Melbourne Archdiocese Catholic Schools

2025

Annual Report to the School Community

Aquinas College

46 Great Ryrie Street, RINGWOOD 3134
Principal: David Broadbent
Web: www.aquinas.vic.edu.au
Registration: 1608, E Number: E1223

Principal's Attestation

I, David Broadbent, attest that Aquinas College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2026

About this report

Aquinas College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the My School website.

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision:
Inspired by Gospel values and mindful of our Catholic identity, our Vision is to ignite the fire of learning and shine as a beacon of excellence, hope and love in the world. 'Illuminare et Ardere'

Mission:
Our Mission is to promote quality education while developing an awareness of God in our lives, the value and connectedness of all human relationships, a sense of justice, a hopeful spirit and a love of learning.

We proclaim this Mission at Aquinas College by embracing six Core Values:

Spirituality: we nurture a connectedness to God and a Catholic faith that is informed by scripture, tradition and the regional parish communities.
Belonging: mindful of our diverse local and global community; we are culturally inclusive and respect the dignity of each individual.
Perseverance: we are challenged to continually strive for excellence in all aspects of our learning.
Compassion: we promote the service of others through education and experiences that are based on kindness and generosity informed by Catholic Social Teaching.
Stewardship: we encourage our community to respond to the need for sustainability in our contemporary world in the light of the Gospel and its call to action.
Justice: we promote opportunity and equity through awareness and support of the United Nations Declaration of Human Rights. Each Core Value is assigned to a Year level and a deep understanding of that value is explored.

On graduation, an Aquinas student will share an appreciation of each Core value as they will have been embedded via the curriculum and as part of daily life, providing a focus to embrace our potential and further understand our opportunities, both personally and as a community, to "light up and be on fire".

College Overview

Aquinas College commenced 2025 with an enrolment of 1701 students. On top of this number are 26 students from our long-standing partnership with St Mary's College for the Deaf. Our community in 2025 comprised 1241 families and some 250 staff in both teaching and non-teaching capacities. At Year 7, 308 students joined our community with great enthusiasm and excitement.

2025 was a significant year of consultation and preparation for change at the College, with a move to vertical pastoral groups announced for 2026. This consultation resulted in three new house patrons - Caroline Chisholm, Sister Irene MacCormack, and Archbishop Daniel Mannix - joining our existing houses named after Saint Dominic de Guzman, Saint Mary MacKillop and Blessed Edmund Rice. The vertical pastoral system will build smaller communities within the College based through House-based Mentor Groups of 4 students from each year level 7 - 12. This in turn will enhance student, staff and families' sense of belonging, as each student remains with the same Mentor and House Leader throughout their journey. Our faith experience highlights included termly whole-school classes and family masses, along with our choir leading the Catholic Education Week Mass at St Patrick's Cathedral. The year culminated with a dedicated group of students and staff attending the Australian Catholic Youth Festival.

We continued our focus on excellence through each student achieving their 'personal best'. Our teachers' theme focused on 'the prime purpose of education is to help students exceed what they think is their potential' (Hattie, 2017). Staff professional learning was strongly focused on implementation of key features of the MACS Vision for Instruction, particularly Rosenshine's Principles of Learning and the use of targeted WalkThrus. Aquinas also began its journey to prepare for implementing Positive Behaviour for Learning to improve student engagement and behaviour.

The college's international connections continued to thrive. In February, Aquinas College hosted almost 40 students from our French sister schools (who our students had visited the previous November). The inaugural USA Music Tour saw 40 students and 5 staff experience unique performance opportunities at key landmarks in New York as well as spending two days rehearsing and performing with Cardinal Spelman High School in The Bronx.

We welcomed a number of reunion groups back to the College for a school tour prior to their functions offsite. It is always a pleasure to have them return and reminisce fondly about their time at Aquinas.

