



Melbourne Archdiocese
Catholic Schools

2024

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 2024 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 16 May 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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 2024 with an enrolment of 1681 students. On top of this number are 24 students from our long-standing partnership with St Mary's College for the Deaf. Our community in 2024 comprised 1237 families and some 250 staff in both teaching and non-teaching capacities. At Year 7, 305 students joined our community with great enthusiasm and excitement.

2024 was a significant year for the College. We commenced with a change in Leadership to welcome our newly appointed Principal, Mr David Broadbent. It was also a year where International Study Tours and experiences returned. Our continued focus in 2024 was High Expectations in terms of student learning and behaviour, and, as always, on staff wellbeing.

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.

A Masterplan process has been undertaken by the College with emphasis and contribution from Staff, Students and Families. The College Leadership Team appointed Kosloff Architecture to undertake this process, with final plans shared to our College Community in August. There is now planning for Stage 1 to commence in 2025, encompassing a new Year 9 Building, outdoor learning and recreations spaces, and a Wellness Centre.

As part of the Master planning process, there have been significant changes to the way the College is marketed for the future to prospective families so the community can clearly see the focus for on growth and new facilities that clearly encompass our history and working to encapture our native surrounds. This included an major reshape of the Enrolment Information publication that accompanies the College Prospectus.

Principal's Report

Throughout 2024 I was frequently asked how I'm finding my first year as Principal of Aquinas College, honestly responding that it has been an overwhelmingly positive year. Thank-you to the students, staff and families at Aquinas who have all made me feel very welcome. I'm particularly grateful to the sense of belonging students exemplified in engaging chats in the yard, hallways, before and after school and when popping into their classes. Joining the various year level camps, Activities Week events, Music Camp, Cafe N9ne and more meant witnessing first-hand their enthusiasm to engage in new experiences. Not only were they exposed to wonderful learning and community-building events, students also cajoled me into a number of 'first-time' experiences - including the 'Edge' with Year 9 and Axe-throwing with Year 11 - ensuring I've taken to heart the advice about stepping out of one's comfort zone.

Intercultural learning and social justice were evident in Harmony Day, the Fair Trade Fair, Aquinas Long Walk, and Journey Tracks students presenting the College with a Possum-skin cloak to celebrate their indigenous heritage. Aquinas also expanded our global wings through the Borneo World Challenge Expedition, France Languages & Hospitality trip, and students competing in Robotics World Championships in the USA. Student faith leadership has been another highlight, with EDGE and RE Music classes leading family masses. Musical successes in Generations in Jazz and South Street 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 High School Musical production.

Our focus on excellence extends to our facilities, with the August opening of the SAM which quickly became filled with students enjoying all-weather access for both classes and recreation. 2024 was a year of reviews, from the CIS re-accreditation and the VRQA quadrennial review to the Master Plan. In each case, consultation with staff, students and families ensured that both the reviews and future directions of Aquinas are built on the 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 co-curricular activities. On every day and in every way we are both challenged to and energized by 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. These include:

- Ongoing faith formation and celebration opportunities for students, staff and families.
- Development of further student understanding of our core values and participation in the Spirit of Aquinas Program
- Inter-faith dialogue between members of Catholic and other faith communities.
- Student-led social justice activities for the College community.
- Promotion of Catholic identity in the wider community and participation in the sacramental life of the Church by all members of the College.

Achievements

During 2024 we expanded our family masses to four across the year. The highlight was the Term 4 Family Mass in which we invited our 2025 Year 7 families to attend and we held a BBQ afterwards. We had just over 100 families attend including many of our new families.

This year also saw the introduction of student leaders in Faith, Social Justice and Sustainability. It was a wonderful opportunity for our students to lead others in these areas and provide student voice. There was an increase in student involvement across Catholic Life activities.

Faith Formation

Year 7 students experienced their first day retreat. This was an internally run program and proved successful. Our Years 8, 10 and 12 students held retreats across different times of the year. Year 8 had YMT and other year levels were internally run by the Catholic Life Team. All students have had the opportunity to attend or lead prayer on a Tuesday morning which saw some of our RE classes get involved. Likewise, our EDGE classes and RE music class have been heavily involved in leading many of the liturgies and family masses held throughout the year.

Staff formation was held at Amberly and focused on Thomas Aquinas as part of his anniversary celebrations. During the year we also had two other sessions in which the Spirit portion of our action plan was discussed and this also provided accreditation hours for staff. We have increased the number of staff who are actively participating in professional learning that helps form faith and also helps them gain accreditation hours.

