

**Assisi Catholic College,
UPPER COOMERA**

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

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. Classroom prayer practices have been a focus especially in relation to the College 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. The College is guided by the BCE Excellence in Learning and Teaching Initiative. Differentiated assessment and learning tasks were developed.

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

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

Goal	Progress
The College's Story is developed and promoted to ensure staff, students and parents grow in an understanding of the Franciscan Charism	Achieved
The development of prayer and worship practises for staff and students	Achieved
Establish processes and effective strategies to ensure learning and assessment tasks are differentiated	Achieved
Behaviour Support Program P-12: Right to Learn, Right to Teach- The school community focuses on wellbeing for each student to provide a safe, nurturing and academically challenging environment.	Achieved
Growing the engagement, progress and achievement of each student in literacy, with a focus on reading and writing.	Not Achieved
Growing the engagement, progress and achievement of each student in numeracy.	Achieved

Future outlook

The explicit improvement agenda for 2020 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, conducting a Franciscan Pilgrimage, initiating Family Team masses and Team Saint days plus development of Year 12 Spirituality group. Continued focus on the prayer life of the College will continue.

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.

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 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

Coeducational or single sex: Coeducational

Year levels offered in 2019: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	1385	700	685	18

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

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 Year 4 – 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

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, self-determined 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.

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. The College has converted all lighting to LED lighting. Expansion of our already large solar capacity (100kw) is expected to reach 300kw.

Environmental footprint indicators	
Years	Electricity kWh
2019	358046

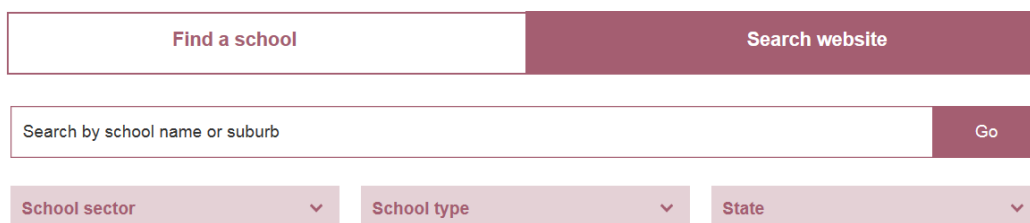
School funding

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	101	60
Full-time Equivalent	94.8	46.2

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	20
Graduate diploma etc.**	1
Bachelor degree	77
Diploma	2
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 \$330,000

The major professional development initiatives are as follows:

- Excellence in Learning and Teaching
- Staff induction into the Franciscan charism
- School Learning Growth Targets

- Numeracy

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	94.9%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% 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	89.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.2%

Average attendance rate per year level			
Prep attendance rate	92.9%	Year 7 attendance rate	89.9%
Year 1 attendance rate	93.0%	Year 8 attendance rate	88.1%
Year 2 attendance rate	92.2%	Year 9 attendance rate	87.1%
Year 3 attendance rate	91.8%	Year 10 attendance rate	88.2%
Year 4 attendance rate	90.6%	Year 11 attendance rate	89.5%
Year 5 attendance rate	91.6%	Year 12 attendance rate	85.8%
Year 6 attendance rate	89.5%		

*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 Prep-6 was 91.9% and 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	94.6%

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

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.

No attendance and school refusal are 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

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	437.4	432.3	538.1	506.0
Writing	410.9	423.1	474.6	473.9
Spelling	397.8	418.7	507.7	500.7
Grammar and punctuation	438.0	439.8	527.1	499.1
Numeracy	405.8	408.1	495.0	495.8

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	547.3	546.0	597.6	580.4
Writing	504.8	513.2	556.0	548.9
Spelling	544.0	545.6	601.8	582.3
Grammar and punctuation	540.0	541.7	585.4	573.2
Numeracy	546.6	554.1	590.4	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	92
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88
Number of students receiving an Overall Position (OP)	52
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	58
Number of students awarded a VET Certificate II or above.	63
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	44
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.	96.7%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	98.1%

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	3	18	23	8	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	11	21	42

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

The College offers vocational courses in Hospitality, Construction, Fitness, Tourism, Childcare and 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 College has a low percentage of students leaving the College. Most students leaving are moving interstate or intrastate. Students who leave for work/ study are given extensive vocational assistance.