



**Aquinas College, ASHMORE**

# Annual Report 2020

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



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Catholic  
Education**

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# Contact information

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<b>Contact person</b>	Peter Hurley — Principal

## Principal's foreword

The 2020 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.

Aquinas College is the oldest co-educational Catholic College on the Gold Coast. Founded in 1964 by the Christian Brothers as a boy's school, it later became co-educational when girls attended with the closing of the Mercy convent – Star of the Sea. Since that time, Aquinas has grown to become a dynamic and contemporary community of learners.

We continue to undertake a variety of strategies that not only build on strong foundations in Teaching and Learning but also launch Aquinas into a new and vibrant future. In 2020 we continued to focus on our academic, pastoral and religious dimensions. These 'pillars' form the basis of our Strategic Plan 2019 – 2021 and our 2020 Action Plan.

2020 saw the commencement of our Master Plan. Construction of Stage One began late in 2019 and was completed by the end of 2020. It involved a new administration area, staff workspaces, SAO, Business area and a wider entry to the College.

Over the past few years, we have used a theme to draw attention to particular aspects. In the past we have used the theme of Head, Heart and Hands. In 2020 explored the theme of "Walk in another's shoes". Through assemblies, liturgies and our Pastoral Program, we unpacked the theme. Concepts such as empathy, compassion, cultural and social awareness, stereotypes and social justice issues were investigated over the course of the year.

In addition, the College continued our involvement with the BCE initiative for Excellent Teaching and Learning and our College Leadership will endeavour to drive pedagogical change and enact our Vision for Learning.

### School progress towards its goals in 2020

2020 proved to be a challenging year with COVID 19 impacting on Teaching and Learning. The staff and students were engaged in Alternative Educational Program for several weeks during Term 2 with Yr 12 students having a modified assessment program.

The College Leadership Team identified the following points below prior to the restrictions and were committed to maintaining a positive and productive way forward. A number of goals were undertaken during 2020 and will continue throughout 2021.

Students responded positively with improvements in NAPLAN literacy and achieved well in the first ATAR results.

- Commence Program Review and Report Process - Improvement Agenda as outlined in BCEO Documents.

- Enhance understanding of Recontextualisation 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
- Use Professional Learning groups 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.
- 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 restorative practices for student reflection and re-entry into the classroom after a Behaviour Support Room referral. Additional focus on online referrals.

### Future outlook

During 2021 the following areas were identified as a continued focus:

- Embedding a contemporary catholic perspective in all learning areas as well as staff and student wellbeing processes and procedures.
- Improving student performance though the explicit use of student data, High Yield Strategies and Effective and Expected practices.
- Strengthen policy and processes to continue to grow in areas of student attendance, enrolment and financial sustainability.

## 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 2020:** Secondary

#### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	912	472	440	7

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

Aquinas College Gold Coast opened its doors with 136 boys administered by the Christian Brothers. Today, as a coeducational College, 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 supporting and integrating over 60 students with disabilities. All students are supported through a comprehensive Pastoral Care system where they are known and nurtured.

## Curriculum implementation

### Curriculum overview

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. 2020 saw the extension and expansion 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 can complete a range of General and Applied 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.

### Extra-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.

### Parent, student and staff satisfaction

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

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	89%	96%
School staff demonstrate the school's Catholic Christian values	85%	93%
Teachers at this school have high expectations for my child	89%	90%
Staff at this school care about my child	90%	92%
I can talk to my child's teachers about my concerns	85%	92%
Teachers at this school encourage me to take an active role in my child's education	70%	81%
My child feels safe at this school	87%	93%
The facilities at this school support my child's educational needs	NA	91%
This school looks for ways to improve	83%	91%
I am happy my child is at this school	80%	88%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	57%	65%
I enjoy learning at my school	73%	81%
Teachers expect me to work to the best of my ability in all my learning	84%	94%
Feedback from my teacher helps me learn	93%	91%
Teachers treat students fairly at my school	60%	72%
If I was unhappy about something at school I would talk to a school leader or teacher about it	64%	55%
I feel safe at school	80%	83%
I am happy to be at my school	73%	75%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	69%	79%
School staff demonstrate this school's Catholic Christian values	65%	82%
This school acts on staff feedback	62%	49%
This school looks for ways to improve	57%	81%
I am recognised for my efforts at work	59%	59%
In general, students at this school respect staff members	49%	77%
This school makes student protection everyone's responsibility	89%	93%
I enjoy working at this school	81%	93%

### 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

Aquinas is committed to Laudato Si as a manifesto for change and takes its environmental responsibility seriously. Over the course of 2020, 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.

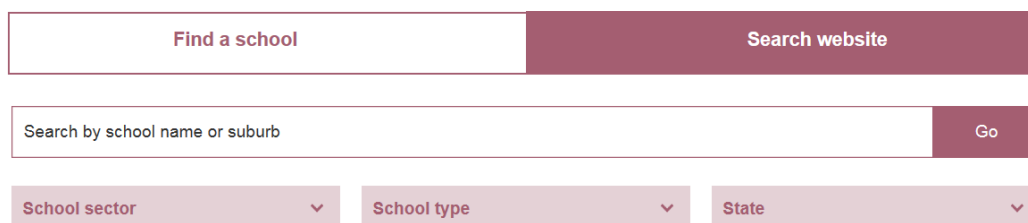
## School funding

### 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.



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	89	52
Full-time Equivalents	86.1	39.5

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	28
Graduate diploma etc.**	46
Bachelor degree	15
Diploma	0
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 are as follows:

- Exploration of Christian Brothers/Edmund Rice Charism
- Building capacity with Office 365 applications and usage
- Increased use of TEAMS during COVID lockdown
- Implementation of PB4L programs and processes

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.6%

### 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 2020.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	90.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.0%

Average attendance rate per year level			
Year 7 attendance rate	92.0%	Year 10 attendance rate	90.1%
Year 8 attendance rate	89.9%	Year 11 attendance rate	89.8%
Year 9 attendance rate	90.8%	Year 12 attendance rate	87.6%

\*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 (2020) student cohort	97.4%

### 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 the annual goals. Finally, classroom recording of student absence was tightened and families were discouraged to take holidays during school time.



## 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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a dark background and white text.

### 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	2020
Number of students receiving a Senior Statement	16
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	137
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).	41
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	138
Number of students awarded a VET Certificate II or above.	130
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	98.6%
Number of students receiving an ATAR	78
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	92%

As at March 2020. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2021. 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 Gold Coast in general, experiences family movement into and out of the region. The majority of student movement across the school 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 choose the correct path to suit their particular needs.