



Performance Information 2020

Part 1: Publication of Information Relating to Schools

a) Contextual Information

Aquinas College has its origins in Christian Brothers College (Perth). Founded in 1894, the ‘Terrace School’ was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the dayboys remained at CBC. In 2007, the Christian Brothers’ handed the governance of their schools over to Edmund Rice Education Australia (EREA). Aquinas College celebrated its 125 Year Anniversary in 2019.

Aquinas College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Aquinas College is a member of the Public Schools Association (PSA) of Western Australia.

Aquinas College proudly provides an all boys’ education for students from K through to Year 12. We cater for both day and boarding students from throughout our state, Australia and internationally. Our four tenets of scholarly attainment, spiritual awareness, character formation and solidarity with others, remain at the core of day-to-day activities. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto *In Veritas Vincit* – Truth conquers; is the foundation for all in our community to focus their endeavours in the heart of our call to be Christian. The maxim by which our students are encouraged to live by is *Men for Others*. This philosophy is clearly articulated through our Service programs, our Immersion experiences and our Retreat programs. We demonstrate the Church’s commitment to the dignity of the individual, particularly by being called to relationship in community.

Aquinas College is a strong academic school, with subjects, teaching styles and activities that are boy focused. While subjects are important within themselves, their true value lies in helping each student discover and develop his inner spirit and strength of character – his heart and soul.

Creating a moral compass for life, learning about himself, and the difference he can make, is as important as what he learns inside the classroom. We believe success is not what he becomes, but who he becomes. We are proud of our pupils’ successes. We are dedicated to celebrating achievement, creativity and effort across a vast range of academic and co-curricular pursuits. Our appeal as a school rests in our strong sense of faith community, the values we strive to maintain, our commitment to realising the potential of each young man in our care, and in providing a balanced education that addresses the academic, social, emotional, physical and spiritual aspects of our pupils’ lives.

We have the highest expectations of all of our pupils. Our aim is for each to be the best he can be in all that he does. To demonstrate outstanding levels of attendance, appearance, courtesy, respect and work ethic throughout his time at the school. Our Inclusive Education Centre provides education for students with particular learning needs, extension programs exist across all curriculum areas and our scholarship and bursary programs for Aboriginal and Refugee students is very highly regarded. Aquinas College provides pathways for University entrance (ATAR Courses) and highly developed Vocational Education and Training opportunities. These offer nationally accredited qualifications, valuable work experience and enable access to post- school destinations such as TAFE, traineeships and apprenticeships. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but also in the service of others.

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2. Teacher Standards and Qualifications

Doctorate	3
Masters	32
Bachelor's (Honours) Degree	15
Bachelor's Degree	179
Post Graduate Diploma	9
Certificates	62

3. Workforce Composition

According to our employment records, Aquinas College personnel included:

Male	271
Female	186
Indigenous	1
Teaching Staff	135
Full Time Teaching	114
Non-Teaching	322
Full time Non-Teaching	45

4. Student Attendance at School

School Year	Number of Students	% Present
Kindergarten	12	98.07
Pre- Primary	14	96.18
Year 1	23	96.66
Year 1	18	95.74
Year 3	34	94.06
Year 4	41	96.11
Year 5	66	95.45
Year 6	71	95.60
Year 7	163	94.98
Year 8	190	92.57
Year 9	185	93.95
Year 10	195	94.77
Year 11	179	92.60
Year 12	177	94.17

Overall school attendance across all year levels: **95.27%**

2020 Attendance Half Day Summary

We ask that a parent or guardian phone or email the College in the morning so that teachers can be made aware of a student's absence. Non attendances, where no contact from a parent or guardian has been received, are followed up with a phone call to the parents. Students are to approach each of their teachers on their return, in order to catch up on work missed during the absence.