Spirit of Aquinas Values

Our core values have continued to strengthen throughout 2024. Students have been involved in various activities, both in year levels and as a whole school that have provided practical examples of our values in action. Year 11 students have emphasised compassion throughout the year culminating in the Blue Tree display advocating for mental health awareness. Students learn and are encouraged to spread the feeling of belonging and inclusivity throughout the community through initiatives such as palliative care bags (Year 9), fundraising for our nominated charities and card writing to those in nursing homes to celebrate the feasts of Easter and Christmas. Events such as the Winter Sleepout, The Aquinas Long Walk and Fair Trade Fair provided students the opportunity to learn about the needs of others and to advocate for justice and compassion. Similarly events like clean up Australia and rubbish audits helped students to develop a greater understanding of stewardship.

Value Added

Social Justice

Our social justice group continues to grow in both student and staff numbers. They have raised awareness of and participated in a number of key events and activities:

- Project Compassion fundraising during Term 1 saw many classes take up the challenge to hold mini events such as the Year 8 students having a walk a thon. During Harmony Day there were fundraising activities and a colour run which were very successful.
- Tinnies for Vinnies food drive during Term 2 which included the Winter Sleepout where they packed toiletries for those in need.
- Some students attended Worawa Aboriginal College's Reconciliation in Sport Carnival and helped team up with their students to play footy against other schools.
- The Fair Trade Fair not only educated students on the topic of fair trade but also raised funds for our charities. This year we trialled having it across different lunchtime in Fair Trade Fortnight with mixed results.
- 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
- Relaunching Resource Smart schools program

- CIS projects on sustainability in the classroom
- Maintaining and increasing the species diversity in the Indigenous Garden
- Student groups caring for our Chickens, Vegetable gardens and weeding the broader grounds.

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 2024 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 2024 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 2024 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.

NAPLAN - Proportion of students meeting the proficient standards

| Domain | Year Level | Mean Scale Score | Proficient |
|----------|------------|------------------|------------|
| Numeracy | Year 7 | 547 | 71.8% |
| | Year 9 | 579 | 67.20% |
| Reading | Year 7 | 553 | 76.2% |
| | Year 9 | 588 | 70.7% |
| Writing | Year 7 | 558 | 78.7% |
| | Year 9 | 602 | 76.9% |

*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 | 29 |
| VCE Completion Rate (includes VCE VM completions) | 99% |

| NAPLAN - Proportion of students meeting the proficient standards | | | | | |
|--|---------------------|------------------|------------|--|--|
| | 2024 (current year) | | | 2-Year Average | |
| Domain | Year level | Mean Scale score | Proficient | Mean Scale score | |
| Grammar & Punctuation | Year 7 | 530 | 64% | [ASR_Naplan.meanscalescore_2yravg.Y7.Grammar] | [ASR_Naplan.meanscalescore_2yravg.Y7.Grammar] |
| | Year 9 | 548 | 58% | [ASR_Naplan.meanscalescore_2yravg.Y9.Grammar] | [ASR_Naplan.meanscalescore_2yravg.Y9.Grammar] |
| Numeracy | Year 7 | 532 | 72% | [ASR_Naplan.meanscalescore_2yravg.Y7.Numeracy] | [ASR_Naplan.meanscalescore_2yravg.Y7.Numeracy] |
| | Year 9 | 553 | 68% | [ASR_Naplan.meanscalescore_2yravg.Y9.Numeracy] | [ASR_Naplan.meanscalescore_2yravg.Y9.Numeracy] |
| Reading | Year 7 | 546 | 76% | [ASR_Naplan.meanscalescore_2yravg.Y7.Reading] | [ASR_Naplan.meanscalescore_2yravg.Y7.Reading] |
| | Year 9 | 564 | 71% | [ASR_Naplan.meanscalescore_2yravg.Y9.Reading] | [ASR_Naplan.meanscalescore_2yravg.Y9.Reading] |
| Spelling | Year 7 | 533 | 77% | [ASR_Naplan.meanscalescore_2yravg.Y7.Spelling] | [ASR_Naplan.meanscalescore_2yravg.Y7.Spelling] |
| | Year 9 | 566 | 77% | [ASR_Naplan.meanscalescore_2yravg.Y9.Spelling] | [ASR_Naplan.meanscalescore_2yravg.Y9.Spelling] |
| Writing | Year 7 | 566 | 79% | [ASR_Naplan.meanscalescore_2yravg.Y7.Writing] | [ASR_Naplan.meanscalescore_2yravg.Y7.Writing] |
| | Year 9 | 604 | 77% | [ASR_Naplan.meanscalescore_2yravg.Y9.Writing] | [ASR_Naplan.meanscalescore_2yravg.Y9.Writing] |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 | 29 |
| VCE Completion Rate | 99% |
| VCE VM Completion Rate | 89% |
| VPC Completion Rate | I/D |

