



AQUINAS

Aquinas College

School Performance Data 2017

A Catholic School for Boys in the Edmund Rice Tradition

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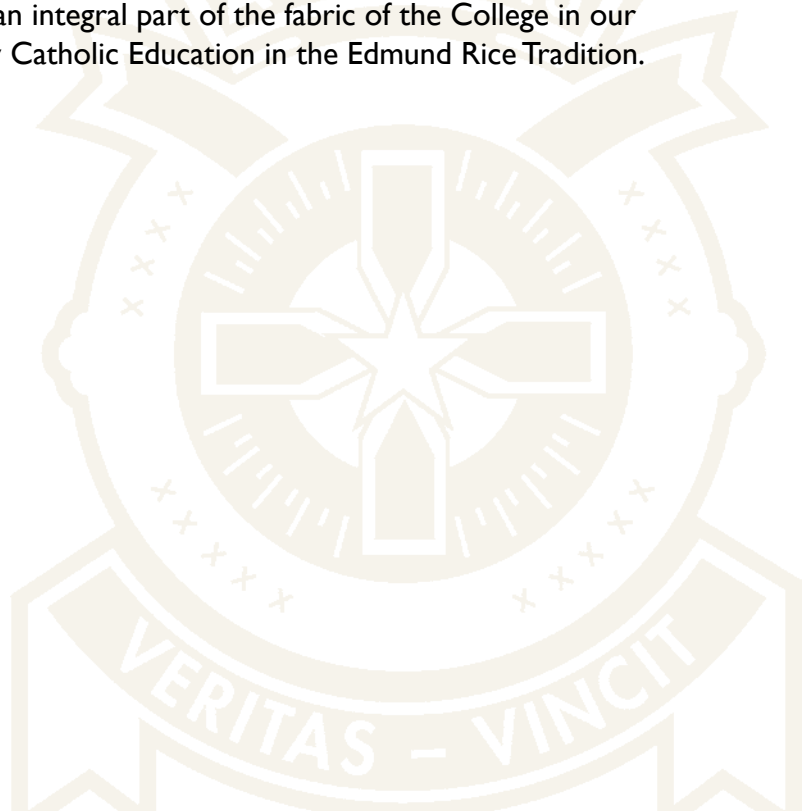
Aquinas College School Performance Data 2017

The Australian Government requires schools to publish the following information, which pertains to the 2017 school year::

1. Contextual Information:

Aquinas College educates generations of young men within a Catholic framework, encouraging honesty, truth, integrity, justice and responsibility. The College motto is Veritas Vincit, meaning truth conquers, a touchstone for all in our community to seek the truth as a way of life. The College continues its association with the Christian Brothers through Edmund Rice Education Australia and offers a Catholic Education in the Edmund Rice Tradition. Aquinas offers boys the opportunity for a sound academic education in a caring, and stimulating environment. The College accepts day students from Kindergarten, Pre-Primary, Year 1 and from Year 4 to 12 while boarding is available for students in Years 7 to 12. At the College there is a focus on boys developing into good men, to take their place in our society and contribute to make a difference in the lives of others. It is not what they become but who they become that is important to the College. A partnership with parents, school and community is central to boys making a successful transition into their manhood. The College is a member of the Public Schools Association (PSA) which conducts weekly sport fixtures and carnivals. Our vision is to provide service through Catholic education to boys, and we endeavour to live an authentic Christian life, which is based on the core values and beliefs of faith, justice, service, respect and excellence.

The College is set on 56 hectares of river front land bound by the Canning River. It has state of the art facilities for its spiritual, academic, cultural, service and sporting programs. The College offers a holistic curriculum which caters for the needs of most students. It is the largest boarding school in the state and caters for 216 students from country Western Australia including indigenous and overseas. Our boarders are an integral part of the fabric of the College in our endeavour to provide quality Catholic Education in the Edmund Rice Tradition.



