



**Assisi Catholic College,
UPPER COOMERA**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



teaching • challenging • transforming

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Assisi Catholic College is strategically located between Brisbane and the Gold Coast. It is a contemporary, co-educational P-12 campus where the built environment of the College and unique engineering specifications reflect a commitment to environmental sustainability. Drawing on Franciscan values through the spiritualities of St. Clare and St. Francis of Assisi, all aspects of College life have a strong focus on social justice, peace, care, compassion, and ecology issues.

School progress towards its goals in 2021

We have continued a program to enhance our strong Franciscan tradition. "Our Franciscan Story" has been designed for staff, students and parents to develop a stronger understanding of the lives of our patron saints, St. Francis and St. Clare. Classroom prayer practices have been a focus especially in relation to the College Prayer and we have seen considerable gains in the community use of our standard prayer.

The College has collaboratively developed a whole of College 'Vision for Learning' incorporating the Brisbane Catholic Education – Excellence in Learning and Teaching initiative. The Assisi Principles for Teaching and Learning have been adopted as the guiding focus for the College educational goals within the community. Differentiated assessment and learning tasks are developed and implemented.

Staff have provided opportunities for growth in every student and have encouraged students to become self-directed learners by deepening our common language (gradual release of responsibility, explicit teaching, effective and expected practices and growth mindset).

The College has fostered the engagement of student voice (know thy student, readiness, interests). The College has developed a P – 12 Behaviour Support Program for effective pastoral care and student well-being.

Growth, engagement and progression in numeracy is evident and growth in reading and writing is a continuing aim of the College.

Future outlook

Assisi will enhance learning engagement, progress and achievement through the use of effective and expected practices concentrating on "Knowing Thy Student", explicitly teaching skills and the consistent use of feedback. We will constantly monitor our Learning Growth Plan. Quality differentiation in learning and assessment will continue to be a focus. Student voice will enable the College to foster engagement from all students.

The explicit improvement agenda for 2021 will focus on gaining improvements in strengthening Catholic Identity and Faith Formation through a cohesive and integrated approach to Religion by conducting PD for staff in the Franciscan charism, preparing for a Franciscan Pilgrimage, initiating Family Team masses and Team Saint days plus the continued development of Year 12 Spirituality group. Focus on the prayer life of the College will continue to be a focal point of our goals.

The College will provide systems and structures to support processes within the College concentrating on our P – 12 Behaviour Plan and ICT procedures and protocols.

BCE high yield strategies are practiced and reviewed within the College. Student achievement data is captured through many assessment tools and this data informs teaching pedagogy within the College.

Our school at a glance

School profile

Assisi Catholic College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1470	738	732	40

Student counts are based on the Census (August) enrolment collection.

Assisi Catholic College is the first master planned Catholic P – 12 College established by Brisbane Catholic Education on the Gold Coast. The College is located at Upper Coomera in the fast-growing northern corridor of the Gold Coast. The College has 1500 students in P – 12 with 3 streams in Preparatory to Year 6 and 6 streams in Years 7 to 12.

There is a strong focus on continuity and connectedness from P – 12 and across the four phases of learning:

- Early Years: Preparatory to Year 3
- Junior Years: Years 4 to 6
- Middle Years: Years 7 to 9
- Senior Years: Years 10 to 12.

Distinctive features include:

- Franciscan Identity
- Digitally, networked College
- Ecological sustainability.

All students from Preparatory to Year 12 belong in a Family Team (Agnes, Clare, Francis and Rufino).

Students feel a sense of belonging achieved through Family Team Activity Days, Assisi Day, Sports Carnivals, Fun Days and Family Team Masses.

Student leadership of Family Teams and involvement in the Student Representative Council occurs at Years 6, 9 and 12.

Students at Assisi thrive on being part of a community where they feel happy, safe and respected.

Students are from various ethnic and cultural backgrounds and enrolments are drawn from many suburbs of the northern Gold Coast.

