



**Assisi**  
Catholic College

Upper Coomera

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact Information

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## Vision, Mission and Values

### Vision

Vision for Teaching and Learning – Empower Students to give witness to Christ's love and the values of St. Francis and St. Clare by modelling and developing a contemporary Catholic worldview through learning experiences.

- Foster right relationships between students, parents, staff and the broader community, to improve learning outcomes.
- Provide students with a safe, positive and engaging learning environment by knowing our students and challenging them to be the 'best they can be'.
- Use meaningful data to inform planning and teaching that responds to the needs of the individual students.
- Develop and implement learning experiences that provide intellectual rigour and encourage each student to 'take risks', 'have a go' and 'be creative' in order to develop a resilient, self-directed, lifelong learner.
- Transform teaching practice through utilising ICLT and Learning Management Systems purposefully and effectively to student engagement and learning outcomes.
- Provide clear learning intentions, success criteria, authentic assessment and feedback to enable students to demonstrate knowledge and application of skills at each stage of their development.
- We aspire to build a sustainable future by ensuring strategic and targeted use of school resources to improve transparency, accountability and compliance.

### Mission

Enthused by the teachings of Jesus Christ and the lives of St. Francis and St. Clare, Assisi Catholic College is a faith community that seeks peace and justice by ensuring that all students are safe and happy; good people based on our Catholic faith tradition, achieve holistically in order to contribute as positive, active and globally aware citizens.

### Values

The Assisi Habits and Values outline a framework for developing intelligent and informed decision making for our students. At Assisi Catholic College we:

- Help students understand the Principles of Teaching and Learning and Franciscan values
- Help students identify and develop strategies related to our College Vision
- Create a culture in the classroom and College that encourages the holistic development of all members of the community
- Provide positive experiences for all members of the College community

# Principal's Foreword

## Introduction

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 1400 students in P – 12 with 3 streams in Preparatory to Year 6 and 5 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

### **College progress towards its goals in 2018**

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. The College is guided by the BCE Excellence in Learning and Teaching Initiative.

We continue to enhance our Catholic Identity through work with Brisbane Catholic Education in the Leuven Enhancing Catholic Identity Project.

The College has developed a P – 12 Behaviour Support Program for effective pastoral care and student well-being.

We have started 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

### **Future Outlook**

The College will continue to strengthen Catholic Identity and Faith Formation through a cohesive and integrated approach to Religion by conducting PD for staff in Catholic Social Teachings; conducting a Franciscan Pilgrimage; initiating Family Team masses and Team Saint days plus development of Year 12 Spirituality group. 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.

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 College at a Glance

### College Profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2018:** Preparatory to Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
<b>2018</b>	1398	714	684	22

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

DW = Data withheld to ensure confidentiality.

### Characteristics of the Student Body

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 Delivery

#### Approach to curriculum delivery

- 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
- Italian P – 12
- Elite Futsal Program Year 5 – 12
- Career Education Program P – 12
- 1:1 Digital Devices P – 12
- Excellence programs in Year 9 and 10 Mathematics, English and Science
- BCE Excellence in Learning and Teaching – high yield strategies

#### Co-curricular activities

- Instrumental Music
- Chess
- Robotics
- Environmental Clubs
- Speech and Drama
- Dance
- Debating

- Public Speaking
- Interact Club
- College Musical
- Choir
- Art and Craft
- Electronics Club
- Rosies
- Science / Engineering Competitions
- Before school / lunchtime / after school tutoring

### **How information and communication technologies are used to assist learning**

Assisi is a BYOD College. The use of information and communication technology is balanced with the need for traditional writing, reading and numeracy practices.

## **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 psychology resulting in our students living out the Assisi Habits and Values through positive peer relations.

## BCE Listens Survey – Parent satisfaction

Performance Measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	92.7 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	82.9 %
Religious Education at this school is comprehensive and engaging	89.3 %
I see school staff practising the values and beliefs of the school	88.4 %
This school looks for ways to improve	88.8 %
The school is well managed	87.2 %
My child is making good progress at this school	86.9 %
This school is a safe place for my child	93.2 %
This school helps students respect the needs of others	90.4 %
Teachers and staff are caring and supportive	93.1 %
Teachers at this school expect my child to do their best	92.5 %
Teachers and staff relate to students as individuals	92.7 %
The teachers help my child to be responsible for their own learning	91.9 %
My child is motivated to learn at this school	87.4 %
I can talk to my child's teachers about my concerns	92.3 %
This school offers me opportunities to get involved in my child's education	86.2 %
My child's learning needs are being met at this school	77.9 %
I am happy with my decision to send my child to this school	89.8 %

## BCE Listens Survey – Student satisfaction

Performance Measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	78.1 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	90.3 %
Religious Education at my school is interesting and engaging	61.9 %
I see school staff practising the values and beliefs of my school	80.3 %
My school looks for ways to improve	89.9 %
Students at my school are encouraged to voice their concerns or complaints	78.0 %
Teachers treat students fairly at my school	76.1 %
Teachers recognise my efforts at school	77.7 %
I feel safe at school	88.3 %
My school helps me to respect the needs of others	92.3 %
I am happy to be at my school	86.8 %

## BCE Listens Survey - Staff satisfaction

Performance Measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	93.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	97.0 %
Religious Education at this school is comprehensive and engaging	89.6 %
I see school staff practising the values and beliefs of this school	94.8 %
This school is well managed	92.4 %
My concerns are taken seriously by the school	82.2 %
This school is a safe place to work	96.2 %
This school has an inclusive culture	90.8 %
This school has a culture of striving for excellence	92.5 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	98.6 %
Overall, I am happy with my decision to work at this school	95.4 %

# '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 Well Being, 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 Board. The College Board conducts a Student Forum to gauge the student voice and develop feedback to the Leadership Team.

