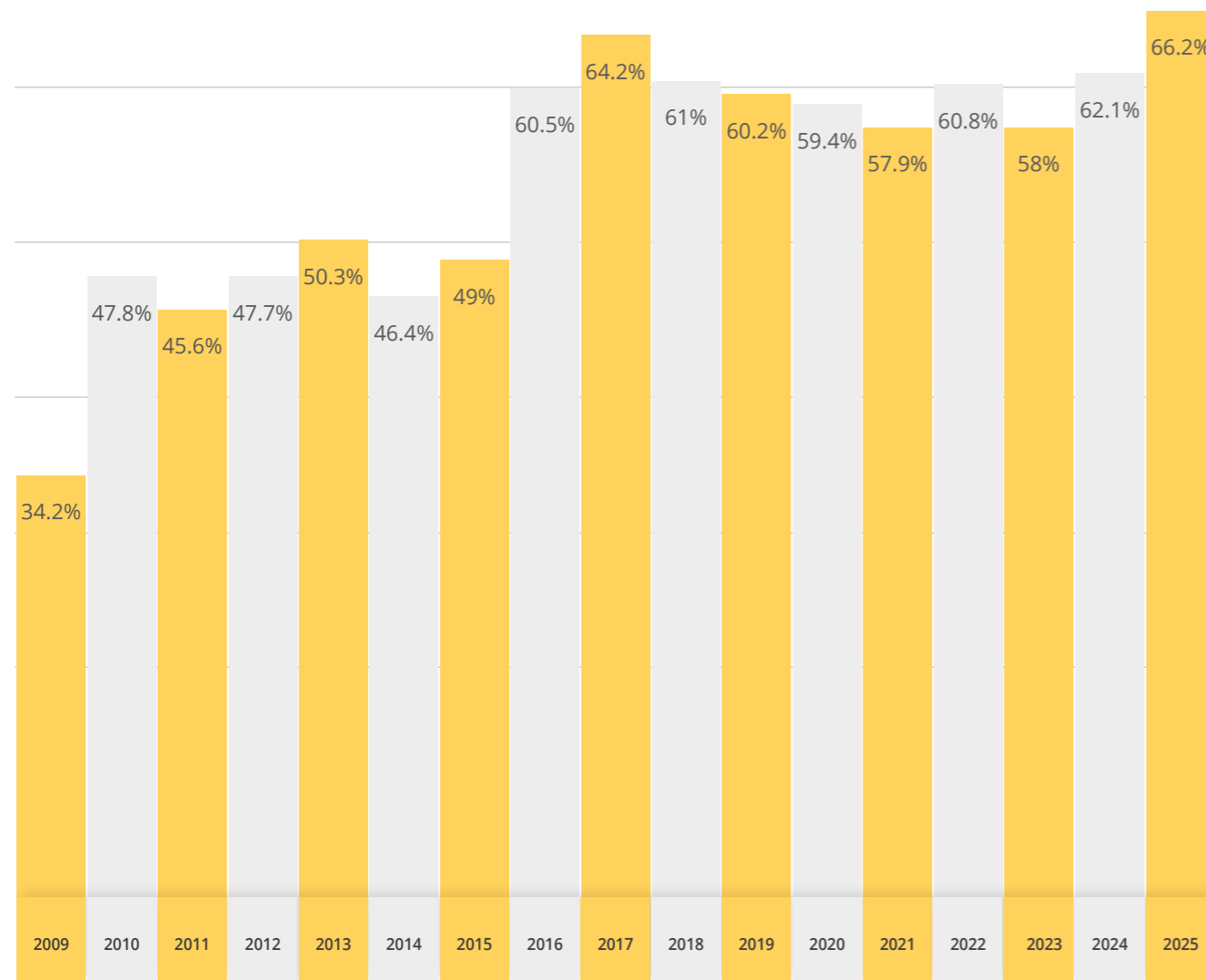
12 International ATAR students

23 Domestic Accelerated Students

14 Domestic NON-ATAR students



Historical Band 5&6



Results Snapshot

ALL ROUNDER

9 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

Distinguished Achievers

St Augustine's College received 235 mentions (Band 6/E4) on the Distinguished Achievers list across 37 subjects.