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5. NAPLAN information

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

Their results follow:

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

All Australian Students

	2015	2016	2017	2018	2019	2020
Compare to	<input type="radio"/> Students with similar background <input checked="" type="radio"/> All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	500	443	465	498	479	
Year 5	533	480	518	515	529	
Year 7	567	525	562	559	598	
Year 9	613	574	596	592	635	

NAPLAN participation for this school is 100%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Students with similar background

	2015	2016	2017	2018	2019	2020
Compare to	<input checked="" type="radio"/> Students with similar background <input type="radio"/> All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	500	443	465	498	479	
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Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
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- Below
- Well below
- No comparison available

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6. Parent, student and teacher satisfaction

The College conducts an annual formal survey of leaving Students and Parents to ‘assist in reviewing and developing College Improvement Programs’. The feedback provides a formal insight into satisfaction levels with the College.

Year 12 Parent Feedback

I would recommend Aquinas College to others as a good school for boys

Rating	2015	2016	2018	2019	2020
Strongly Agree	40%	36%	31%	42%	48%
Agree	44%	41%	41%	40%	36%
Somewhat Agree	10%	12%	14%	10%	10%
Neutral	3%	5%	6%	5%	4%
Somewhat Disagree	3%	4%	6%	2%	1%
Disagree	0%	1%	1%	0%	1%
Strongly Disagree	0%	1%	1%	1%	0%

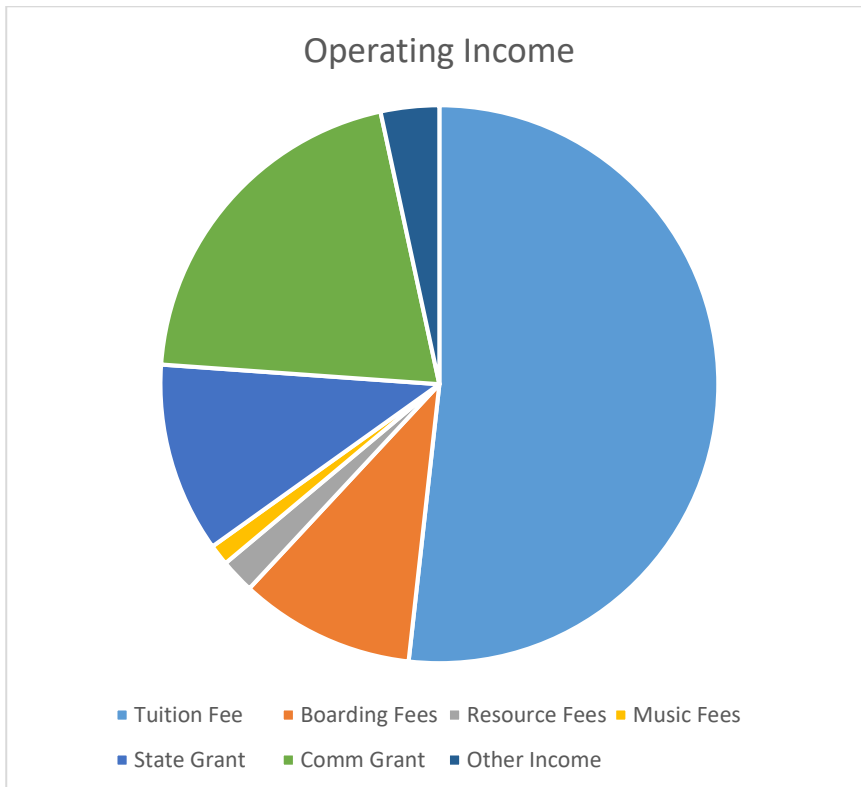
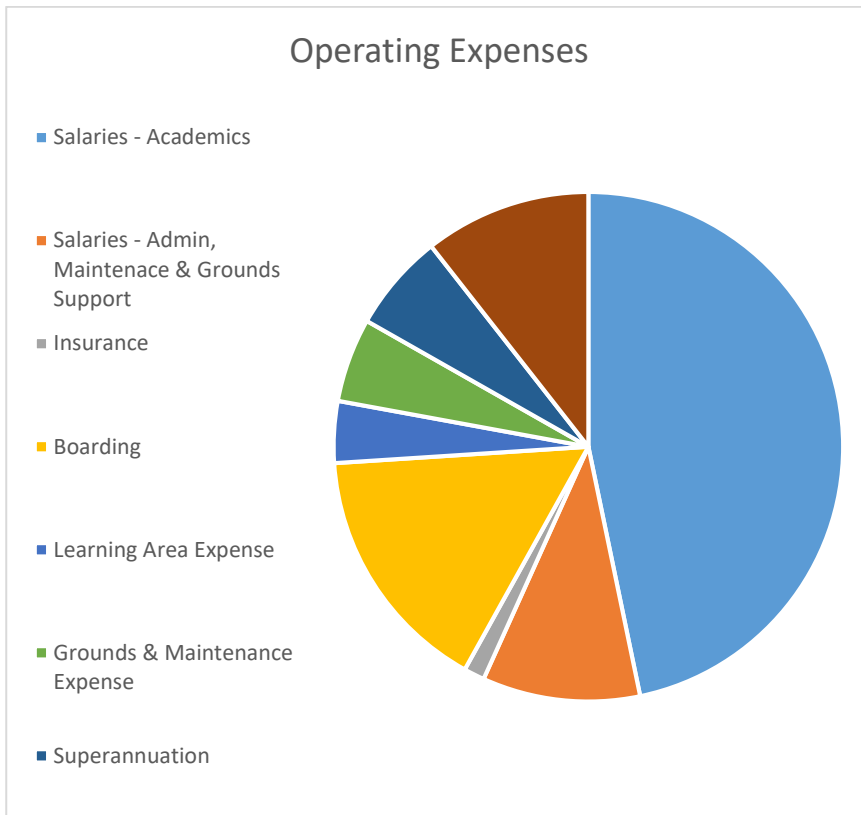
Year 12 Student Feedback