The College continued to work with Kosloff Architecture to undertake planning for Stage 1 of the Master Plan. The tender for Stage 1 was awarded to Newpol Construction and works began on the first of 3 projects late in 2025. This will see completion of new Food

Technology, Health Centre and Music facilities in 2026, then continue into 2027 with construction of the new Year 9 Building and adjacent outdoor learning and recreation spaces.

Principal's Report

The 2025 Valedictory evening included awards for each of our College's six Spirit of Aquinas Values - Belonging, Stewardship, Perseverance, Justice, Compassion and Spirituality. So many of the Class of 2025 exemplified these values not just this year but throughout their Aquinas journey.

One of my regular delights of being at Aquinas is to wander across to the Year 12 Common Area, where every group I approach is welcoming and - to their eternal credit - always asks how I'm going. From seeing them with each other and chatting with so many on Year 12 retreat, Music camp, the VM project discussions, student leadership seminars, recess in the Cafe and the effort that went into the various themed-dress days, I have witnessed and experienced the belonging that our senior students feel and create for each other, and model so well for younger year levels. Earlier in 2025, I had the privilege of accompanying the inaugural USA Music Trip which enabled me to see how our Year 12's rose to every challenge in a foreign country during long days and tight schedules, always finding ways to support other students and the staff who travelled with them. My sincere thanks to all 2025 graduates for the contributions they have made that have left Aquinas a better place for the students who follow in their impressive footsteps.

Student faith leadership has been another highlight, with EDGE and RE Music classes leading family masses, then joining with peers from across the nation at the Australian Catholic Youth Festival. Musical successes from the USA Music Trip and Generations in Jazz festival were complemented by so many students involved in ensembles, choirs and other performances. The Friday lunch concerts provided a great end to many weeks, enjoying the abundance of young talent, also on display in our 6-night run of The Wedding Singer.

In many ways, 2025 was a year of preparation, with significant progress and planning for implementing the Vertical Pastoral system, Positive Behaviour for Learning, a new middle leadership structure, CIS Re-Accreditation, and Stage 1 of the Master Plan. In each case, consultation with staff, students and families ensured that the future directions of Aquinas are built on voices from across our community. Thank you to the many families encountered at the drop-off zone, information nights, music evenings, in Cafe N9ne and elsewhere. As a College we appreciate our positive partnership in learning and the care of your children, and particularly value the multi-generational links of many Aquinas families.

Our College motto urges us "To light up and be on fire", which our students and staff have demonstrated in so many ways this year through their studies, community-building, EISM, clubs and other co-curricular activities. On every day and in every way we are both challenged to and energized by being our personal best through demonstrating the values of Aquinas: Belonging, Stewardship, Perseverance, Justice, Compassion and Spirituality.

Catholic Identity and Mission

Goals & Intended Outcomes

Education in Faith has recurring goals and outcomes that continue faith development across all sectors of the College. For 2025, our focus was specifically on improving faith leadership skills with the following targets:

* Training student faith leaders in becoming advocates
* Increasing opportunities for staff accreditation with all teaching staff completing a minimum 5 hours

Strategies
* Students courses at Year 10 & 11 (EDGE) and liturgical music (RE Music) focus on liturgical leadership
* The student faith club is formed during 2025
* Students attend the ACYF at the end of 2025.
* We complete 4 one hour accreditation sessions and at least 3 hours of accreditation on Spirituality Day
* More staff participate in accreditation sessions

Achievements

Aquinas saw positive growth in faith leadership during 2025, successfully achieving our targeted strategies. Changes to the accreditation learning structure meant that teaching staff had four 1 hour sessions across the year to help with gaining/maintaining accreditation. Themes included Pilgrims of Hope, Stewardship, Mary - the first disciple, and Advent. Having these sessions reduced the dependency on Spirituality day being purely accreditation, and allowed all staff to partake in Social Justice projects. Staff requiring accreditation gained between 5 and 9 hours across the year which is higher than previous years.