A student who scored 90 or above in a subject

St Augustine's College - results

71st of all schools in NSW

6th of all Catholic Boys Schools in NSW

10th of all Catholic Schools in NSW

35% of students received an ATAR above 90%

60% of students received an ATAR above 80%

5th in Engineering Studies

10th in Ancient History

15th in Mathematics Standard

20th in Investigating Science

35th in Economics

40th in Mathematics Advanced/Extension

100th in English Advanced/Extension

34 of 40 courses achieved results above NSW State mean

HSC Major Works Showcase

The NESAs HSC Showcase is an exhibition of exemplary Individual and Group Performance or Projects from the Higher School Certificate.

Drama OnSTAGE Nominations

Individual Performance	7
Group Performance	11
Individual Project	1

Design and Technology SHAPE

Nominations	2
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Industrial Technology SHAPE

Nominations	3
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Music ENCORE

Nominations	3
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Visual Arts ARTEXPRESS

Selections	2
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HSC Results by Subjects

The results of the school's Higher School Certificate (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									
	2021		2022		2023		2024		2025	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Biology	75	66	89	53	89	53	83	77	82	65
Business Studies	91	66	83	64	83	64	91	64	85	66
Chemistry	82	66	80	64	80	64	81	70	95	71
Chinese & Literature	100	92	92	92	92	92	88	96	100	96
Chinese Continuers	100	89	100	94	100	90	100	94	50	92
Construction	-	-	-	-	100	57	94	59	100	60
Design and Technology	82	82	87	82	87	82	100	70	100	84
Drama	94	83	100	88	100	88	100	92	100	89
Earth & Environmental Science	86	62	89	68	89	68	75	63	86	69
Economics	92	77	94	76	94	76	94	78	97	78
Engineering Studies	94	71	91	62	91	62	88	68	100	64
English - Advanced	100	94	100	93	100	93	100	96	100	97
English – EALD	58	58	50	46	50	46	80	53	70	56
English - Standard	90	57	96	55	96	55	95	67	94	68
English - Extension 1	100	94	100	92	100	92	100	95	100	95
Geography	88	74	91	72	91	72	100	73	88	72
History - Extension	100	77	100	84	100	64	100	86	100	87
History - Modern	95	64	91	67	91	67	87	71	88	69
History - Ancient	80	61	80	63	80	63	100	65	93	65
Industrial Technology	78	53	74	51	74	51	80	55	73	54
Investigating Science	50	74	88	62	82	70	74	68	91	72
Legal Studies	100	68	100	66	88	62	100	69	100	68
Italian Beginners	-	-	-	-	86	76	-	-	67	68
Italian Continuers	100	92	83	90	100	86	60	95	88	91
Japanese Beginners	78	56	50	55	54	59	88	67	73	60
Japanese Continuers	-	-	86	80	100	79	-	-	50	79
Mathematics - Standard 2	90	51	78	54	78	54	93	59	90	60
Mathematics - Advanced	85	79	96	76	96	76	97	77	100	80
Mathematics - Extension 1	96	74	94	73	94	73	100	80	91	77
Mathematics - Extension 2	89	87	100	85	100	85	75	86	88	84
Music 1	100	89	100	89	100	89	100	89	100	87
Music 2	100	99	100	99	100	99	-	-	100	100
PDHPE	85	60	63	50	63	50	89	67	91	68
Physics	79	71	88	68	88	68	70	65	100	63
Studies of Religion I	100	69	100	80	100	80	100	80	89	80
Studies of Religion II	68	72	83	79	83	79	81	81	83	80
Visual Arts	100	91	95	92	95	92	100	94	100	92

Post-School Destinations

University Placement

96% of students who applied to university were offered Higher Education Placement.