*Data not reported for 2024 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 2024 | |
|--|----|
| Tertiary Study | 60 |
| TAFE / VET | 15 |
| Apprenticeship / Traineeship | 9 |
| Deferred | 1 |
| Employment | 14 |
| Other - The category of Other includes both students Looking for Work and those classed as Other | 1 |

Student Wellbeing

Goals & Intended Outcomes

Goals and intended outcomes for 2024 included:

- Students feel safe and respected at school because they have fully embraced the Respectful Relationships programs
- Staff feel confident to act in relation to student behaviour because they are well-informed around Restorative Practices.
- Students wear their uniform with pride.
- All students can clearly articulate the values of Aquinas.
- Incorporate intercultural understanding into our learning and pastoral programs

Achievements

The College continues to develop and implement targeted goals to enhance the pastoral program to promote authentic, experiential learning across the general capabilities. There was an emphasis on the capacity for students to develop social emotional skills, self-care and wellbeing, embrace a growth mindset and maintain a positive attitude to learning. Furthermore, the expectations of an Aquinas student were able to be explicitly taught.

Respectful Relationships was enhanced in the Senior Years Pastoral Program. Consent Education has always formed part of the education for all students through the Years 7-10 Health and Physical Education curriculum. In 2024 this was expanded into Year 11 and 12 THRIVE pastoral sessions to ensure the continued development of all students.

The IMPACT Team continued to support students' pathways and preparation for advancement in the Senior Years, with greater influence in the Middle Years. This is an area that requires further implementation and 2025 will provide the opportunity to continue the growth in practice. PONDER resources were researched and introduced in the Year 9 STRIVE program as the careers curriculum continues to expand. In support of this growth, the College has taken necessary actions to expand the Careers Team in preparation for 2025, assisting the College to meet the evolving needs of the student community.

The Executive Student Leaders team - comprising the College Captains and Vice Captains - independently designed and delivered the Student Leadership Summit. The Summit focused on key areas of student leadership development, including public speaking, leading change, and teamwork. This initiative stands as a strong example of autonomous student leadership and authentic student voice. Further actions taken at the end of 2024 in preparation for 2025 included the expansion of student leadership positions, such as the introduction of College House Captains applications supports the future development of the Vertical Pastoral

System. The number of student leaders will increase from 52 to 58 in 2025, with the formation of a Student Representative Council to further facilitate student leadership, voice, and agency.

The College continues to offer substantial support for students in their development through the IMPACT Team, the Youth and Family Centre (counselling), the Health Centre, Educational Support Services and the targeted Pastoral Program. Our holistic approach means that all students have access to support and guidance throughout their time at the College.

Value Added

Spirit of Aquinas

- The THRIVE pastoral program uses each Spirit of Aquinas value as a key point of development. Dedicated 40 minutes a week on personal, social, emotional and academic development
- Initial proposal from the Council of International Schools (CIS) staff group for a Vertical Pastoral system, implementation phases to begin in 2025

Student Services

- The Youth and Family Centre (YFC) extended services provided for the school community, welcoming Winnie, a therapy dog onto the team. Providing a different dimension to the wellbeing services.
- The YFC have included Parent fact sheets. Curated information to assist parents begin to understand and access supports related to health and wellbeing areas that are experienced by students at the school. Topics covered include: Disordered Eating, School Avoidance, Anxiety, Depression.
- As an additional level of support in 2024, the MACS Referral services were activated to further support students at risk.

Student Leadership development

- * Handover of leadership from Year 12 to Year 11 earlier in the year; this means that leaders were appointed at the conclusion of Term 3, enabling preparatory work in Term 4.
- * Introduction of new student leadership roles in Year 12, including 3 House Captains, Performing Arts Captain, Dance and Drama Leaders. In the Middle Years, Social Justice and Sustainability Leaders have been introduced. The expansion of the student leadership aims to increase student experience, student voice and a deeper connection to the school.
- * Whole student forums continued to take place.

