



Aquinas College, Ashmore

# 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 Aquinas College is a welcoming community enthused by the teachings of Jesus Christ where academic excellence is valued and students are nurtured and empowered to create a future of hope. In living our vision we are inspired by: Edmund Rice - The academic excellence exemplified by Thomas Aquinas - The mercy and justice witnessed by Catherine McAuley - The faith and courage of Edmund Rice - The proactive service embodied in the life of Caroline Chisholm - The compassion of Oscar Romero

### Mission

Mission Statement Community We value: - A community where there is a love of God, of life and of learning - A welcoming community where we can feel safe, learn and be treated with respect - The life and dignity of each person - Relationships which foster life long learning Learning We value: - A process of constant curriculum renewal - A curriculum which offers a dynamic, challenging, rich and diverse range of learning experiences - The learning which encourages stewardship of our environment.

### Values

Students should - Learn - feel safe - respect and care

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

### School progress towards its goals in 2018

Over the course of 2018, the College moved in a positive direction regarding both our specific goals and continual improvement. The committee tasked with the College Icon made some progress towards crystalizing the themes and processes. It will continue to a conclusion during 2019. Staff engagement with student management processes outlined in PB4L was undertaken for Pastoral Leaders and some teaching staff. It will also continue throughout 2019.

In addition, the College worked closely with Might Minds to develop a College-wide program to incorporate Cognitive Verbs and Common Curriculum Elements to particular year groups. Professional Learning groups continued as did High Yield strategies.

## **Strong Catholic identity**

1. Process to begin creation of College Icon

## **Building a sustainable future**

1. Whole school improvement tier 1 PB4L

## **Future outlook**

The explicit improvement agenda for 2019 will focus on gaining improvements in:

### **Strong Catholic Identity**

- Review Retreat Structures across the entire College
- Provide opportunities for staff formation
- Implement high quality and appropriate approach to RSE
- Identify opportunities for students to engage in Social Justice and Outreach
- Develop and complete College Icon

### **Excellent Learning and Teaching**

- Improvement in Literacy with a focus on SMART goal
- Improve teacher use of student data
- Expand and refine the process for High Yield Strategies such as Learning Walks and Talks, Review and Response and Learning Intentions and Success Criteria
- Continue to use Professional Learning Communities (PLC) for collaboration
- Building capacity in the new QCE system
- Build teacher expectations and accountability

### **Building a Sustainable Future**

- Re-establish processes for Responsible Behaviour Classroom
- Investigate Student Leadership and recycling projects within the College
- Investigate and implement Positive Behaviour for Learning (PB4L)
- Engage and monitor professional learning for staff

## 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 2018:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
<b>2018</b>	1045	528	517	15

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

### 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. Aquinas is an inclusive college support and integrating over 50 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.
- 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. So 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

Performance measure	
Percentage of parents/carers who agree# that:	2018
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

Performance measure	
Percentage of students who agree# that:	2018
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 <sup>#</sup> 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 %

<sup>#</sup> '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

## 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 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

Sector:

Government

Non-government

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	100	47
Full-time Equivalents	94.5	37.7

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	30
Graduate Diploma etc.**	30
Bachelor degree	38
Diploma	2
Certificate	

\*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 \$176951

The major professional development initiatives are as follows:

- Pastoral Welfare and Behaviour Management – PB4L
- Preparation for Senior Schooling Reform – QCE
- Professional Learning and use of Mighty Minds resources

## 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, 94.4% 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).	86.8 %

\*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 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	90.9 %	87.6 %	87.3 %	85.0 %	85.2 %	84.7 %

\*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

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 Term One students who has 100% attendance were awarded a certificate and in Term Three a challenge was initiated between home groups. In addition, students with extremely poor attendance were monitored

with close liaison with families. Classroom recording of student absence was tightened. Families were discouraged to take holidays during school time.

## NAPLAN

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	539.3	541.5	579.1	583.8
Writing	491.0	505.3	532.9	542.3
Spelling	548.6	545.2	582.0	583.3
Grammar & Punctuation	539.9	543.9	573.3	580.1
Numeracy	541.9	548.2	578.4	595.6

## Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	185
Number of students awarded a Queensland Certificate of Individual Achievement.	2
Number of students receiving an Overall Position (OP)	71
Percentage of Indigenous students receiving an Overall Position (OP)	60%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	100
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	174
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	77.5%
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.	97.3%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95.4%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	10	19	26	15	1

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)			
Years	Certificate I	Certificate II	Certificate III or above
2018	52	83	104

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

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

In addition to the data provided in this outcome report, 63 Year 12 students graduated with a 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.	85.0 %

\* 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.

At the time of publishing this School Annual Report, the results of the 2018 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.