Aquinas College School Performance Data 2017

2. Teacher Standards and Qualifications

Teacher Qualifications

Qualifications

| | |
|-----------------------------|-------|
| Doctorate..... | 2 |
| Masters..... | 33 |
| Bachelor Degree (Hons)..... | 14 |
| Bachelor Degree..... | 88 |
| | <hr/> |
| | 137 |
| | <hr/> |

3. Workforce Composition

| | |
|---|-----|
| Teaching staff..... | 137 |
| Full-time equivalent teaching staff..... | 117 |
| Non-teaching staff | 162 |
| Full-time equivalent non-teaching staff | 75 |

Staff Attendance 2017

| | |
|---|-----|
| Teachers Employed during the year | 137 |
| Male | 106 |
| Female | 31 |
| Indigenous | 0 |

Staff Retention 2017

| | |
|----------------------|-----------|
| Staff retention rate | <hr/> 95% |
|----------------------|-----------|

4. Student Attendance Rate

| Year Level | % Attendance |
|------------------|--------------|
| K | 93 |
| PP..... | 86 |
| Year 1..... | 90 |
| Year 2..... | 95 |
| Year 3..... | 93 |
| Year 4..... | 95 |
| Year 5..... | 94 |
| Year 6..... | 92 |
| Year 7..... | 94 |
| Year 8..... | 94 |
| Year 9..... | 93 |
| Year 10 | 91 |
| Year 11 | 95 |
| Year 12 | 89 |
| Whole School: | <hr/> 92% |

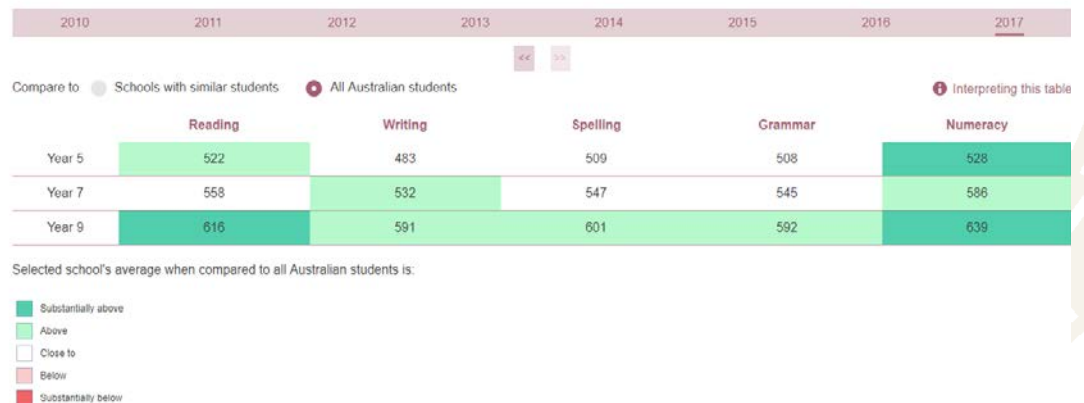
School Absentee System

Student attendance at the College is strictly monitored on a daily basis throughout the school terms. The College's pastoral care processes ensure timely contact and appropriate follow-up with students and parents/ guardians regarding school absences by both administrative and relevant teaching staff (i.e. Tutor teachers and classroom teachers). School student policies also clearly outline the College's expectations regarding attendance, the processes of dealing with non-attendance and the consequences of non-attendance in relation to assessment and identifying students at risk.

5. NAPLAN 2017 Information

The National Assessment Programme – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment of all students in all Australian States and Territories for Year 3, 5, 7 and 9. The data from these tests gives us the ability to compare our students' achievement against national standards and with student achievement in Western Australia as well as in other States. Aquinas College has Year 5, 7 and 9 students. Their results follow:

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.



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6. Parent, Student & Teacher Satisfaction

In 2017 Aquinas College conducted surveys of all parents. The results indicated various areas of strengths and highlighted areas for ongoing focus.