Offers by Field of Institution

Australian College of Physical Education	3
Australian Catholic University	9
Australian National University	1
Griffith University	2
International College of Management, Sydney	1
Macquarie University	70
Southern Cross University	1
University of Canberra	6
University of Newcastle	13
University of Notre Dame	3
University of Sydney	38
University of Technology, Sydney	51
University of Wollongong	3
University of New South Wales	28
Western Sydney University	6

Offers by Field of Study

Creative Arts	16
Society and Culture	44
Management and Commerce	77
Education	8
Health	20
Agriculture, Environmental and Related Studies	5
Architecture and Building	14
Engineering and Related Technologies	32
Information Technology	3
Natural and Physical Sciences	16



College Staff



Professional Learning

During 2025, teachers at St Augustine's College engaged in a broad range of professional development activities designed to strengthen their expertise in evidence-based educational practice and contemporary pedagogy. Professional learning throughout the year focused on key areas including instructional practice, technology-enhanced learning, cultural competence, and staff well-being.

Across the year, external professional development activity included:

- 130 external courses completed
- 2225.60 cumulative hours of professional learning
- 100% of staff completing all mandatory compliance training
- 44% of staff participating in the College's bespoke Leadership Development Program
- 16 Practicum Experience (PEX) students supported by supervising teachers across the College

In addition to external learning, the College offered an extensive internal professional development program. More than 35 elective workshops were facilitated by internal and external experts, delivered through breakfast clubs, lunch-and-learn sessions and twilight workshops. In total, staff were offered over 36 hours of elective internal professional learning.

St Augustine's College continues to be a preferred placement site for universities. In 2025, 16 PEX students completed their practicum placements at the College, with one placement leading to full-time employment.

Key Areas of Professional Learning

1. Pedagogical Training:

Teachers engaged in a range of workshops and seminars focused on innovative and evidence-based teaching methodologies. These sessions supported the development of instructional practice across areas such as explicit instruction, differentiated learning, inquiry-based approaches, reflective practice, and effective classroom management. Professional development also targeted enhanced understanding of assessment design, formative and summative assessment strategies, and the use of data-informed instruction to better meet the diverse learning needs of students.

Courses completed by staff covered a broad spectrum of professional learning priorities, including but not limited to:

- HSC Data Analysis
- UNSW Teaching and Learning course presentation
- Differentiation in Teaching and Learning Summit
- School-Wide Positive Practices for Effective Classroom Management
- Teaching the Novel - Focus on Reading
- Engaging Assessment Strategies for the Modern Language Classrooms: 7-10

Curriculum- focused professional development reflected syllabus changes across English, Creative Arts and HSIE. Courses encompassed a variety, including but not restricted to:

- The New Stage 6 Standard English Course
- Stage 6 English Syllabus Standard
- The New Stage 6 Advanced English Course
- The New Stage 6 Extension 1 Course
- Unlocking New English Advanced
- Planning and Programming with the Creative Arts K-6 Syllabus
- Planning and Programming with the HSIE K-6 Syllabus
- Meet the Markers: Biology Exam Analysis
- Meet the Markers: Investigating Science Exam Analysis
- Meet the Markers: Investigating Science

2. Technology Integration

Teachers attended training sessions and workshops to improve their proficiency in integrating technology into the classroom effectively. Focus was placed on utilising educational software, online platforms and digital tools to enhance teaching, learning, and student engagement.

Courses encompassed a variety, including but not restricted to:

- Deepening the Learning in Technology
- SEQTA LMS 101
- Cyber Security Symposium
- Certified Scrum Product Owner
- AI in Education Conference
- Cybersecurity CISO Sydney
- Empowered by AI: Curriculum design in Languages
- ICT Management and Leadership Conference Digital Directions
- Artificial Intelligence in Education Conference

3. Cultural Competence

Professional learning initiatives were implemented to foster cultural competence among teachers, emphasising understanding diverse perspectives, creating inclusive classroom environments, and addressing implicit biases. Workshops and discussions were held to explore culturally responsive teaching practices and strategies for supporting students from diverse cultural backgrounds. Courses encompassed a variety, including but not restricted to:

- AHISA Conference
- International Boys Coalition Conference
- Developing Reconciliation Action Plans and Culturally Responsive Schools
- Identity and Mission Symposium

4. Social-Emotional Learning and Wellbeing

Teachers participated in professional development activities aimed at promoting the social-emotional wellbeing of students and themselves. Training sessions covered topics such as mindfulness techniques, stress management strategies, and fostering positive relationships within the school community. Courses encompassed a variety, including but not restricted to:

- Positive Education Building Relationships
- Wellbeing in the Classroom: Integrating Positive Education into your Teaching Practice
- Wellbeing Conference Rise and Shine
- Introduction to Promoting and Protecting Wellbeing and Mental Health
- Wellbeing Conference
- The Accidental Counsellor Training
- 2025 PESA National Wellbeing Conference
- Strengthening Positive Online Behaviour

5. Learning Enhancement and Inclusion

Professional learning opportunities were provided to support teachers in effectively meeting the needs of students with diverse learning abilities. Workshops and seminars focused on inclusive teaching practices, the development and implementation of Individualised Education Plans (IEPs), and effective collaboration with specialist staff and external professionals. These sessions aimed to build teacher confidence and capability in designing accessible learning experiences and supporting students requiring adjustments.

- Ignite the Spark Gifted and Talented
- ADHD in the Classroom
- Differentiation in the Classroom
- Navigating HSC Disability Provisions: Key Insights and Practical Steps

6. Strategy and Compliance

Professional development sessions were undertaken to ensure staff-maintained adherence to the ethical guidelines established by NESAs and the College. In addition, teachers participated in workshops designed to deepen their understanding of relevant legislative, administrative, organisational, and professional requirements, including policies, protocols, and duty-of-care obligations. These learning opportunities supported staff in upholding high standards of professional conduct and ensuring compliance across all areas of practice.

- First Aid and CPR
- Pathway to Proficiency Support
- Law for School Counsellors
- Navigating HSC Disability Provisions: Key Insights and Practical Steps
- Work, Health, and Safety in Schools
- Right to Disconnect
- Investigations Masterclass Series #1
- Investigations Masterclass Series - Reportable Conduct
- NSW Independent Schools Risk and Compliance Network Meeting
- International Travel Safety Workshop
- Safeguarding Child Protection

7. Professional Collaboration and Networking

Teachers engaged in collaborative learning communities, both within the school and through external networks, to share best practices, discuss challenges, and learn from each other's experiences. Professional learning communities were established to facilitate ongoing support and growth among educators.

- Northern Beaches School Counsellors Cluster Meeting
- Northern Beaches School Careers Network Meetings
- Curriculum Network Meeting
- English Network Meeting
- Project Zero (Harvard) Australia Network
- The Teachers' Guild of NSW

Overall, the professional learning undertaken by teachers in 2025 demonstrates a strong commitment to continuous improvement, student-centred pedagogy, and the creation of inclusive and supportive learning environments. Through sustained investment in their professional growth, teachers have strengthened their capacity to respond to the evolving needs of students and to contribute meaningfully to improved educational outcomes across the College.



Teacher Accreditation

During 2025, the College employed 155 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 2025 five teachers attained Proficiency Accreditation. Specific teaching data is as follows:

LEVEL OF ACCREDITATION	NUMBER OF TEACHING STAFF
Conditional	3
Provisional	22
Proficient Teacher	130
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers	155

Workforce Composition

In 2025, St Augustine's College – Sydney employed 217 full time and part time staff:

COLLEGE STAFF - 2024	
Teaching Staff	155
Full time equivalent teaching staff	148
Non-teaching staff	62
Full time equivalent non-teaching staff	53

The College's workforce composition consisted of 56% female and 44% male staff, and 0% Aboriginal and Torres Strait Islander staff..

Student Attendance Rates

In 2025, 91.53% of students attended school each school day on average. This was an increase from the daily attendance in 2024.

YEAR	ATTENDANCE RATE				
	2021	2022	2023	2024	2025
Year 5	96.76%	92.98%	93.40%	94.11%	93.53%
Year 6	96.09%	92.11%	93.60%	92.27%	92.97%
Year 7	95.52%	90.24%	92.41%	90.41%	91.91%
Year 8	94.15%	88.07%	91.44%	89.19%	89.92%
Year 9	94.83%	88.30%	90.55%	89.64%	88.14%
Year 10	94.15%	90.49%	91.10%	88.81%	89.99%
Year 11	95.11%	90.94%	93.25%	91.04%	92.24%
Year 12	95.72%	91.25%	94.37%	91.81%	93.50%
Whole School	95.10%	90.17%	92.27%	90.57%	91.53%