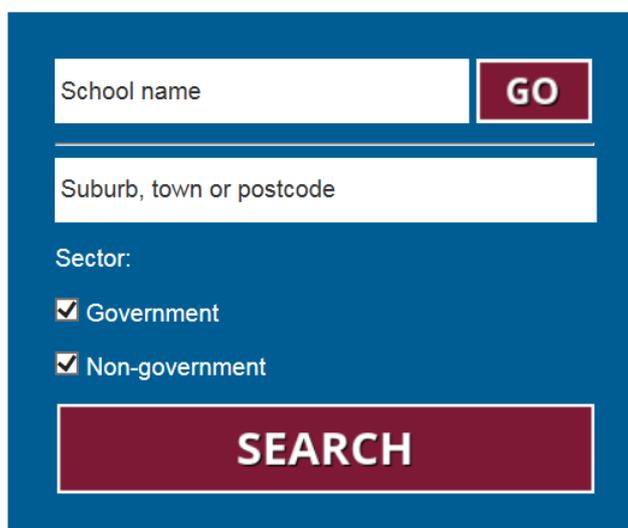
## College Funding

### College income broken down by funding source

College income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school



Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition

2018 Workforce Composition		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	104	58
Full-time Equivalents	97.1	44.4

## Qualification of all teachers

Teacher Qualifications	
Highest level of qualification	Number of classroom teachers and school leaders at the College
Doctorate	0
Masters	21
Graduate Diploma etc.**	1
Bachelor degree	79
Diploma	2
Certificate	1

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$310,000.

The major professional development initiatives are as follows:

- Excellence in Learning and Teaching
- Staff induction in Catholic Social Teachings
- School Learning Growth Targets
- Numeracy

## Staff Attendance and Retention

### Staff attendance

Average Staff Attendance (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.4 %

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff was retained by the school for the entire 2018.

# Performance of Our Students

## Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

Student Attendance 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	90.7 %

\*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 % and years 7-12 was 88.4 %.

Average Student Attendance Rate (%) for Each Year Level							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.9 %	91.4 %	91.6 %	92.2 %	91.2 %	91.4 %	90.5 %
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
2018	91.4 %	90.1 %	89.5 %	90.3 %	87.7 %	88.8 %	

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

### Description of how non-attendance is managed by the school

The College has a proactive approach to attendance. Students are tracked by classroom teachers and pastoral teachers. Attendance awards are given to students with excellent attendance. Absences are followed up by classroom teachers. Leadership and Middle Leaders work with any serious attendance issues.

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	443.2	433.8	506.1	509.0
Writing	430.2	407.2	472.9	464.6
Spelling	423.7	417.8	494.3	502.5
Grammar & Punctuation	461.2	431.7	504.6	503.6
Numeracy	409.4	407.7	487.5	494.2

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	551.4	541.5	585.6	583.8
Writing	506.6	505.3	561.4	542.3
Spelling	556.3	545.2	588.4	583.3
Grammar & Punctuation	555.2	543.9	581.5	580.1
Numeracy	558.9	548.2	588.4	595.6

## Year 12 Outcomes

Outcomes for Year 12 Cohorts	
Description	2018
Number of students receiving a Senior Statement	126
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students receiving an Overall Position (OP)	74
Percentage of Indigenous students receiving an Overall Position (OP)	1.3%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	73
Number of students awarded an Australian Qualification Framework Certificate II or above.	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	122
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	2.3%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	82.0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99.2%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98.6%

As at February 2019. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each band for OP 1 – 25					
Year	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	11	21	29	13	0

As at February 2019. The above values exclude VISA students.

Vocational Educational Training Qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Year	Certificate I	Certificate II	Certificate III or above
2018	16	26	61

As at February 2019. The above values exclude VISA students.

Students at Assisi Catholic College have undertaken a variety of VET Certificates such as Certificate I in Construction, Certificate II in Engineering Pathways, Certificate II in Hospitality, Certificate II in Kitchen Operations, Certificate III in Early Childhood Education and Care, Certificate III in Fitness, Certificate III in Screen and Media, Certificate III in Music, Certificate III in Business, Certificate IV in Fitness, Certificate IV in Crime and Justice and Diploma of Business

### Apparent retention rate – Year 10 to Year 12

Apparent Retention Rates* Year 10 to Year 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88.2 %

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

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.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The majority of our students who have left school early have either moved interstate, to the local trade college or to the local state school or have left to pursue a full-time apprenticeship or full-time work.