



**Brisbane
Catholic
Education**

teaching • challenging • transforming

ANNUAL SCHOOL REPORTING – 2014

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name Aquinas College

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Principal's Foreword

Introduction

Aquinas College is a welcoming community enthused by the teachings of Jesus Christ, where academic excellence is valued and students are nurtured to create a future of hope. The goal of Aquinas College is to educate young people to live the Gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world. Aquinas College is dedicated to promoting the love of learning and its value as a lifelong process, recognizing each student as unique and developing pathways to suit each individual. Aquinas College is committed to developing the whole person, caring for its community members and providing spiritual and faith development experiences. 2014 marked the 50th Year of Aquinas College. This important anniversary gives Aquinas College the opportunity to reflect, acknowledge and appreciate the past and rich history that makes Aquinas College a great school. Aquinas College offers a learning environment which is safe & happy therefore promoting the opportunity for students to excel in all aspects of school like – academic, social, spiritual, sporting and cultural.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total student enrolments for this school 1044

Total Enrolment 1044 Girls 509 Boys 535

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 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. 2014 has seen the College grow to 1000 students. Much of the richness students bring to Aquinas is a product of their homes and the very real quality of students that is so evident at Aquinas is due in no small measure to the good students here and to their loving families. As Aquinas College farewells its Golden Jubilee we look forward to the future, it is with excitement and confidence that we look forward to welcoming both Year 8 and Year 7 students in 2015. The learning community of Aquinas College is animated by a spirit of freedom, love and mercy, wherein each student is able to experience respect, self-worth and unconditional acceptance.

Our distinctive curriculum offerings

Aquinas College aims to develop the talents, skills and attributes of all students. Year 8 is an introduction to secondary school. The curriculum offered in Year 8 welcomes students to the whole range of learning faculties. Students 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 9 students choose a number of electives to compliment their core study subjects. Year 10 students choose from a wider number of electives. Students in Years 11 and 12 study 6 senior subjects including Study of Religion or Religion & Ethics, English, and Mathematics for at least one semester.

Aquinas College offers a wide range of subjects that cater for students, varying interests and abilities. The performing Arts Precinct promoted creative studies in Visual Art, Music Extension, Dance, Drama, Film/Television and New Media, with specialist rooms and laboratories for all these subjects. Hospitality studies is popular throughout all year levels. Business studies is well supported in the senior years through Accounting, Business Organization and Managements, Business Communications and technology and stand-alone studies in Certificate II in Tourism and Certificate II in Business. The spiritual dimension of Aquinas College is enhanced through the academic pursuit of Study of Religion or Religion and Ethics. Rugby League and Netball classes of Excellence in Years 8-10 have also added an even greater variety to the Aquinas College Physical Education Program.

Extra curricula 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. The Performing Arts namely Drama, Music, Dance and Visual Arts, Public Speaking, Debating, Sport and Community Service are an integral part of a student's life at Aquinas. The fine reputation of Aquinas College in these areas is highly regarded. Students are encouraged to become active participants in the many opportunities available. Such activities include: Social Justice Groups (St Vincent's De Paul, Rosies); Social Activities - Pastoral days eg Edmund Rice Olympics, Chisholm Chant, Romero Triathlon, and McAuley Masterminds; Cultural Activities - Concert band, Choir, On the Edge Visual Art Show, Dance Eisteddfod; Interschool Debating, Science, English, Mathematics and Computer Competitions. Aquinas College offers a wide range of sporting activities. Competitive inter-school sport teams at Aquinas College include swimming, athletics, cross country, rugby league, netball, touch football, baseball, AFL, basketball, Kokoda and Equestrian.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are critical in assisting student learning. At Aquinas College student learning is assisted by ICT in the following ways:

- # Communication, collaboration, information research and interactivity.
- # Presenting information in an electronic format.
- # Allowing students to present work more professionally.
- # International collaboration and communication.
- # preparing students for the real world.
- # Processing data
- # The use of Industry standard tools.
- # Using professional architecture software and creating original arrangements.
- # Digitalizing and manipulating visual graphics and multimedia resources.
- # Developing instrumental and promotional video presentation.

A focus on ethics and information discernment is a priority at all levels in the College. This is in response to research that indicates that with the move to 'digital media' a different approach needs to be taken to ensure students reap the full benefit of this information rich resource in an ethical, respectful and moral manner.

Social climate inclusive of pastoral care and our response to bullying

Aquinas College maintains a safe and happy learning community. The social climate of the College has its basis in our Mission Statement which calls for nurturing self-esteem by promoting respect for each person's uniqueness, dignity and worth in a community that promotes spiritual, emotional, cultural and intellectual assistance to each of its members. 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. Groups of VPC classes form a House Group (Chisholm, Edmund Rice, McAuley, Romero) under the care of the Head of House who oversees the care of the students in that House. Pastoral care lessons cover such topics as study skills, goal setting, friendships, personal development, cyber-bullying, camp preparation, career education, driver education, healthy habits, lifestyle and relationships. The College operates a distinctive anti-bullying and cyber-bullying policy which is explained to students upon enrolment and reinforced throughout their time at the College. Students strive for excellence in a happy, safe, inclusive learning environment.