Curriculum implementation

Curriculum overview

At Assisi Catholic College, we have an explicit and sequenced plan for curriculum delivery across the different phases of schooling which makes clear what teachers should teach and students should learn. We recognise the needs of our young men and women by formalising a P-12 curriculum (key learning areas) that allows each student to access a 'Quality Catholic Education'. The College curriculum includes a strong focus on the development of cross curricular skills, such as numeracy, literacy and in ICLT, critical thinking, personal and social capability and faith -values based behaviour and intercultural /secular understanding. These key focus areas have been developed with reference to the Australian Curriculum and/or other approved curriculum.

As a College, we develop learning experiences that are enjoyable, engaging and connected. Our staff work tirelessly to get success for every student - getting students to where they want and need to be at each phase of their educational journey. Our expert teachers understand where students are in their learning, including current knowledge, attendance levels, skills, misunderstanding, etc. to identify starting points for teaching and a means to differentiate learning and teaching experiences for our students. This is particularly evidenced through our Review and Response Processes and Short-Term Planning Cycles. It is in these sessions that our teachers closely monitor the progress of individual students and constantly adjust their teaching to meet the needs and readiness of our students.

Additionally, our expert teaching team work collaboratively, P-12, to provide learning and teaching experiences that are:

Learner-Centred

Relevant and purposeful curriculum is focused on the identified needs, interests and concerns of students, and emphasises self-directed and co-constructed learning.

Collaboratively Organised

Teams of teachers, who know and understand their students well, employ powerful pedagogical strategies to challenge and extend students within a supportive environment; BCE endorsed and support practices.

Outcomes Focused (Holistic)

Progress and achievement are recorded continuously in relation to explicit statements of what each student is expected to know and able to demonstrate.

Flexibly constructed

Arrangements are responsive to local needs and circumstances, and reflect creative use of time, space and other resources.

Ethically Aware

Justice, care, respect and a concern for the needs of others are reflected in the every-day practice of students, teachers and administrators.

Community Oriented

Parents and representatives from other community institutions and organisations beyond the school are involved in productive partnerships.

Adequately Resourced

Experienced teachers and support staff are supported by high quality facilities, technology, equipment and materials.

Strategically Linked (Connectedness)

Whole College pedagogical processes underpin the College's common language and consistency of teacher practice.

Overview

- Franciscan Spirituality (perspectives infused in many of the curriculum areas)
- Australian Curriculum Framework P – 10
- QCAA Senior Schooling Program
- Middle Years Academic Program providing core subjects and a wide selection of elective subjects
- Year 11 – 12 students access first year university subjects and TAFE certificate courses
- Year 10 -12 students access school-based apprenticeships and traineeships
- Hospitality Trade Training Centre includes a training kitchen and restaurant
- STEM Program 4 – 6
- Elite Futsal Program Year 5 – 12
- Career Education Program P – 12
- 1:1 Digital Devices P – 12
- Excellence programs in Year 7,8,9 and 10 Mathematics, English and Science
- BCE Excellence in Learning and Teaching – high yield strategies

Extra-curricular activities

- | | |
|-----------------------|-------------------|
| • Instrumental Music | • Debating |
| • STEM | • Public Speaking |
| • Chess | • Interact Club |
| • Robotics | • College Musical |
| • Environmental Clubs | • Choir |
| • Speech and Drama | • AGCC |
| • Dance | |
| • Sport | |

How information and communication technologies are used to assist learning

Assisi Catholic College is a Bring Your Own Device (BYOD) College. The use of information and communication technology is balanced with the need for traditional writing, reading and numeracy practices. Technology is viewed as a tool to assist quality learning and teaching – a way to stay future focused and build on strong foundations. The use of technology, P- 6 (iPads) and 7 -12 (laptops), provides a great opportunity for students and teachers to engage and prepare for a contemporary, connected and digital world.

At Assisi Catholic College, we encourage all members of the College community, particularly our students to use digital tools and capabilities to:

- use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school.
- transform our ways of working and develop innovative learning environments and opportunities that engage, excite and enrich our learning and teaching experiences.
- make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.
- be responsive to ongoing technological developments.

Our ultimate goal is to utilise technology in a way that it enhances the learning outcomes for all with our community.

Social climate

Overview

As a contemporary educational facility, our ideals are clearly defined, our expectations are high and our staff, student and community support is extremely strong. The College has an excellent reputation regionally, nationally and internationally and we have waiting lists for most year levels. The staff community is vibrant, our parent community is energetic and strong community links are well established.