I would recommend Aquinas College to others as a good school for boys

Rating	2015	2016	2018	2019	2020
Strongly Agree	38%	54%	28%	32%	34%
Agree	42%	25%	47%	42%	41%
Somewhat Agree	12%	7%	9%	15%	14%
Neutral	5%	6%	9%	4%	4%
Somewhat Disagree	1%	3%	2%	3%	4%
Disagree	1%	4%	3%	2%	2%
Strongly Disagree	1%	1%	2%	2%	1%

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7. School Income



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8. Senior Secondary Outcomes

Class of 2020 Profile

Enrolled students	175
Achieved WACE	171 (97.71%)
ATAR Students - 4+ ATAR courses	108 (61.71%)
Achieved 1+ Qualification at Certificate II or higher	67 (38.29%)
Access Students (Cert IV)	39 (22.28%)
General Pathway Students (including Access Students)	67 (38.29%)

ATAR Performance Data

Median ATAR	85.85 (23rd in state)
Top third state tricile	42.6%
Mid third state tricile	42.6%
Bottom third state tricile	14.8%
WACE mark 75% and above (%)	31.6%

	2013	2014	2015	2016	2017	2018	2019	2020
Median ATAR	83.7	83.4	82.9	83.4	80.8	83.2	82.6	85.85
State Rank	36	20	36	37	52	40	34	23
Top Third State Tricile	40.5	44	42	36.8	29.6	40.3	37.4	42.6
Mid Third State Tricile	43.1	35	38	41.2	44.8	35.5	46.7	42.6
Bottom Third State Tricile	16.4	21	20	22.1	25.6	24.2	15.9	14.8
WACE Graduation (%)	100	99.2	98.9	99.5	98.3	99.4	97.0	97.7

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Year 12 Certificate Achievement (AQF) Data

The table below highlights the growth and success rate of Australian Qualifications Framework (AQF) Certificates I - IV achieved by the Aquinas College Year 12 student cohort.

In total, there were 138 completed VET qualifications achieved by the Class of 2020.