Management of Student Non-Attendance

The College has policies and procedures in place to monitor attendance and manage non-attendance. A summary is below:

1. Parents/guardians are requested to advise the College of a student absence via the St Augustine's College (SAC) app if their son/s will be absent for a whole day or partial day by 9.00am on the day of the absence. Student Services forwards the list of student absences as notified via the SAC App to Heads of Years/Houses by midday each day for their information and follow up, if required.
2. If the College has not received advice of a student's absence, a text message will be sent to relevant parents by 11:00 am alerting them of an unexplained absence.
3. Twice daily discrepancy reports are generated by Student Services monitoring each lesson's marked roll. If a student is noted as an Unexplained Absence for a particular lesson and later present, teachers are emailed for clarification. Heads of Years/Houses are also contacted for follow up.
4. Every Monday, Late and Unexplained Absence reports are generated and sent to Heads of Years/Houses for further follow up if any Late or Unexplained Absences have not been reconciled. In accordance with NESAs requirements, a roll will not be changed after seven (7) days. If the parent/guardian has not provided a reason for the absence, the roll remains as Unexplained Absence. Lateness without valid reason is discussed and consequences such as a disciplinary card (White Card) or a detention for repeated offences are issued.
5. Heads of Years/Houses will monitor student attendance and follow up any truancy according to the Attendance Policy, including parental contact and issuing a detention or internal suspension.
6. If a student is absent for three (3) 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.
7. In the case of student non-attendance due to school avoidance, the Deans of Students will meet with the parents/guardians and College Counsellors 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.
8. Where the above interventions have not resulted in a re-establishment of attendance, the Deputy Principal – Students meets with the family. In extreme instances the College Principal will be involved in these meetings.
9. Parents/guardians are required to request permission for extended leave from the Principal/ Deputy Principal - Students in advance (2 weeks minimum) by submitting an 'Application for Student Absence or Exemption From Attendance at School' e-form, or seek the Assistant Principal – Sport and Co-curricular's permission via the Sport and Co-curricular Application for Student Absence (SLS, Touch Football, MTB and Other Sporting Competitions) e-form for sporting events. Parents/Guardians are asked to submit an e-form if a student will be absent for one or more whole days due to his participation in a sporting event/employment in the entertainment industry; exceptional domestic/ other extraordinary circumstance; family holiday or other external event. The College follows the Association of Independent Schools (AIS) applications. If the Principal does not accept the explanation provided is in the best interest of the student, it will be noted as an Unapproved Absence. Parents will be advised of the Principal's decision including approved or unapproved absences.
10. Students may be granted Regular Exemption for elite sporting or entertainment industry commitments. Parents are asked to submit the 'Application for Regular Exemption from Attendance at School' e-form. Exemption is only granted by the Principal and conditions may be stipulated. A College/Parent/Student meeting may be required, with the relevant paperwork completed. Exemptions cannot be approved retrospectively.



Retention of Year 10 students to Year 12

The retention of students from Year 10, 2023 to Year 12, 2025 was 89.63%.

Year 10, 2023 enrolment figure	222
Number of students who left between the end of Year 10, 2022 and Year 12, 2025:	
10, 2023	11
11, 2024	12
12, 2025	0
TOTAL	23
% of students who stayed from end Year 10, 2023 to end Year 12, 2025	89.63%

College Policies

The following College Policies are publicly available on the College website and linked to this document.

Child Safeguarding Policies

[Child Safeguarding Policy](#)

[Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct](#)

[Procedures for Managing Child Safety Incidents or Concerns At or Involving St Augustine's College](#)

[Child Safety Code of Conduct](#)

[Staff and Student Professional Boundaries](#)

[Child Safeguarding Complaints Handling Policy](#)

Anti-Bullying Policy

[Student Bullying Prevention and Intervention Policy](#)

Student Management Policy

[Student Management Policy](#)

Complaints Management Policy

[Complaints and Grievance Policy](#)

Enrolment Policy

[Domestic Student Enrolment Policy and Procedures](#)

Stakeholder Satisfaction

Staff

Staff are invited to provide feedback regarding the programs and operation of the College through their Heads of Department and Heads of Year/ Heads of House. 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 provide valuable feedback which has informed College planning. Staff are also invited to provide feedback and through exit surveys and interviews.