General Wellbeing

- * Continuation of Commendations program.
- * The ACIL Respectful Relationships Evaluation Staff Survey conducted in 2024 was made available to all staff with 56 respondents. 90% of respondents stated that there is commitment to ensuring respectful relationships among staff at Aquinas. And 95% of respondents felt there is commitment to ensuring respectful relationships between staff and students.
- * Results from the Classroom Climate Questionnaire continued to improve in 2024. Student responses to their sense of safety in the classroom learning with their peers rated highly, achieving an average of 4.5/5 throughout the responses.

Student Satisfaction

Student satisfaction is reported using three key forms of information. MACSSIS Survey Results around student satisfaction provided helpful information about how students feel around a number of board areas. 2024 MACSSIS Survey Data demonstrates that the longer students are present at the school the more satisfied they are with their experience. Some areas of strength were recognised and the College will continue to work to further strengthen these. They included rigorous expectations, school climate, teacher student relationships, school belonging, student safety and enabling safety. The survey also leads to questions on how we can harness the strong sense of connectedness the senior year students have to raise the younger students' perspective, part of the impetus behind the move to a Vertical Pastoral system.

The College will continue to focus on student engagement, student voice and Catholic identity and work with students toward improved feelings of satisfaction around these areas.

Student Attendance

Our average attendance for 2024 across all year levels was 88%. 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 or Team 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 Learning Mentor when these take place.
- Each term, where the student's attendance is reported to be of concern, families are contacted by mail.
- If a student's attendance falls below 50%, MACs are notified and appropriate support strategies are discussed.
- 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 | 87.67 |

| Average Student Attendance Rate by Year Level | |
|--|------|
| Y07 | 90.2 |
| Y08 | 87.4 |
| Y09 | 87.9 |
| Y10 | 87.8 |
| Overall average attendance | 88.3 |

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 2024, the College continued to implement the four priority areas outlined in the School Improvement Plan: Respect, Spirit, High Expectations and Inclusivity.

Our Annual Action Plan included the following leadership goals:

- Members of the Aquinas Community to feel safe and respected at school because they have fully embraced the Respectful Relationships Model, staff know their students and there is a shared understanding of the key High Impact Wellbeing Strategies (HIWS), as voiced in the Horizons of Hope and Flourishing Learners.
- Increased involvement in the community as part of Catholic Life.
- Embark on a new Master Plan that:
 - Provides amenities that encourage creativity and collaboration.
 - Provides facilities and resources that promote equality for all, regardless of gender, sexual identity, physical and psychological needs.
- Improve infrastructure and support, both through the Master Plan and ongoing capital works.
- Implement practices that enable equity for all, regardless of gender, identity, physical and/or psychological needs as voiced in the Learning Diversity Principle articulated in the Horizons of Hope Framework and Flourishing Learners.
- Enhance the opportunities for formal and informal student leadership.

The College was also due to undertake quadrennial reviews for school registration (VRQA/VCEA) and for CIS re-accreditation.

Achievements

The four priority areas were embraced and aligned to staff meetings, student communications and College Assemblies, reinforcing that these priorities are the key drivers around decision making. Term 1 primarily focussed on Respect and High Expectations, while the themes of Inclusivity and Spirit dominated in Term 2. All 4 themes were embedded in key decisions and communications with staff, students and families, and were also part of the framework for the new Master Plan.

The Sports and Multipurpose outdoor complex (SAM) was completed and opened for student use in August 2024. Considerable staff, student and community consultation occurred across Terms 2 and 3 with Kosloff Architecture in the shaping of the Master Plan. In August, the Master Plan was launched for the redevelopment of the campus across the next 15 years. Key features of the Master Plan include:

- Rejuvenating the landscape to include both revitalised and new outdoor learning and recreation spaces.
- Providing new facilities for students and the wider community, including a new Year 9 Building and a Wellbeing Centre.
- Providing a new Wominjeka welcoming garden as the entry point for the College.
- A dedicated Performing Arts building.
- New gymnasium.
- New technology precinct.
- Improving safety for pedestrian flow.

Families continued to successfully use the SIMON Everywhere app to access information about student progress, attendance, events and other important data, with a very positive response and strong uptake. An additional feature - the PAM (Parent Access Module) Digest was introduced to provide families with a monthly summary of how their child is performing and progressing.