Our students in EDGE classes participated in retreat training in conjunction with YMT (Youth Ministry Team) who are a group who run retreats for our Year 8 students. This training led to our Year 11 EDGE students organising and leading a retreat for one of our local feeder schools. Student faith leadership has continued to develop through the creation of the Faith Club, led by our College Faith Captain. Members met once a fortnight to discuss faith. Both EDGE and RE Music expanded their leadership in faith within the college community, leading a wide range of liturgies and masses across the year. This included:

* 4 family masses
* Ash Wednesday
* Easter Liturgy
* ANZAC day Liturgy
* 3 Whole school masses
* Remembrance Day Liturgy
* Years 10 & 11 End of year liturgies.

Students were also provided with the opportunity to attend the Australian Catholic Youth Festival (ACYF) during late November/early December. Timing was difficult for many students and their families which resulted in a lower attendance than originally anticipated. Those students and staff who did attend spoke highly of the event and enjoyed the opportunity to reflect on their personal faith development.

Value Added

Social Justice

The continuation of social justice initiatives has been pleasing in 2025 They have raised awareness of and participated in a number of key events and activities:

* Project Compassion fundraising during Term 1 including activities held as part of Harmony Day and the College Athletics Daythere n which were very successful.
* Tinnies for Vinnies food drive during Term 2
* Once again, we attended Worawa Aboriginal College's Reconciliation in Sport Carnival and helped team up with their students to play footy against other schools. We also had some teams of our own, adding to the day.
* Aquinas Long Walk saw new guests including the students from Worawa who took the opportunity to catch up with team mates.
* The Fair Trade Fair not only educated students on the topic of fair trade but also raised funds for our charities. We returned to holding this event on the one day as it provided better outcomes.
* Christmas Wishing Tree and Staff Hamper Raffle raised funds and provided gifts for local people in need.

Stewardship

Staff and students were involved in a range of activities and projects to help improve and sustain our environment. Key highlights were:

* Clean up Australian Schools Day
* Rubbish Audits
* Introducing new bins to improve recycling and rubbish collection.
* Gaining our first start as part of the Resource Smart schools program
* CIS projects on sustainability in the classroom continued in 2025 including the introduction of a plastics chipper and extruder. Year 8 students collected milk bottle lids for chipping and then recycled them into various products using moulds and the extruder.
* Staff built nesting boxes to aid biodiversity on the college grounds
* Maintaining and increasing the species diversity in the Indigenous Garden
* Student groups caring for our Chickens, Vegetable gardens and weeding the broader grounds.
* Consultation and planning begun on a solar panel initiative

Learning and Teaching

Goals & Intended Outcomes

Through harnessing the Attributes of an Aquinas Student, we aim to improve Global and Digital Citizenship, enhance the learning environment, support emerging leaders and provide amenities that encourage creativity and collaboration.

* As Global Citizens, students are informed in regard to global issues, are sustainability advocates and leaders wanting to act ethically.
* As Digital Citizens, students are able to collaborate and create through the ethical use of ICT.
Staff are data aware and evidence based in regards to measuring the success of learning programs.
* Focus on Attributes of an Aquinas Student, “they will be open-minded, adaptable and considerate of multiple perspectives.”
* Provide amenities that encourage creativity and collaboration.

Achievements

Many students in 2025 had outstanding achievements, with some excellent individual VCE Study Scores across Year 10, 11 and 12 students, which shows the continued dedication of Aquinas teachers and the sustained effort from students supported by their families.

Our VCE VM class continued on meaningful pathways for 2025 and beyond. This included full time apprenticeships, study at TAFE and University, entering full time employment, and their current traineeships. Applied Learning will continue to be a feature of the College’s program.

Through a close reading of collective and individual student data, Aquinas has worked on ensuring that student reading performance is improved at all levels as it is central to the secondary school experience. The Mathematics program has a differentiated program for all students that allows for acceleration as well as a focus on specific student needs.

