



Assisi
Catholic College

Assisi Catholic College

UPPER COOMERA

2022 Annual Report

Contact Details:

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|-----------------------|---|
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School Context

| | |
|---------------------------------|--|
| Co-educational or single sex | Co-educational |
| State, Independent, or Catholic | Catholic (Catholic Education Archdiocese of Brisbane) |
| Year levels offered in 2022 | Prep to Yr12 |
| Webpages | Additional information about Brisbane Catholic Education Schools is located on the: <ul style="list-style-type: none">MySchool websiteBrisbane Catholic Education website |

Characteristics of the student body

Student enrolments

Table 1: Student enrolments¹ by year and year level:

| | 2022 | 2021 | 2020 |
|-------------|------|------|------|
| Preparatory | 84 | 84 | 85 |
| Year 1 | 84 | 84 | 83 |
| Year 2 | 84 | 82 | 84 |
| Year 3 | 83 | 83 | 84 |
| Year 4 | 90 | 89 | 90 |
| Year 5 | 90 | 90 | 90 |
| Year 6 | 88 | 90 | 90 |
| Year 7 | 173 | 165 | 175 |
| Year 8 | 166 | 167 | 141 |
| Year 9 | 169 | 140 | 148 |
| Year 10 | 134 | 130 | 138 |
| Year 11 | 119 | 133 | 128 |
| Year 12 | 129 | 120 | 119 |
| Total | 1493 | 1457 | 1455 |

1. Enrolment counts as at Commonwealth Census

Diversity and Inclusion

Brisbane Catholic Education (BCE) and Assisi Catholic College welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributable to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic or life experiences.

We provide a range of personnel and resources to support access to, and participation in, learning for all students, which may include but is not limited to, specialised/extension programs and extracurricular activities.

Social Climate

Student Wellbeing

Assisi Catholic College plays a vital role in promoting the wellbeing of all students. Together with students, families, the community and other training providers, we build positive learning environments to address student wellbeing. Through elements such as leadership, inclusion, student voice, partnerships and support, Assisi Catholic College provides the foundation for enhanced student wellbeing and learning outcomes.

Family and Community Engagement

Families and the wider community are invited into our Catholic school community as interested parties of the students to plan and partner with, for the benefit of all Assisi Catholic College students.

BCE and Assisi Catholic College are committed to good governance, family and community partnerships, and formal group arrangements, enabling us to work with families, staff, community and faith groups for the benefit of all.

Parent, Student and Staff Satisfaction

The tables below show selected items from the recent BCE Listens (parent/caregiver, student, and staff satisfaction) survey for Assisi Catholic College.

Table 2: Parent survey – Percentage of parents/carers who agree² that:

| Parent Questions | 2022 | 2020 |
|---|-------|-------|
| I am happy my child is at this school | 94.0% | 93.8% |
| I can talk to my child's teachers about my concerns | 92.1% | 89.5% |
| My child feels safe at this school | 95.1% | 93.8% |
| School staff demonstrate the school's Catholic Christian values | - | 95.1% |
| Staff at this school care about my child | 96.8% | 95.2% |
| Teachers at this school encourage me to take an active role in my child's education | 87.3% | 86.7% |
| Teachers at this school have high expectations for my child | 93.6% | 93.2% |
| The facilities at this school support my child's educational needs | 94.6% | 93.3% |
| This school helps my child to develop their relationship with God | 98.4% | 95.5% |
| This school looks for ways to improve | 93.1% | 90.2% |

Table 3: Student survey – Percentage of students who agree² that:

| Student Questions | 2022 | 2020 |
|--|-------|-------|
| Feedback from my teacher helps me learn | 87.4% | 90.7% |
| I am happy to be at my school | 82.2% | 81.6% |
| I enjoy learning at my school | 78.1% | 85.7% |
| I feel safe at school | 84.1% | 87.3% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | - | 52.6% |
| My school helps me develop my relationship with God | 80.9% | 74.6% |
| Teachers at my school treat me fairly | 80.5% | 80.4% |
| Teachers expect me to work to the best of my ability in all my learning | 96.4% | 97.5% |

Table 4: Staff survey – Percentage of staff who agree² that:

| School Staff Questions | 2022 | 2020 |
|---|-------|-------|
| I am recognised for my efforts at work | - | 88.4% |
| I enjoy working at this school | 94.3% | 99.2% |
| School staff demonstrate this school's Catholic Christian values | - | 97.7% |
| This school acts on staff feedback | - | 82.3% |
| This school looks for ways to improve | 94.3% | 96.8% |
| This school makes student protection everyone's responsibility | 99.2% | 99.2% |
| Working at this school helps me to have a deeper understanding of faith | 93.3% | 93.0% |

2. 'Agree' represents the percentage of respondents who Somewhat Agree, Agree, or Strongly Agree with the statement.