How Well the School has performed in Selected Areas (%)

(Does not include "I don't know" responses)

| Areas (ranked from highest to lowest on the Good or Very Good ratings) | Rating of Good or Very Good | Average | Rating of Poor or Very Poor |
|---|-----------------------------|---------|-----------------------------|
| The College's contribution to the faith/spiritual development of our students | 85 | 10 | 2 |
| The development of Christian values | 84 | 10 | 2 |
| The effectiveness of communication between school and parents | 76 | 15 | 7 |
| The standard of dress of our students | 74 | 17 | 8 |
| The happiness of our students | 74 | 18 | 4 |
| The effectiveness of pastoral care given to our students | 73 | 15 | 4 |
| The College reports on your son's performance | 71 | 18 | 5 |
| The development of self-confidence/esteem in our students | 70 | 21 | 6 |
| The standard of discipline and behaviour of our students | 69 | 19 | 10 |
| The suitable levels of homework | 68 | 23 | 5 |
| The extent to which students are taught responsibility for their own learning | 67 | 24 | 5 |
| Aquinas College's stance in the community as an advocate for a just society | 66 | 11 | 4 |
| The overall the performance of the school | 65 | 24 | 6 |
| The extent to which academic excellence is encouraged | 63 | 25 | 9 |
| The standard and quality of teaching practices | 61 | 29 | 5 |
| The academic standards achieved by Aquinas College students | 58 | 30 | 6 |
| The extent to which students develop an appreciation of the Arts | 52 | 27 | 7 |
| The careers advice and guidance | 36 | 15 | 9 |
| The College examination results in Year 12 | 30 | 23 | 9 |

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7. School Income

School income as broken down by funding source will be calculated by the Federal Government, and placed on the ACARA website link, Myschool: <https://www.myschool.edu.au/school/48916/finances>

8. Senior Secondary Outcomes

Year 2017 class profile

| | |
|---|-------------|
| Enrolled students..... | 175 |
| Achieved WACE..... | 171 (98.3%) |
| ATAR Students – 4+ ATAR Courses | 125 (72.3%) |
| Achieved I+ Qualification at Cert II or Higher..... | 50 (28.7%) |
| Access Students | 26 (14.9%) |
| General Pathway Students..... | 24 (13.8%) |

Year 12 Certificate Achievement (AQF) Data

The table below highlights the growth and success rate of Australian Qualifications Framework (AQF) Certificates I - IV achieved by the Aquinas College Year 12 student cohort. In 2017, there was increased participation in the study of VET certificate courses. There were 155 completed certificates during the 2017 academic year, up from 90 certificates in 2016. All students had completed all of the required competencies to gain certification.

| Stand Alone | Completion of Certificates awarded (Number enrolled) |
|---|---|
| Cert IV - Business | 100% (26) |
| Cert II - Sport and Recreation (Yr 11 students) | 100% (39) |
| Cert II – Screen & Media | 100% (2) |
| Cert III – Education Support | 100% (1) |
| Cert II – Maritime Operations | 100% (1) |
| Cert II - Engineering | 100% (1) |
| Cert II – Automotive Vocational Preparation | 100% (1) |
| Embedded VET Courses (on-campus) | |
| Cert II – Skills for Work @ Vocational Pathways | 100% (43) |
| Cert II -Information Digital Media & Technology | 100% (9) |
| Cert II - Outdoor Recreation | 100% (14) |
| Cert II - Horticulture | 100% (11) |

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Aquinas College WACE Performance Data

| | 2017 | 2016 | 2015 | 2014 | 2013 | 2012 | 2011 | 2010 |
|-----------------------------|------|------|-------|------|------|------|------|------|
| Top Third State Tricile | 30 | 37 | 42 | 44 | 40.5 | 32 | 55.8 | 50.9 |
| Mid Third State Tricile | 45 | 41 | 38 | 35 | 43.1 | 43 | 37.2 | 40.3 |
| Bottom Third State Tricile | 25 | 22 | 20 | 21 | 16.4 | 25 | 6.9 | 8.8 |
| WACE mark 75% and above (%) | 28 | n/a | 12.2% | 16.7 | 11.5 | 7.6 | 22.6 | 15.3 |
| WACE Graduation (%) | 98.3 | 99.5 | 98.2% | 99.2 | 100 | 100 | 100 | 100 |