Parent, student and teacher satisfaction with the school

Parents continue to display high levels of confidence in the College. New families to the College speak about the excellent reputation of the College and report choosing the College for their child's education based on the recommendation of family and friends. Student satisfaction is very high. On exit from the College Year 12 students speak of the Aquinas spirit being supportive, passion, emotion, comradeship, fun and faith. Students also speak of being challenged in their learning and well prepared for the next stage of their journey. Students also have opportunities through the Student Representative Council to have their views heard and the feedback received is very positive. During this 50th Anniversary year the college has hosted many celebratory events. The comments received by the past & present community demonstrates the gratitude & appreciation of those who have been associated with the College over the past 50 years.

Parent involvement in their child's education

Aquinas College believes students achieve best when family and College work closely together. 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
- # Actively participating in the Parents and Friends association
- # Volunteering to assist in the College Library
- # 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

Staff Profile

| Workforce Composition | Teaching Staff | Non-teaching Staff |
|-----------------------|----------------|--------------------|
| Headcounts | 77 | 32 |
| Full-time equivalents | 77 | 32 |
| Indigenous | 0 | |

Qualifications of all teachers

| Highest level of attainment | Percentage of teachers and leaders at the school attaining this level |
|-----------------------------------|---|
| Doctorate | 0% |
| Masters | 23% |
| Post Graduate Diploma/Certificate | 41% |
| Bachelors Degree | 34% |
| Diploma/Certificate | 2% |

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was \$ 37669.76

The major professional development initiatives were as follows

- # Using technology to engage students and enhance learning.
- # Child protection training
- # National Australian Curriculum requirements.
- # The Religious Life of the College and Teaching Religious Education.
- # Eminerva, Dynamics, Oliver – school and administrative databases.
- #QTAC Seminars #QSA conferences #VET seminars #Digital School Conference
- #Generation Next #APA/DP conference #Twilight seminars
- #HOH Planning days #PD days held at the start of the year

School Income by Funding Source

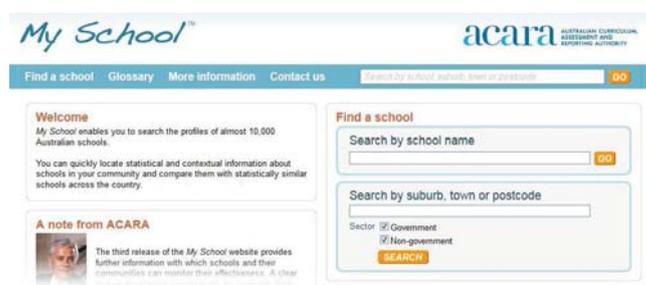
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school 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.

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.06 % in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 96 % of staff were retained by the school for the 2014 year.

Key Student Outcomes

| | | |
|------------------------------|----|---|
| Whole School Attendance Rate | 91 | % |
|------------------------------|----|---|

| | | | | | |
|------------------------|-----|---|-------------------------|----|---|
| Prep Attendance Rate | N/A | | Year 7 Attendance Rate | 93 | % |
| Year 1 Attendance Rate | NA | % | Year 8 Attendance Rate | 90 | % |
| Year 2 Attendance Rate | NA | % | Year 9 Attendance Rate | 91 | % |
| Year 3 Attendance Rate | NA | % | Year 10 Attendance Rate | 91 | % |
| Year 4 Attendance Rate | NA | % | Year 11 Attendance Rate | 91 | % |
| Year 5 Attendance Rate | NA | % | Year 12 Attendance Rate | 89 | % |
| Year 6 Attendance Rate | NA | % | | | |

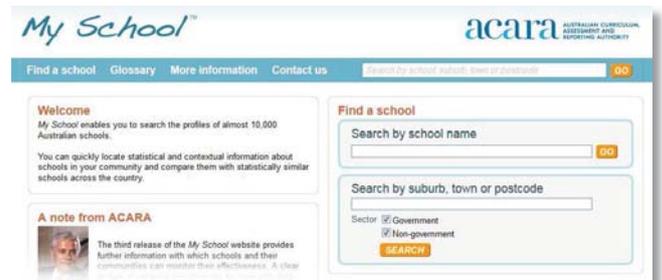
Policy and practice to manage student attendance

Regular attendance at school is essential if students are to maximise their potential. Aquinas College in partnership with parents and guardians are responsible for promoting the regular attendance of students. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children from College promptly and taking measures to resolve attendance issues involving their children. College staff, as part of their duty of care, monitor, part or whole day absences. they maintain accurate records of student attendance, follow-up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues if they occur and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The Principal or delegate may grant permission for late arrival at school or early departure from school, only in individual cases, on written request from parents/guardians. Students are required to attend school regularly and punctually.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



To access our NAPLAN results, 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.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

| | |
|---|------|
| Year 12 student enrolment as a percentage of the Year 10 (2012) student cohort. | 86 % |
|---|------|

Outcomes for our Year 12 cohort of 2014

(Data are available to schools from the QSA secure website using your existing security code)

| | |
|---|------|
| Number of students receiving a Senior Education Profile. | 171 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 1 |
| Number of students receiving an Overall Position (OP). | 121 |
| Number of students who are completing or completed a school based Apprenticeship or Traineeship. | 32 |
| Number of students awarded one or more Vocational Educational Training qualifications. | 115 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12. | 150 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. | 66 % |
| 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. | 94 % |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer. | 92 % |

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

| OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
|--------|---------|----------|----------|----------|
| 10 | 33 | 37 | 36 | 5 |

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

| Certificate I | Certificate II | Certificate III or above |
|---------------|----------------|--------------------------|
| 84 | 29 | 41 |

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.