Cert III in Business	4
Cert IV in Business	37
Cert III in Fitness	3
Cert IV Fitness	2
Cert II in Furniture Making Pathways	12
Cert II in Information, Digital Media & Technology	10
Cert II in Music Industry (Performance Focus)	4
Cert II in Outdoor Recreation	29
Cert II in Skills for Work & Vocational Pathways	27
Certificate II in Aquaculture	1
Certificate II in Automotive Vocational Preparation	3
Certificate II in Building and Construction (Pathway - Para Professional)	1
Certificate II in Building and Construction (Pathway - Trades)	1
Certificate II in Electrotechnology (Career Start)	2
Certificate III in Information, Digital Media and Technology (Cyber Security)	1
Certificate II in Plumbing (Pre-Apprenticeship)	1
	138

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9. Post School Destinations

In 2020, there were 175 Year 12 Students who completed their studies at Aquinas College. 63% of the students accepted a place at a Western Australian university. A small percentage of students have commenced tertiary studies in the eastern states and internationally. Figure 1 below shows student university enrolment by each university. Curtin University (71.2%) and The University of Western Australia (15.3%) were the most popular enrolment destinations, followed Murdoch (5.4%), Edith Cowan University (4.5%) and by Notre Dame (3.6%).

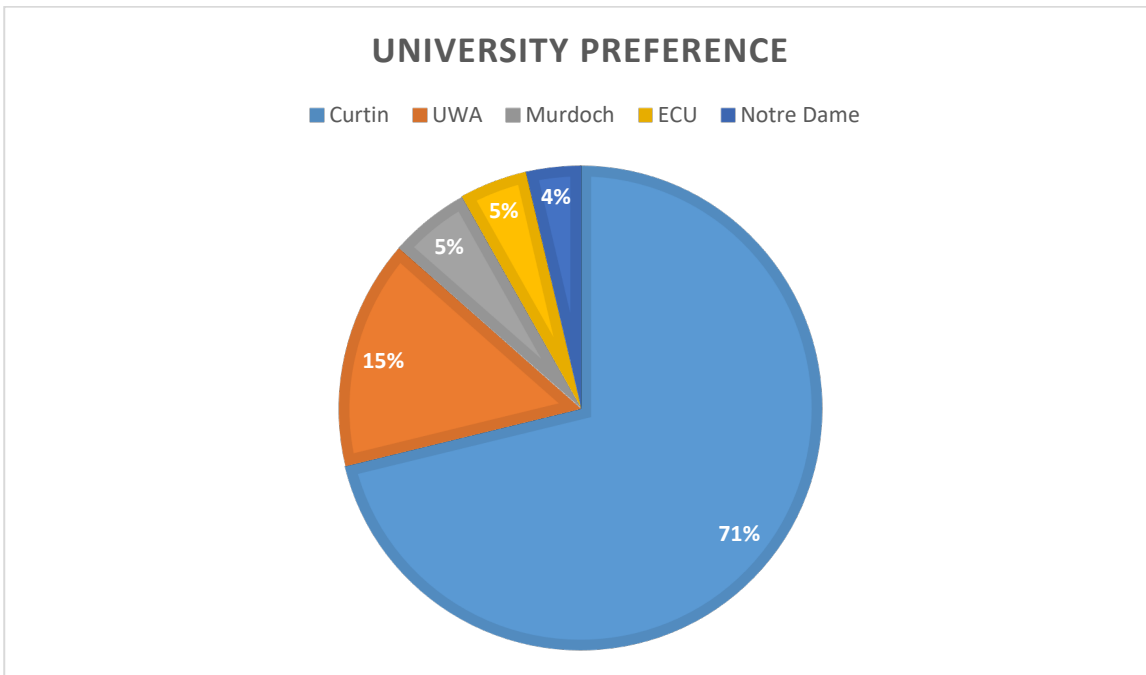


Figure 1.