Student Learning Outcomes

Students were provided with a broad range of learning experiences at every year level that catered to the differences in ability and interest. Academic and vocational subjects were enthusiastically pursued by students at the College from Years 7 to 12.

The NAPLAN data for 2025 shows that Aquinas students, on average, progress at a healthy and expected rate. For Reading, Writing and Numeracy results are above the expected average for the state and nation. Reading and Writing improved at a rate beyond those students with the same starting point. Aquinas is focused on improving literacy and numeracy, especially reading, as this is key to success in high school studies.

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NAPLAN - Proportion of students meeting the proficient standards

Domain	Year Level	Mean Scale Score	Proficient
Numeracy	Year 7	568	84%
	Year 9	578	72%
Reading	Year 7	565	83%
	Year 9	581	77%
Writing	Year 7	573	80%
	Year 9	596	77%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes

VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	100%

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	**Year level**	**Mean Scale score**	**Proficient**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 7	563	76%	547	70%
	Year 9	567	61%	558	60%
Numeracy	Year 7	568	84%	550	78%
	Year 9	578	71%	566	70%
Reading	Year 7	565	84%	556	80%
	Year 9	581	77%	573	74%
Spelling	Year 7	555	83%	544	80%
	Year 9	573	76%	570	77%
Writing	Year 7	573	80%	570	80%
	Year 9	596	78%	600	78%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	99.60%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	129
TAFE / VET	35
Apprenticeship / Traineeship	27
Deferred	12
Employment	10
Other - The category of Other includes both students Looking for Work and those classed as Other	12

Student Wellbeing

Goals & Intended Outcomes

Aquinas College is a Catholic learning community committed to the holistic development of every student. The College supports young people to grow not only academically, but also socially, emotionally, physically and spiritually. A wide range of student engagement opportunities, structures, and dedicated staff contribute to enhancing the wellbeing of all students within our community. We work in partnership with students and their families to foster engagement, independence and a strong sense of responsibility as active members of the Aquinas community.

Drawn from the College's Strategic Plan, the following intended outcomes drive the improvement agenda in student wellbeing:

Restructure the College's Pastoral system
Develop student belonging at the College
Improve student engagement through the introduction of Positive Behaviour for Learning (PBL)

Achievements

The College continues to refine its pastoral approach, with a clear focus on reviewing and developing systems to support engagement, growth and wellbeing. Priority is given to strengthening students' social and emotional development, supporting positive wellbeing practices, and cultivating a mindset that values growth, resilience and active engagement in learning. This work is reinforced through structured programs such as THRIVE, which provide a consistent, age and development appropriate approach to social and emotional learning across year levels.

In addition, clear and shared expectations of Aquinas students are established through the implementation of a Positive Behaviour for Learning (PBL) framework, promoting consistency, clarity and a positive learning culture. Work continued toward the 2026 introduction of the Vertical House system in order to strengthen connection and belonging across the College.

Aquinas College maintains a comprehensive and integrated approach to student support. Students are supported through a range of services, including the Youth and Family Centre (counselling), Health Centre, Educational Support Services, and a structured pastoral program. The continued development of Mentor and House-based structures strengthens

connections between students and staff, ensuring that each student is known, supported and connected within the College community.

The Year Level Leaders, YFC team and Heads of Middle and Senior Years attended regular Student Case Management meetings. This system ensured that students were provided with wraparound support that was individual, targeted and designed to encourage the student to reach their full potential.

Homeroom tTeachers and mMentors play a large role in creating positive and supportive relationships within the Year Levels. They are the first point of contact for parents when communicating with the College. Homeroom teachers and mentors attended a range of assemblies, masses, parent evenings and other events during the year, to ensure they are a visible presence within the College community.

Respectful Relationships education remains a central component of the pastoral program. While consent education continues to be delivered through the Years 7–10 Health and Physical Education curriculum, this learning is extended into the Senior Years through THRIVE sessions. This ensures that students continue to build their understanding of respectful relationships in an age-appropriate and ongoing manner.