9. Post School Destinations 2017

Aquinas College WACE Performance Data

| | |
|--|--------------|
| Curtin University | 51 |
| UWA | 19 |
| Murdoch | 11 |
| ECU | 1 |
| Notre Dame | 14 |
| Deferred University | 14 |
| Notre Dame Tertiary Pathway Program | 2(tbc) |
| Curtin Uni Ready | 2 |
| TAFE | 5(tbc) |
| Monash University | 2 |
| University of Melbourne | 3 |
| Deakin University | 1 |
| La Trobe University | 1 |
| University of Sydney | 1 |
| UNSW | 1 |
| Australian National University | 3 |
| Full Time Employment | 11 |
| Multiple Jobs (Part-Time & Casual) | 20 |
| Apprenticeships | 13 |
| Traineeship (Horticulture) | 2 |
| Return to Family Farm | 3 |
| Defence Forces | 2 |
| Gap Year Programs | 1 |
| Travelling Overseas | 4 |
| Professional AFL Footballer(Eagles Dev. Squad) | 1 |
| Returned to Carnarvon(Labour Work) | 1 |
| WAAPA(Cert. Musical Theatre) | 1 |
| | 176 students |

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2018 UNIVERSITY APPLICATION STATISTICS

AQUINAS COLLEGE - 1107

Statistics extracted on 05 February 2018

| | |
|---|-------|
| Number of students with an ATAR who applied | 115 |
| Median ATAR of the students who applied | 81.80 |

| | Curtin | BCU | Murdoch | UWA | Total |
|--|--------|-----|---------|-----|-------|
| Number of students with a 1 st preference (includes students without an ATAR) | 81 | 5 | 12 | 34 | 132 |
| Number of students offered their 1 st preference | 52 | 3 | 7 | 21 | 83 |
| Number of students offered any of their preferences | 74 | 4 | 12 | 27 | 117 |
| Number of students who have enrolled | 51 | 1 | 11 | 19 | 82 |
| Number of students who have deferred | 11 | 0 | 0 | 3 | 14 |

10. Annual School Improvement

In 2017 progress towards our Annual School Improvement Plan are listed below

| | |
|---------------------------|--|
| Strategic Development | <ul style="list-style-type: none"> Community audit of College culture completed and 2020 strategic plan established. |
| Catholic Identity | <ul style="list-style-type: none"> Establish Divinity Program incorporating current and new religious and pastoral practices. Development of daily programme of prayer |
| Teaching and Learning | <ul style="list-style-type: none"> Independent review of Teaching and Learning in Years 6 to 9 completed. Learning committee established implementation of best practice standards. Wellbeing staff committee established |
| Creation of three schools | <ul style="list-style-type: none"> Three schools model has been implemented. House councils established and developing House culture. |
| Student Formation | <ul style="list-style-type: none"> Veritas Program is being implemented which promotes prayer, character, leadership, and skills in the areas of Study, Thinking, Wellbeing, Intrapersonal Development, Interpersonal Development, Management and Organisation New student leadership programs in three schools Introduction of new College Awards to include more facets of College life. |
| Academic | <ul style="list-style-type: none"> Restructure of Middle School curriculum to include greater structure to lessons, assessment, homework, reporting and student metacognition. Introduction of new student planners to replace diary. Restructure of year 11 and 12 curriculum and assessment. Introduction of an academic tracking programme across three schools. Appointment of Head of Learning Technologies. |

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| | |
|---------------------|--|
| Arts | <ul style="list-style-type: none">• Appointment of Head of Arts.• Establish a musical instrumental program in Year 4. |
| Capital Development | <ul style="list-style-type: none">• Plan for new senior school and House offices.• Plan for new staff common room.• Creation of Chapel courtyard for Year 7. |
| Community | <ul style="list-style-type: none">• Establish Legacy programme for recognising the profiles of Old Boys.• Creation of communications policy. |