Student Outcomes

Student attendance

Table 5: Overall student attendance at this school by year:

| | 2022 | 2021 | 2020 |
|--|-------|-------|-------|
| Overall attendance rate ³ for students at this school | 82.8% | 87.5% | 91.4% |

Table 6: Student attendance³ rate by year and year level:

| | 2022 | 2021 | 2020 |
|-------------|-------|-------|-------|
| Preparatory | 86.7% | 89.4% | 92.8% |
| Year 1 | 86.2% | 89.7% | 92.5% |
| Year 2 | 86.4% | 89.3% | 93.5% |
| Year 3 | 84.8% | 89.2% | 92.5% |
| Year 4 | 85.6% | 89.8% | 91.4% |
| Year 5 | 84.3% | 88.0% | 92.5% |
| Year 6 | 84.7% | 88.4% | 92.2% |
| Year 7 | 83.7% | 88.2% | 91.4% |
| Year 8 | 81.3% | 86.6% | 91.0% |
| Year 9 | 80.2% | 85.5% | 89.3% |
| Year 10 | 80.3% | 85.8% | 91.0% |
| Year 11 | 81.5% | 86.7% | 88.7% |
| Year 12 | 78.5% | 85.0% | 91.9% |

3. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how this school manages non-attendance

Assisi Catholic College manages student attendance in line with the BCE's Student Attendance Procedure which outlines processes for managing and recording student attendance and absenteeism. We are committed to prioritising student attendance through consistent practices of roll-marking, monitoring, and proactive follow-up of student non-attendance. Assisi Catholic College communicates high expectations of attendance to employees, students, parents, and guardians, and recognises high attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the My School website.

How to access our NAPLAN results:

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.
3. Click on 'View School Profile' of the appropriate school to access the school's profile.
4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7, and 9.

Year 12 Outcomes

Table 7: 2021 Year 12 Outcomes:

| | 2022 | 2021 | 2020 |
|---|------|------|------|
| Number of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12 | 126 | 113 | 108 |
| Number of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 127 | 117 | 111 |
| Number of students awarded one or more VET qualifications (including SAT) | 81 | 90 | 55 |
| Number of students who were completing/continuing a SAT | 11 | 19 | 15 |
| Number of students awarded a VET Certificate I | 15 | 12 | 11 |
| Number of students awarded a VET Certificate II | 33 | 31 | 32 |
| Number of students awarded a VET Certificate II+ | 58 | 60 | 27 |
| Number of students awarded a VET Certificate III+ | 9 | 20 | 3 |

Notes:

- The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
- ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by BCE.
- The above values exclude VISA students.
- Data as at June 2023.

Post-school destinations

The results of the post-school destinations survey, Next Step – Student Destination Report for Assisi Catholic College, will be uploaded to the <https://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx> in September the year following graduation.

Our staff profile

Teacher standards and qualifications

Assisi Catholic College requires teachers to meet the Queensland College of Teachers (QCT) Teacher registration eligibility requirements Policy (p.1) which states:

To be eligible for registration, a person must satisfy the QCT they meet requirements regarding qualifications and experience or have otherwise met the requirements of the Australian Professional Standards for Teachers (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the Education (Queensland College of Teachers) Regulation 2005 (the Regulation).

The qualifications required for teacher registration are successful completion of either-

1. a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
2. a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
3. another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link: <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Table 8: 2022 Staff Headcount & FTE⁴:

| | Teaching Staff | Non-Teaching Staff | First Nations Staff |
|-----------|----------------|--------------------|---------------------|
| Headcount | 103 | 67 | 1 |
| FTE | 97.0 | 54.5 | 1.0 |

4. Headcount and FTE as at Commonwealth Census

Notes:

- Teaching staff includes school leaders.
- First Nations refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent.

Professional development

Assisi Catholic College ensures that teaching staff and school leadership are funded to engage in professional learning that builds knowledge, understanding, and skills. Professional learning includes effective pedagogical approaches to teaching the Australian Curriculum, QCAA Senior Curriculum, and/or Registered Training Organisation requirements, that enhance student learning and wellbeing, as well as programs to build leadership capability.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the My School website.

How to access our Finance results:

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.
3. Click on 'View School Profile' of the appropriate school to access the school's profile.
4. Click on 'Finances' to access the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information