Our new Aquinas College Principal attended a wide variety of family and community events to speak with and be available to community members and to learn what different members of the community value about Aquinas College. This included visits to each of the Catholic feeder Primary schools. The College also congratulated Dr Napoleon Rodezno on his appointment to a principalship from 2025, necessitating a thorough process for appointing a new Deputy Principal to start in 2025. This search attracted a deep field of experience and aspirant candidates, resulting in the appointment of Ms Jessica Alger, an experienced Deputy Principal from a Melbourne Catholic school.

With the retirement of the Chair of the School Advisory Council known earlier in the year, a successful transition occurred for appointment of the 2025 Chair from the existing SAC members. Recruitment from the community also took place to replace three members who ended their time on the SAC, with induction for 2025 occurring for the new SAC members in Term 4 of 2024.

The student leadership structure was reviewed in 2024, expanding the leadership to include new roles in faith and sustainability leadership. Further review in preparation for 2025 resulted in creation of further leadership roles, notably adding Year 12 House Captains as part of the transition for 2026 implementation of a vertical House-based vertical pastoral system.

Aquinas underwent two cyclical reviews in 2024. The VRQA/VCEA review indicated clear compliance with all standards for registration. The College also began the 18-month process for quadrennial re-accreditation as a Council of International Schools (CIS) member. In the CIS Preparatory Evaluation report, the College was awarded 25 Commendations plus 3 Major Commendations and 10 Recommendations. The major commendations were for:

* The Teachers, Learning Area Leaders, and Support Staff for their commitment to developing positive relationships with their students, providing effective pastoral care to their diverse learners.

* The Leadership Team for providing a robust professional learning program that supports the professional development of all staff and improved practice aligned with the guiding Statements.

* The teachers and support staff for embracing with enthusiasm the opportunities for self-directed professional learning and contributing to the college's knowledge base through action-based learning.

This evaluation was part of a re-accreditation process that will run to March 2026. As part of this process, each staff member is engaged in a project committee researching means for improvement in one of the following the areas:

Well-being for Learning

- To create learning environments that enable students to be healthy, happy, engaged, driven and successful, and therefore more likely to experience improved learning to enhance developmental outcomes.

Engagement in Student Learning for increased academic performance

- To define high expectations in its various forms in a Secondary School.
- To develop an inquiry process that allows us to increase expectations in students.
- To implement interventions, programs, changed practices that increase expectations in students.
- To measure the impact of these changes on student learning.

Citizenship (Digital and Global)

- Nurturing and empowering students to become active global citizens through digital and universal knowledge.
- Develop and implement a framework for ethical, responsible and compassionate use of technology.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

In 2024, Aquinas maintained its commitment to professional learning (PL) for all staff, actively promoting opportunities for non-teaching personnel to engage in professional learning initiatives that support our teaching staff. Educators had the chance to participate in face-to-face PL sessions, as well as options for webinars, live streams, video conferences, and professional reading. Learning Area Leaders provided encouragement and guidance to teachers seeking to enhance their skills in contemporary pedagogy and practices pertinent to their subject areas. Several VCE teachers were designated as VCAA Written and Performance Examination assessors in 2024, representing a significant professional development opportunity.

Additionally, the Annual Review meeting process was conducted by all staff in 2024, 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 2024.

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| Number of teachers who participated in PL in 2024 | 112 |
| Average expenditure per teacher for PL | \$455.00 |

Teacher Satisfaction

In 2024, employee satisfaction reflected strong collaborative relationships, positive workplace attitudes, and mutual support. Educators were encouraged to engage in extracurricular activities, participate in wellbeing initiatives, and mix with peers. They had the opportunity to take part in both online and in-person professional learning sessions, which contributed to their professional and curriculum advancement. Numerous staff members have identified free online PL resources that fit their schedules, typically outside of school hours. Ongoing

feedback will be provided to teachers to enhance their practices. Educators utilized the ARM process to establish goals for 2024 and beyond, which were required to encompass a Spirit of Aquinas value, a professional learning objective, and a personal aspiration.

