

**Aquinas College, ASHMORE**

# Annual Report 2019

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



# Contact information

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## Principal's foreword

The 2019 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.

### School progress towards its goals in 2019

In early 2019, the leadership team undertook a consultation process to discern a strategic plan for 2019 – 2021. Consultation was undertaken with the staff and community and later published and shared. This was then broken down into achievable outcomes which formed the 2019 annual plan.

During the course of 2019, the ambitious annual plan provided a positive direction where the staff engaged with the leadership team to further explore and implement the various goals. Progress was made in each goal, while the College icon was paused due master plan considerations and professional learning for staff focused on NCCD requirements.

In addition, the college community has worked closely to support senior students during the transition to the new QCE.

Goal	Progress
Identify opportunities for students to engage in Social Justice and Outreach	Achieved
Review Retreat Structure across the entire college	Achieved
Provide opportunities for staff formation	Achieved
Implement high quality and appropriate approach to RSE (Relationship and Sexuality Education)	Achieved
Develop and complete the College Icon	Not Achieved
Improve teacher use of student data	Achieved
Expand and refine the process for High Yield Strategies such as Learning Walks and Talks, Review and Response and Learning Intentions and Success Criteria	Achieved
Build on teacher expectations and accountability	Achieved
Building teacher capacity in the New QCE System	Achieved
Continue to use Professional Learning Communities (PLC) for collaboration	Achieved
Improvement in Literacy with a focus on Smart Goal	Achieved
Investigate and implement Positive Behaviour for Learning (PB4L)	Achieved
Re-establish processes for Responsible Behaviour classroom	Achieved
Investigate Student Leadership and recycling projects within the College	Achieved
Engage and monitor professional learning for staff	Not Achieved
Improve policies and procedures regarding student attendance	Achieved

## Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

### Strong Catholic identity

- Commence Program Review and Report Process - Improvement Agenda as outlined in BCEO Documents.
- Enhance understanding of Recontextualization across the College to improve student experience of and engagement in Prayer, Liturgy and Eucharist across the College.
- Strengthening relationships with the Parish, and organisations linked to our founding charisms – EREA, Mercy Partners, AMSSA, Christian Brothers.
- Complete Aquinas College Staff and Student Formation Plan and Policy

### Excellent learning and teaching

- Use PLCs to build teacher capacity with a focus on collaboration and sharing pedagogical practices that can be implemented in the classroom.
- Build staff engagement with digital technologies and online learning platforms (One Note, Teams, Atomi and Mighty Minds Portal) to promote 21st Century Skills to support students in their learning.
- Continue to expand and refine High Yield Strategies such as Learning Walks and Talks and Review and Response.
- Work towards building a seamless Years 7-12 curriculum that focuses on Literacy, Numeracy and NCCD requirements.
- By the end of 2020, 90% of students will reach the writing task benchmark in the WAT. There will be an emerging emphasis on Numeracy where Year 9 students will show an improvement in 2020 NAPLAN results.

### Building a sustainable future

- Further Develop PB4L policies and procedures at Aquinas College with a specific focus on developing a Values/Behaviour Matrix and making greater use of tier 2 strategies especially Check in/check out.
- Revise and implement Goal setting and professional learning processes that support the strategic plan using collaboration to support teacher professional learning and effective and expected practises.
- Refine and develop the restorative practices for student reflection and re-entry into the classroom after a Behaviour Support Room referral. Additional focus on online referrals.

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2019:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	982	485	497	8

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

## Characteristics of the student body

Aquinas College Gold Coast opened its doors in 1964 with 136 boys administered by the Christian Brothers. Aquinas College became a coeducational school in 1991 when Star of the Sea Southport closed. Today, Aquinas College operates as an integral entity of the Southport Catholic Parish within the Archdiocese of Brisbane and under the authority of Brisbane Catholic Education. Aquinas is a Year 7 to 12 College where students are mainly drawn from schools on the northern end of the Gold Coast, particularly the Catholic primary schools, Guardian Angels, St Francis Xavier, St Kevin's, Jubilee and St Brigid's. Aquinas is an

inclusive college support and integrating over 60 students with disabilities. All students are supported through a comprehensive Pastoral Care system where they are known and nurtured.

## Curriculum delivery

### Approach to curriculum delivery

Aquinas College fosters holistic education and actively engages in living the College vision. This commences in Year 7 where students from a range of catchment primary schools transition between structures and processes of primary into the diverse and dynamic organisation of secondary school.