The College has a strong focus on a safe, welcoming and happy learning environment for all students through our Pastoral Program and Responsible Behaviour Framework.

The focus of Pastoral Care and Discipline structures is based on positive, self-determined psychology resulting in our students living out the Assisi Habits and Values through positive peer relations.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	95.5%
School staff demonstrate the school's Catholic Christian values	95.1%
Teachers at this school have high expectations for my child	93.2%
Staff at this school care about my child	95.2%
I can talk to my child's teachers about my concerns	89.5%
Teachers at this school encourage me to take an active role in my child's education	86.7%
My child feels safe at this school	93.8%
The facilities at this school support my child's educational needs	93.3%
This school looks for ways to improve	90.2%
I am happy my child is at this school	93.8%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	76.4%
I enjoy learning at my school	86.3%
Teachers expect me to work to the best of my ability in all my learning	97.4%
Feedback from my teacher helps me learn	91.0%
Teachers at my school treat me fairly	81.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	55.6%
I feel safe at school	87.8%
I am happy to be at my school	82.8%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	93.0%
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	96.8%
I am recognised for my efforts at work	88.4%
In general students at this school respect staff members	96.9%
This school makes student protection everyone's responsibility	99.2%
I enjoy working at this school	99.2%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parent support and involvement are valued and encouraged at Assisi Catholic College. Purposeful involvement occurs regularly at all levels through the College, especially in the Early and Junior Years. Parent also enjoy their involvement in the Middle and Senior Years phases of learning.

Parent education opportunities are significant including workshops on positive parenting, parent responsibilities in an online world, reading education, current mathematics pedagogies, the nature of the Preparatory year, Senior secondary schooling, Student Wellbeing, Emotional Wellbeing, etc.

Our Parents and Friends Association is energetic and has been responsible for providing a range of facilities and events to enrich student activities. There is also continued interest in the strategic operations of our College by the College Board. The College Board conducts a Student Forum to gauge the student voice and develop feedback to the Leadership Team.

School funding

School income broken down by funding source

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

How to access income details

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.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows the navigation bar of the My School website. It contains several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is highlighted.

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

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	112	60
Full-time Equivalents	103.9	48.2

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	24
Graduate diploma etc.**	1
Bachelor degree	84
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives in 2021 were as follows:

- Explicit Improvement Agenda
- Spelling
- Numeracy
- Writing
- School Learning Growth Targets
- Our Franciscan Story (leading into Francis' devotion to Jesus).

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.5%

Average attendance rate per year level			
Prep attendance rate	94.5%	Year 7 attendance rate	93.2%
Year 1 attendance rate	94.2%	Year 8 attendance rate	89.2%
Year 2 attendance rate	93.3%	Year 9 attendance rate	90.8%
Year 3 attendance rate	94.9%	Year 10 attendance rate	91.4%
Year 4 attendance rate	96.2%	Year 11 attendance rate	92.5%
Year 5 attendance rate	96.6%	Year 12 attendance rate	94.7%
Year 6 attendance rate	96.8%		

*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.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	96.7%

Description of how non-attendance is managed by the school

Assisi Catholic College recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes.

- Attendance is marked twice a day (EY/JY) and every period in (MY/SY). School staff monitor attendance using the BI tool / eMinerva and the College celebrates regular attendance at College assemblies and other key College celebrations.
- Unexplained absences are communicated via SMS and are followed up by teachers, Pastoral Leaders and the Leadership Team.
- Non-attendance and school refusal are also followed up in our Pastoral processes. This involves the student's teacher, PC Teacher, Year Level Leader, Counsellor, Assistant Principal, Head of School and Principal.

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](http://www.myschool.edu.au/) 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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

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

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	120
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	93
Number of students awarded a VET Certificate II or above.	122
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.2%
Number of students receiving an ATAR	72
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	93%

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12, is pursued by our school support teams. The College has a low percentage of students leaving Assisi. Most students leaving are moving interstate or intrastate. Students who leave for work/study are given extensive vocational assistance.