The IMPACT Team plays an integral role in guiding students as they navigate their pathways, which is complemented by the continued development of the College's careers education program. The Year 10 cohort undertook their careers experience during the last week of Term 2, with every student being supported to engage in a meaningful and appropriate workplace experience.

Student leadership continues to flourish, with strong opportunities for authentic student voice and participation. The Student Leaders, including the College Captains and Vice Captains, lead the planning and delivery of the Student Leadership Summit, focusing on key capabilities such as communication, collaboration and leading change. In readiness for the transition to a Vertical Pastoral System, leadership structures were reviewed and enhanced, through the introduction of College House Captains at each year level in preparation for 2026. These initiatives provide additional avenues for student voice and leadership across the College.

The Year 9 program continues to offer a distinct and engaging learning experience, with an emphasis on student independence, collaboration and real-world learning. Programs such as STRIVE, supported by PONDER resources, strengthen students' understanding of their strengths, interests and future pathways. Staff work collaboratively to provide both academic and pastoral support, fostering resilience, agency and self-awareness.

The College actively participates in key wellbeing initiatives, including the National Day of Action Against Bullying and Violence, IDAHOBIT and R U OK? Day. These experiences reinforce the importance of respect, inclusion and looking out for others, contributing to a positive and supportive school culture.

Aquinas College maintains a strong culture of child safety and wellbeing. Policies and procedures align with legislative requirements and are embedded in daily practice through staff training, clear processes and a shared commitment to providing a safe and supportive environment for all students.

The College provides comprehensive transition programs to support students entering Year 7 and moving through key stages of their education. These include orientation experiences, peer support opportunities, and parent engagement sessions, ensuring students feel connected, confident and ready for learning.

The College engages with external providers and organisations to enhance student learning and wellbeing, including workshops focused on respectful relationships, consent education, digital safety and mental health. These partnerships complement the THRIVE pastoral program and broader wellbeing initiatives.

Student achievement and contribution to College life are acknowledged through a range of recognition processes aligned with College values. These celebrate leadership, service, positive behaviour and commitment to the community, reinforcing a culture of encouragement and high expectations.

Aquinas College values strong partnerships with families. Parent engagement opportunities, including information evenings and wellbeing-focused sessions, support a shared approach to student learning and development, strengthening the connection between home and school.

Value Added

* DAV Debating
* Year 9 STRIVE program
* Activities Week for Years 7 and 8
* City Experience/Kakadu for Year 11 students
* Harmony Day celebrations
* Journey Tracks Indigenous group
* Year 11 Formal
* EISM Sports
* After School Study Support programs
* ANZAC and Remembrance Day Ceremonies

* Year 10 Gala Ball
* Careers/Pathways Support
* Consent Education for students and families
* Cyber Safety Education
* THRIVE Wellbeing Program
* Guest speakers on careers, managing mental health, gambling, drugs and alcohol etc.
* Commencement Program
* Spirit of Aquinas Commendations and Awards
* Student Clubs Program
* Morrisby Testing
* Choirs and Musical groups
* College Production
* Parent Information Nights
* Parent Portal on the College's online platform - PAM
* Private music tuition including Voice lessons for all who choose to participate
* Respectful Relationships Programs
* RUOK Day - Health Promotion Activities
* Year 10 Careers Experience
* Social Justice Initiatives
* Student Leadership Development Programs (implemented across the College to provide opportunity and develop student leadership)
* Student led assemblies
* Study skills workshops for students and parents/guardians
* Transition Programs
* VM Information Evening
* VCE Information Evening
* Year 12 Celebration Day
* Year 12 Retreat
* Year 12 Graduation and Valedictory Celebrations

Student Satisfaction

The MACSSIS Survey was undertaken in 2025, and is an extensive survey of our College community and encompasses staff, students and families. MACSSIS Survey Results around student satisfaction provided helpful information about how students feel in relation to the school climate, school teacher-student relationships, school belonging, student safety and student voice. The 2025 MACSSIS Survey Data demonstrates that students believe their teachers have strong expectations for them regarding their behaviour, that their teachers treat them with respect and that they feel they belong at the College (these areas measured above MACS averages). Students indicated that they felt safe at Aquinas, in relation to their physical and emotional safety, and in being able to seek support from the adults at the

College, with these measures also being above MACS average. An area for improvement is the area of Student Voice, with students indicating that they would like to have their input and views heard in relation to decisions at the College. They also indicated that student leadership structures could be more effective.