- Year 7s study the core subjects of Religious Education, English, Mathematics, Science, History, HPE. They are also introduced to the Arts (Visual Art, Music and Drama), Technology (Hospitality, Industrial Technology and Design and Information Communication Technology) and LOTE (Japanese) through studying these subjects for part of the year.
- Year 8 & 9 students choose a number of electives to complement their core study subjects. 2019 saw the introduction of STEM as an elective.
- Year 10 students choose from a wider number of electives.
- Students in Years 11 and 12 study six senior subjects including Study of Religion or Religion and Ethics and English or English Communication. In addition, students are able to complete a range of Accredited and Authority Registered subjects. Certificate and Diploma courses are also available to students.
- Aquinas College offers a wide range of subjects that cater for students, varying interests and abilities. Particular note is Rugby League and Netball classes of Excellence in Years 8 - 10, that have also added an even greater variety to the Aquinas College Physical Education Program.

### Co-curricular activities

Aquinas College is committed to offering students a wide range of activities designed to enrich the curriculum and to extend the students' physical, spiritual and emotional development.

Such activities include:

- Social Justice Groups (St Vincent's De Paul, Rosies);
- Cultural Activities - Concert band, Choir, On the Edge Visual Art Show, Bi-annual Musical production, Dance Eisteddfod; Interschool Debating, Science, English and Mathematics Competitions
- Sporting activities.
- Competitive inter-school sport teams at Aquinas College include Swimming, Athletics, Cross Country, Rugby League, Netball, Touch Football, AFL, Basketball, Kokoda, HPV and Equestrian.

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

Aquinas offers a variety of digital technology for staff and students to assist learning. Staff and students use Microsoft Office 365 apps with Microsoft Teams as a base LMS, Teams is a digital hub that brings conversations, sharing content, Personalised learning and feedback with assignments, 24/7 access to content, support and feedback with Class Notebook and other O365 apps – Word, OneNote, PPT, Excel, OneDrive, SharePoint together in one place. Teams promotes student voice and collaboration within classrooms. Office 365 enables staff to reach all types of learners who require a range of carefully selected tools based on their strengths and abilities. Classrooms become inclusive places where all students belong, can contribute and are empowered to achieve more - Office 365 makes that possible.

Aquinas also offers programs such as Mighty Minds for students to develop literacy and numeracy skills, Nearpod and Book Widgets for staff to enhance and redefine their teaching through interactive, inclusive, differentiated and engaging lessons, gather student data and responses and then plan and implement future pedagogy from the results.

## Social climate

### Overview

Aquinas College maintains a safe and happy learning community. The social climate of the College is a manifestation of the College Vision where Gospel values and those of each house patron are known and shared. The College is organised through a vertical pastoral care structure where students from each year level work together in a Vertical Pastoral Care (VPC) class under the guidance of their VPC teacher. This longitudinal relationship should span a student's time at Aquinas. Groups of VPC classes form a House Group (Chisholm, Edmund Rice, McAuley, Romero) under the care of the Pastoral Leader who oversees the care of

the students in that House. In addition to VPC, relationships are built during Pastoral care lessons where topics such as study skills, goal setting, friendships, personal development, cyber-bullying, camp preparation, career education, driver education, healthy habits, lifestyle and relationships are explored with a mentor teacher. An induction program for Year 7 students outlines necessary processes and procedures to assist in navigating the complexities and idiosyncrasies of Aquinas. In addition, Year 7 and Year 11 students form a close relationship through a structured Peer Support program.

### BCE Listens Survey - Parent satisfaction

<b>Performance measure</b>	
<b>Percentage of parents/carers who agree# that:</b>	<b>2018</b>
This school helps my child to develop their relationship with God	89.3%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	85.8%
Religious Education at this school is comprehensive and engaging	87.3%
I see school staff practising the values and beliefs of the school	85.5%
This school looks for ways to improve	83.2%
The school is well managed	75.0%
My child is making good progress at this school	83.5%
This school is a safe place for my child	86.5%
This school helps students respect the needs of others	82.1%
Teachers and staff are caring and supportive	90.4%
Teachers at this school expect my child to do their best	89.2%
Teachers and staff relate to students as individuals	86.2%
The teachers help my child to be responsible for their own learning	84.0%
My child is motivated to learn at this school	81.1%
I can talk to my child's teachers about my concerns	85.3%
This school offers me opportunities to get involved in my child's education	70.2%
My child's learning needs are being met at this school	74.4%
I am happy with my decision to send my child to this school	79.7%

### BCE Listens Survey - Student satisfaction

<b>Performance measure</b>	
<b>Percentage of students who agree# that:</b>	<b>2018</b>
At my school, I can express my beliefs	67.6%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	79.2%
Religious Education at my school is interesting and engaging	46.7%
I see school staff practising the values and beliefs of my school	66.3%
My school looks for ways to improve	73.5%
Students at my school are encouraged to voice their concerns or complaints	64.2%
Teachers treat students fairly at my school	60.4%
Teachers recognise my efforts at school	72.9%
I feel safe at school	79.6%
My school helps me to respect the needs of others	81.2%
I am happy to be at my school	72.8%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	68.9%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.8%
Religious Education at this school is comprehensive and engaging	60.8%
I see school staff practising the values and beliefs of this school	64.9%
This school is well managed	45.8%
My concerns are taken seriously by the school	62.1%
This school is a safe place to work	76.8%
This school has an inclusive culture	69.5%
This school has a culture of striving for excellence	57.3%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	85.3%
Overall, I am happy with my decision to work at this school	87.2%