University Course Enrolments

The two most popular fields of study that students enrolled into were Management/Commerce (29 students), Health (9 students), Agriculture and Environmental Studies (7 students), Social Sciences (7 students), Natural and Physical Sciences (6) and Architecture and Building (6 students).

39 of our students achieve a notional ATAR of 70 by completing a Certificate IV in either Business or Fitness. Many of these students use this as a direct pathway into Curtin, ECU and Murdoch University whereas others hope to apply the learnings to a future small business in the trades. 67 students achieved a Certificate II level or higher but less than four ATAR courses. The Class of 2020 achieved a total of 138 VET qualifications.

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10. Annual School Improvement

Catholic Identity	
Formation of student councils at house and school level, as a means of input into College organisation and development	COMPLETE
Ensure opportunities for the Aquinas College community to engage with the theology of our environmental advocacy and sustainability endeavours, e.g. bringing “Laudato Si” to life within the works of a Sustainability Group.	COMPLETE
Establish an Aquinas Society to create spaces for dialogue and respectful debate among our Aquinas College community, broader society and expert guest speakers in order to enable people to be agents of change in creating a more just society – beginning with awareness raising, education and ultimately inspiring advocacy and social action.	COMPLETE
Establishment of Community Advocacy Groups to link Aquinas College peaceful involvement in justice issues with and for the local community (e.g. community education, petitions, advocacy, rallies etc...)	INCOMPLETE
Review the College’s Evangelisation Plan	COMPLETE

Teaching and Learning	
Development of a College Literacy Plan. Plan to review a Literacy Centre and a range of integrating programs to improve literacy and enables a structured reading program in Junior / Middle / Senior Schools.	INCOMPLETE
Implement a process of early identification and investigation of students failing to make progress	COMPLETE
Integrate Aquinas Learning Journey to curriculum assessment and reporting	INCOMPLETE
Investigate the establishment of a Department Teaching and Learning File	COMPLETE
Change beliefs about the capacity of students to promote a rise in the expectations of student performance	COMPLETE
Investigate the establishment of a Boys’ Learning Centre which accommodates a range of learning styles and promotes the development of a student-centred enquiry process and learning / study skill	INCOMPLETE

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Formation of Staff	
Establish a well-being Staff Committee to <ul style="list-style-type: none"> a) coordinate facilities and staff calendar events b) develop and coordinate well-being and formation programs c) EREA formation programmes; Galilee, Into the deep, Break the yolk.... 	COMPLETE
Develop Staff Pastoral Care and Facilities: <ul style="list-style-type: none"> a) Ensure adequate external counselling facilities b) Establish appropriate staff pastoral care policies c) Investigate medical support program 	COMPLETE
Develop a two term induction & mentoring program for all new staff	INCOMPLETE
Ensure that excellence in staff performance is appraised, acknowledged and rewarded.	COMPLETE
Develop a prioritized and targeted Teaching Staff Development Annual Plan <ul style="list-style-type: none"> a) Linked with teaching/learning review b) Internal Staff Development-Reflective practice c) Devolution of Teaching Staff Development program to various levels of College organisation (whole to departmental) 	COMPLETE
Teaching Staff Learning Committee to coordinate the implementation of strategies to improve boys' learning and Effective Practice Standards	COMPLETE
Develop, implement and monitor a teaching staff professional development program that responds to the outcomes of the College's Teaching and Student learning review and promotes structured teaching and a student centred approach.	COMPLETE
Investigate the internal professional development programs that promote team reflective practice; to include how the Touchstones are evident in their teaching throughout the year.	COMPLETE
Establish Staff Christian Service, Retreat and Advocacy Programs	COMPLETE