As the College moves to a Vertical Pastoral system, we will continue to review and refine our approach to student voice and student leadership.

Student Attendance

Student attendance, punctuality and participation is prioritised through our ongoing school improvement agenda.

The College has well-articulated and implemented Attendance Policies and Procedures. The Attendance Policies and Procedures help maintain a high standard of education for all students emphasising the importance of punctuality and regular school attendance, responsibility and developing an appropriate attitude to learning.

Our average attendance for 2025 across all year levels was 89% in Semester 1, and 86% in Semester 2. In order to monitor and maintain attendance, the following strategies are in place:

- Student attendance is recorded for each lesson.
- Parents/guardians of a student marked absent without explanation receives an SMS message to inform of the absence, asking for reasons for the absence.
- Anomalies in the roll marking are followed up by administration staff in the first instance. Subsequently, Year Level Leaders follow up where it is identified that a student has missed a class without explanation or the non-attendance is without a valid reason.
- Fortnightly, a report is generated compiling attendance records of students whose attendance is less than 90% for the pastoral leaders to monitor attendance.
- Students and their families are followed up to establish reasons for the absences by their Homeroom teacher or Mentor when these take place.
- Each term, where the student's attendance is reported to be of concern, families are contacted by mail.
- The College follows MACS policies and procedures to support and encourage student attendance at school.
- A support process to raise the level of attendance for students at risk is in place through Case Management.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	80.73

Average Student Attendance Rate by Year Level	
Y07	90.17
Y08	87.41
Y09	87.94
Y10	87.83
Overall average attendance	88.34

Leadership

Goals & Intended Outcomes

In keeping with our Vision, the College Leadership Team is committed to developing Aquinas College as a Catholic community that will ignite the fire of learning and shine as a beacon of excellence, hope and love in the world. In 2025, the College continued to implement the four priority areas outlined in the School Improvement Plan: Respect, Spirit, High Expectations and Inclusivity.

Under the revised MACS guidelines that align the Vision for Instruction with Annual Action Plans (AAP), our 2025 AAP included the following goals:

* To improve literacy across the College
* To improve numeracy across the College
* To improve VCE student exam performance
* To build the capacity of staff to use small, effective teaching techniques in their classrooms linked to the V4I to improve student learning and motivation.
* To restructure the Pastoral system and further develop student belonging via 6 Houses to be implemented in 2026
* To improve student engagement through Positive Behaviour for Learning
* To improve Faith leadership skills

Achievements

CIS projects & committees in preparation for CIS re-accreditation visit (May 2026). The College chose to undertake accreditation Pathway 2 and focused on Teaching and Learning. Project groups covered the following areas: Project 1- Wellbeing for Learning, Project 2 - Engagement in Student Learning for increased academic performance, Project 3 - Citizenship: Digital and Global. From there staff continued in their committees focussing on specific, actionable goals, some focused on a single area - such as a new Careers education program - others on school-wide change, such as Positive Behaviour for Learning.

During 2025, there was much planning with our Architects, MACS and College staff and students in preparation for the delivery of the College Master plan. To make way for the demolition of current areas, a de-canting schedule was devised to reallocate facilities on campus to make way for works to commence late 2026.