# '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

Aquinas College believes students achieve their best when family and College work in partnership. We appreciate the involvement of families:

- Supporting faith development at College and Parish through attendance and participation in such events as House Masses, Induction and Graduation Masses, Easter Liturgies, Mother's Day Liturgies etc
- Attending Parent/Teacher Information Evenings to discuss student progress
- Invitation attend information evenings – Year 7, Senior Schooling and specific topics of interest
- Actively participating in the Parents and Friends Association
- Providing feedback both formally and informally about how Aquinas can become even more effective
- Keeping in contact with the College regarding changes in family circumstances
- Reading and noting information received each fortnight in the College Newsletter
- Attending the many sporting and cultural events throughout the year

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. Aquinas is committed to *Laudato Si'* as a manifesto for change and takes its environmental responsibility seriously. Over the course of 2109, the College has undertaken an energy audit by an external consultant to review current products and appliances. In addition, human practices were also investigated. The College is also investigating solar panels and other energy reducing strategies that will be incorporated into the College Master Plan.

Environmental footprint indicators	
Years	Electricity kWh
2019	540967

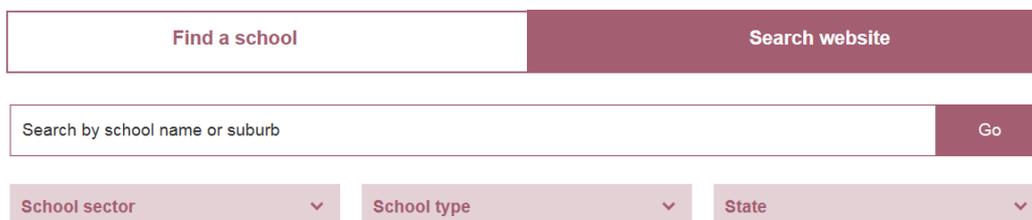
## School funding

### 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 our 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.



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



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

## Our staff profile

### Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	94	52
Full-time Equivalent	90.2	40.9

#### Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	26
Graduate diploma etc.**	40
Bachelor degree	28
Diploma	0
Certificate	0

\*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 2019 were \$173,094

The major professional development initiatives are as follows:

- Preparation for senior schooling
- Professional Learning and use of Mighty Mind resources
- Student Welfare and Behaviour Management
- Religious Identity – Mercy and Edmund Rice charisms

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

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

From the end of the previous school year, 89.7% of staff was retained by the school for the entire 2019.

## Performance of our students

### Student attendance

Description	%
The overall attendance rate* for the students at this school	86.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.6%

### Average attendance rate per year level

Year 7 attendance rate	89.9%	Year 10 attendance rate	85.5%
Year 8 attendance rate	90.2%	Year 11 attendance rate	83.4%
Year 9 attendance rate	86.5%	Year 12 attendance rate	83.9%

\*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 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

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

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	93.9%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Aquinas is keen to improve attendance in all areas and across all year levels. The College Leadership Team and Pastoral Leaders have undertaken specific strategies to improve attendance. In Semester One Principal's awards students who has 100% attendance were awarded a certificate. Parents receive attendance rates each term and all 'unexplained' absences are followed twice per term with parents. In addition, students with extremely poor attendance were monitored with close liaison with families by Pastoral Leaders and Assistant Principal: Welfare. The College has actively promoted the program of "Attendance Matters" and has attendance rates as one of it's major smart goals. Finally, classroom recording of student absence was tightened and families were discouraged to take holidays during school time.

## NAPLAN

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	549.8	546.0	573.5	580.4
Writing	504.6	513.2	554.1	548.9
Spelling	546.3	545.6	582.6	582.3
Grammar and punctuation	542.8	541.7	558.9	573.2

	Year 7		Year 9	
Numeracy	556.9	554.1	575.0	592.0

## Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	130
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	123
Number of students receiving an Overall Position (OP)	63
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	112
Number of students awarded a VET Certificate II or above.	97
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	36.6%
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.	98.1%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	94.9%

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

## Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	9	18	23	13	0

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

## Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	56	62	68

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

Students completed qualifications and part of SATs, TAFE@Schools Program and stand – alone courses delivered by the College and external providers.

In addition to the data provide in this outcome report, 66 Year 12 students graduated with a Diploma of Business.

## Student destinations

### Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 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 Gold Coast in general, experiences family movement into and out of the region. The majority of student movement is related to family re-location. The Gold Coast is also a very well-resourced community with a variety of targeted educational institutions. The majority of students leaving in Year 10 do so to attend the trade specific college – AITC. In addition, students are also drawn to the Academy of Medical Science. We also have students in their final year move directly into work.

The college staff works closely with all students and families to ensure students chose the correct path to suit their particular needs.