Student

Students at the College are offered many opportunities to provide feedback regarding their levels of satisfaction. Students across the Year Groups and Houses are regularly surveyed as part of the Wellbeing Program (AWE) 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.

Parent

Parents at St Augustine's College 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.

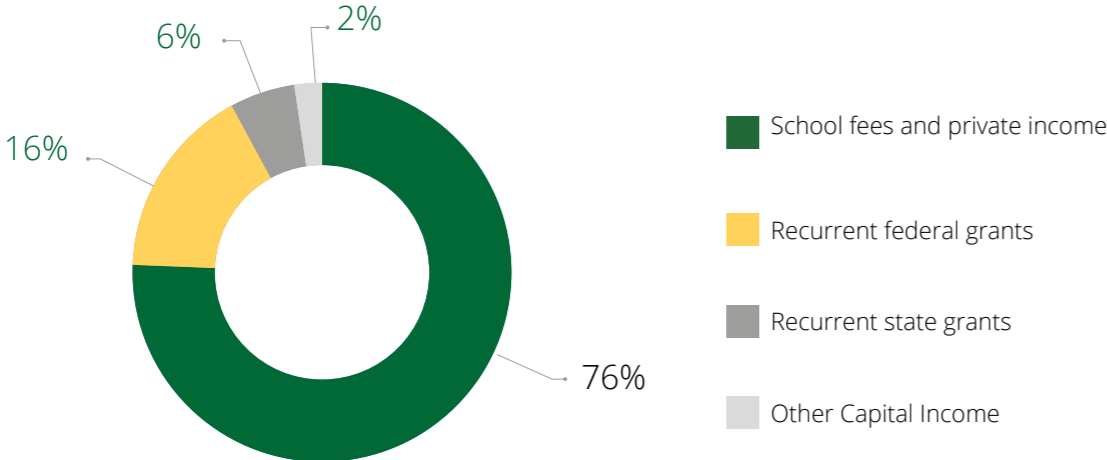
The data obtained from last year's Perspectives – Your School in Focus survey continued to guide our strategic planning, foster community engagement and inform actionable steps for growth throughout 2025, helping to deliver positive and meaningful changes.



College Finance

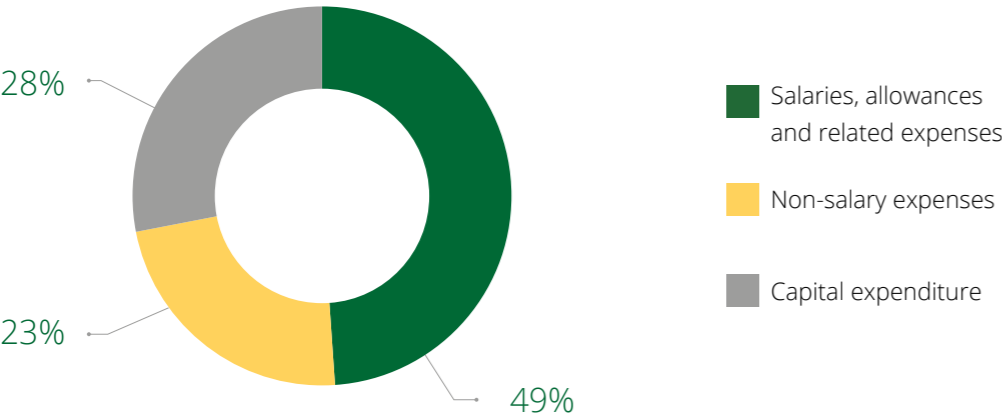
College Income

College income in the twelve months to 31 December 2025 was \$52.6m compared to \$51.0m in 2024.



College Expenditure

College expenditure including capital expenditure in the twelve months to 31 December 2025 was \$66.7m compared to \$52.0m in 2024. The capital expenditure included in the total College expenditure was \$18.7m in 2025 and was \$5.7m in 2024.





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