Our Pastoral leadership model was restructured in preparation for the House Vertical Structure in 2026. This was developed in consultation with the staff, students and families, with feedback via meetings and surveys. There was a CIS group focused on the House Vertical structure implementation, which was instrumental in leading the change process. The choice of the new House Patron names and choice of House was sent to families via survey to assist in the allocation of students into Houses and Mentor groups in 2026.

Student Leadership was re-developed to support the new vertical pastoral structure in 2026. The re-allocation from some current portfolios fell into the new role of College House Captains and the introduction of House year Level representatives. This gave students the ability to share their voice and ideas on College initiatives and to foster and encourage House Spirit.

Our School Advisory Council (SAC) continued to provide both important community feedback and guidance. Each of the deputy principals presented at a SAC meeting to keep members well informed of the latest developments and plans in their portfolios. There was a strong focus by the SAC on improving financial sustainability and communicating funding and expenditure challenges to families.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025

In 2025, Aquinas remained committed to professional learning (PL) for all staff, actively encouraging non-teaching personnel to participate in professional learning initiatives that enhance and support the work of our teaching staff. Educators engaged in a mix of in_person professional learning alongside webinars, live streams, video conferences, and professional reading. Learning Area Leaders actively supported teachers who were working to strengthen their expertise in current pedagogy and subject_specific practice. In 2025, there was an increase in VCE teachers who were appointed as VCAA Written and Performance Examination assessors, which benefitted their own professional learning, also the learning of our students.

The Annual Review meeting process was completed by all staff in 2025, highlighting its importance in staff professional development. Teachers were divided into three cycles:

* **Cycle A** used student feedback surveys as a focus tool.
Reviewer: the Principal
* **Cycle B** used the Classroom Climate Questionnaire as a focus tool.
Reviewer: Executive Member
* **Cycle C** used the Peer Observation model.
Reviewer: External.

Teachers were also asked to set goals reflecting a Spirit of Aquinas value, a professional learning goal, and a personal goal. Compliance professional learning sessions (eg: Mandatory reporting, anaphylaxis, Child Safe standards, Code of Conduct, etc) were completed via online modules, with certificates issued on completion. Staff also updated their First Aid/CPR qualifications at the end of 2025.

2025 Actual Spend On PD

Professional Development/Learning 107,158 (Teaching Staff)

Staff Development 12,582 (Non Teaching Staff)

Total 119,740

Number of teachers who participated in PL in 2025	81
Average expenditure per teacher for PL	$350.00

Teacher Satisfaction

In 2025, satisfaction in the workplace was shaped by strong collaboration with colleagues and a sense of mutual support. Staff were encouraged to join extracurricular activities to strengthen relationships with students and other staff, take part in staff wellbeing initiatives, and maintain a work/ life balance. Educators accessed a blend of online and in_person professional learning, contributing to both curriculum development and their own professional growth. Many staff identified free online PL options that suited their personal schedules and availability, often completed outside regular school hours. Teachers will continue to receive ongoing feedback to refine and strengthen their practice. Through the ARM process, educators set goals for 2025 and beyond, each incorporating a Spirit of Aquinas value, a professional learning focus, and a personal aspiration.

Teacher Qualifications	
Doctorate	1
Masters	30
Graduate	38
Graduate Certificate	10
Bachelor Degree	83
Advanced Diploma	4
No Qualifications Listed	78

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	189
Teaching Staff (FTE)	169.68
Non-Teaching Staff (Headcount)	128
Non-Teaching Staff (FTE)	98.28
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Community goals from our Annual Action Plan included:

* To enhance our inclusivity and community spirit.
* Extend accessibility for our immediate and extended community to engage with the College.
* Increased involvement in the community (and the community with us) as part of our outreach.