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 1 |
| Masters | 30 |
| Graduate | 42 |
| Graduate Certificate | 11 |
| Bachelor Degree | 92 |
| Advanced Diploma | 7 |
| No Qualifications Listed | 64 |

| Staff Composition | |
|---------------------------------------|--------|
| Principal Class (Headcount) | 6 |
| Teaching Staff (Headcount) | 196 |
| Teaching Staff (FTE) | 172.78 |
| Non-Teaching Staff (Headcount) | 120 |
| Non-Teaching Staff (FTE) | 95.77 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

Community goals from our Annual Action Plan included:

- Extend accessibility for our immediate and extended community to engage with the College.
- Provide facilities and practices that promote equality for all, through inclusion and celebration of diversity.
- Implement practices that enable equity for all, regardless of gender, identity, physical and/or psychological needs
- Incorporate intercultural knowledge into our learning programs in order to celebrate identity, belonging, multicultural diversity and our rich indigenous history.
- Increased involvement in the community (and the community with us) as part of our outreach.

Achievements

As noted in the Leadership report, in 2024, the College continued to consult with and explore a range of diverse needs of the community in the creation of the new Master Plan in order to improve facilities and practices to accommodate and support students and extend this to their families. The sports and multipurpose complex (SAM) was completed, providing a 3-basketball court sized undercover facility for students and the community to enjoy year-round protection from the weather for a range of sporting activities. The adjoining former tennis clubrooms were also renovated to provide a state-of-the-art teaching and storage facility.

The College continued to explore strategic plans for the improvement of facilities across the College in line with the identified needs. The significant input from families, students and staff led to identifying priority needs for facilities, accessibility, safety and wayfinding. Further community consultation is embedded in each stage of the Master Plan.

In promoting inclusivity, the College continued to identify key practices to improve equity for all. In 2024, this included further alterations to the College uniform to enable gender-neutral garments, additions to the case management policy for the support of students identified as suffering from gender dysphoria and changes to administrative systems to enable preferred names, gender neutral titles and open supportive communication with parents in support of the students facing challenges associated with their identity and their inclusion as members of the community. The College continues to use the Created and Loved and the MACS Pastoral Care of Students Relating to Gender Policy documents as a key resource when creating the necessary processes of support. The approach was consistent with our mission and vision as a Catholic institution which values the Gospel and Ministry of Jesus Christ as

underpinning guiding principles. The College also opened the refurbished toilet block as an all-gender facility.

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. Parent-teacher conferences were strongly attended by parents, with online interviews now becoming a preferred option due to the flexibility they offer. 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 Parents and Friends Network renewed its purpose and examined ways to attract new members to better serve the community. Pleasingly, this resulted in new members joining the group and a plan to create an overarching Parents and Community Engagement (PACE) network to unite different parent and alumni connections to the College. The 2024 P&F organised the annual Year 10 Gala Ball which was also a success. Funds raised by the P&F benefited the students through donations to the new Bursary fund, contribution to the Generations in Jazz music trip and more.

The Year 11 Kakadu trip connected students to indigenous culture both in the Red Centre and the Top End of the Northern Territory. Two key international programs resumed in 2024, with the Borneo World Challenge Expedition and the French Languages and Culinary tour both occurring late in 2024. The French trip includes hosting by our sister schools Lycée Sainte Marie de Chantonnay and Notre Dame du Roc, who will be in return hosted at Aquinas in February 2025. Planning was also well underway for a USA Music Trip involving sister-school Cardinal Spellman High School in The Bronx, New York. The College Musical Production, Dance and Music showcase evenings, the Senior Play and Art Exhibition all provided the opportunity for growth and development, while celebrating students' talents and passions.

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 Borneo Expedition and France Language & Hospitality trip
- 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

Parent/guardian feedback comes from a variety of sources, including MACSSIS Surveys and consultation with representative groups such as the Parents and Friends Committee and the Aquinas College School Advisory Council. This year, we again asked parents/guardians to provide feedback on communication from the College. As a result, we implemented the use of the PAM (Parent Access Module) Digest, a monthly summary of learning that provides parents/guardians with cyclical summaries of how their child is performing and progressing. Both in-person and online survey consultation with families was conducted during the creation and preparation of the Master Plan.

The MACSSIS 2024 data shows positive parent satisfaction with the College, where it is highlighted that greater involvement from parents further enhances student belonging, development and achievement. Families' responses indicated increased satisfaction with:

- the social and learning climate of the school;
- how well Aquinas matches their child's developmental needs;
- the timeliness, frequency and quality of communication to families; and
- engagement with the Catholic identity of Aquinas College

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