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Parent, Alumni and Community	
Further develop College Parent Handbook to include Parent/Community Directory of resources	INCOMPLETE
Establish national and global partnerships and collaboration with boys and staff (target Catholic schools in UK / Asia / USA)	INCOMPLETE
Develop a working relationship with NDUA	COMPLETE
Develop Networks and relationships (including shared resources with Business Groups (e.g. Rotary) and Community Resources (e.g. Libraries Museum): <ul style="list-style-type: none"> a) Develop a series of community publicity events in local communities b) Distribution of Newsletter into community sites (Libraries, Doctors Waiting Rooms...). c) Greater student involvement in Local and Perth Community Events d) Investigate use of underutilised facility to maintain links with the college and build networks e) Who can support the work of the school and provide role models for students and staff 	INCOMPLETE
Investigate the creation of an environmental project on the Mount Henry Peninsula with Indigenous Community	INCOMPLETE

Finances, Resources and Infrastructure	
Seek alternative means to ensure the College is more affordable to families	INCOMPLETE
Review the Capital Development Plan including funding and financial management.	COMPLETE
Develop Environmental Sustainability Plan	INCOMPLETE
Further develop college social capita and network.	COMPLETE

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Part 2: School Community Report

1. A report by the Current Board Chair to the School Community on the operation of the Board during the preceding twelve months

It is fair to say that 2020 has been a year unlike many others.

However, in these challenging times, opportunity abounds and the case for adaptation and change becomes even stronger.

The global pandemic presented in Term 1 and required an immediate College response, a continuous call to action and an urgent upheaval to the delivery of our traditional educational platform.

Due to the preparedness of the College Leadership Team and hardworking teaching staff, the school's responsive plan was ready and able to be implemented consistent with applicable regulatory directives but with a tailored Aquinas approach to remote learning.

To everyone who was involved in the planning and execution of the College response and on behalf of the Board, I say thank you. Likewise, to the parents and members of our wider community, your understanding and other forms of support provided during this time are also greatly appreciated.

The impacts of the pandemic are not momentary. Continued vigilance will be required to mitigate against its future effects. Now more than ever, the College remains committed to the care and wellbeing of all, especially those in need. I would reiterate previous communications and encourage anyone who may need assistance to reach out and make contact. Together, we will ensure the necessary arrangements are put in place to ensure the opportunity for an Aquinas education remains accessible and ongoing.

Just as quickly as the College's remote learning model had to be implemented, the school was ready and able to bring face to face learning back. A return to classroom learning occurred as soon as practicable in Term 2 but importantly, only when the full student population (including our boarders) were able to be present. Whilst many other schools followed their own pathway, Aquinas opted for an inclusive approach consistent with its Edmund Rice tradition.

The return of students to Mt Henry also saw many extra-curricular activities and our extensive sports program restart with minimal disruption and opportunity cost.

Despite the pandemic effects, this year has also seen a number of College improvement initiatives introduced. These include the launch of Aquinas myFuture program and the introduction of arts, technology and media options that run in parallel with the customary weekly sports training schedule. These initiatives are aimed at providing flexible and contemporary learning models for our senior students and will also form the basis of an extended day program for the Middle School from next year. Not only providing for a more diverse Aquinas experience, but the extended day program also reflects the changing contemporary demographics and day to day demands of many working parents and carers.

The proposed introduction of an expanded character-based education curriculum in the Junior, Middle and Senior Schools is also an exciting development. The expanded program provides for a more tailored pathway, the object being to better equip our boys for their post-Aquinas life journey.

With so much focus on our present, it is equally important to reflect on the past. The opening of the Memorial Walk in November acknowledged the ultimate sacrifice of so many from CBC Perth and Aquinas. It was a touching occasion. Prominently located between the College chapel and Junior School, the Memorial provides a lasting remembrance to those who have served.

Mark Pitts also retired this year from the Finance Committee, having previously served on the College Board for 8 years. Mark has been a wonderful servant in these roles for Aquinas.

To my fellow Board members, those involved with the various parent support groups and the Old Boys, I thank you for your contribution and ongoing support of the College.

The mission of Aquinas lives on in the continued spirit and active service of its community.

Veritas Vincit,

Jonathan Murray, Board Chair, Class of 1990