Our 2025 Targets were:

* Launching of PACE
* Meeting of the College feeder schools network
* Convert more events to whole school events (e.g. Athletics Carnival & Harmony Day)

Achievements

During 2025, Aquinas College continued to develop the successes of 2024 and expand into additional areas of community engagement. In February, we hosted our sister schools Lycée Sainte Marie de Chantonnay and Notre Dame du Roc in reciprocation of our students' visit late in 2024. Plans started in the previous year resulted in a very successful USA music trip in March. This trip involved visiting and performing with our sister-school Cardinal Spellman High School in The Bronx, New York. The College Musical Production, Drama, Music and Dance showcase evenings, the Senior Art Exhibition and Robotics all provided the opportunity for growth and development, while celebrating students' talents and passions. These same talents and passions were expressed in our student clubs including robotic competitions, debating and social justice events.

At the beginning of 2025, Aquinas launched the PACE Network (Parents and Community Engagement). This launch began with the incorporation of our Parents and Friends and the Friends of Aquinas Music groups.The main focus in 2025 was to have the PACE name become more recognised within the community with a new logo designed and an increased presence at community events. Along with the running of another successful Year 10 Gala Ball season, the PACE network ran a kiosk for school production evenings, and provided tea/ coffee and cakes for a new community event, Splendour in November. Funds raised by PACE have continued to support the College through the bursary fund, Generations in Jazz, and more. The plan is to continue to expand the PACE network, increasing members and

adding Alumni to the network. In 2026 a new Alumni platform will be launched to allow past students to reconnect with the Aquinas community.

In September we invited the principals of our feeder schools to a networking event. 8 primary schools had representatives attend and discussions were held about how we can build greater connections. This led to the trial of a Year 5/6 retreat day for students of Our Lady of Perpetual Help run by the Aquinas Year 11 EDGE students. It was a wonderful opportunity for Aquinas students to work with OLPH students in areas of faith development. In 2026, it is hoped that this retreat can be offered to another of our feeder schools as well as other possible activities in relation to Indigenous Reconciliation and Sustainability.

The publication of the College newsletter, the Parent Access Module of the College intranet (PAM), approved College Social Media Platforms, other publications and use of emails to communicate with families from key College staff have continued to provide opportunities for engagement for families. Through these means of communication, parents were informed and encouraged to monitor their child's progress and engagement with school life. These were enhanced in 2025 by the emailed of the monthly 'PAM digest' which detailed the latest academic progress, attendance, communications for their child. Student progress meetings were strongly attended by parents, with a combination of in-person and online interviews providing for families. Our case management of students at risk was again successful in providing support to students whose circumstances may be challenging to their learning and development, and this again provided opportunities for partnerships with families.

The Excellence Awards Assemblies, Community Masses, Parent Forums and information evenings were also well attended by families and local dignitaries.

Other important events and opportunities to note include:

* Assemblies and formal gatherings
* College Masses
* Student Leadership
* Student Interest Groups
* Spirit of Aquinas program through explicit teaching of the General Capabilities
* College Musical Production
* Senior Play
* Art Exhibition
* Camps and Educational Trips, including Year 11 Kakadu Experience
* Year 10 Gala Ball
* Year 10 Futures Week
* Use of College Facilities by external community members:
 - Old Collegians Australian Rules Football Club
 - Ringwood City Soccer Club
 - Robotics
 - Callisthenics

- Drama Clubs
- Basketball Clubs

Parent Satisfaction

Aquinas College values the strong relationships we have with the parents/guardians in our community, and appreciate their support and input. Parents and guardians are able to provide feedback to us in a variety of ways, including MACSSIS Surveys and consultation with representative groups such as the PACE Network (Parents and Community Engagement) and the Aquinas College School Advisory Council. This year we ran specific surveys relating to the implementation of the Vertical Pastoral System and Positive Behaviour for Learning (PBL). The results of the surveys have helped to shape the Houses and their charisms, as well as the behaviour expectations for the College.

The MACSSIS 2025 data shows positive parent satisfaction with the College. Families' responses indicated increased satisfaction with:

- The level of communication they have had with their child's teachers;
- Their participation in conversations with the school about their child's learning;
- The sense of belonging they feel within the school's community;
- The level of respect staff at the school have for their children;

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.aquinas.vic.edu.au