



Performance Review

AQUINAS COLLEGE 2024

Principal's Message



ROBERT HENDERSON
PRINCIPAL

There were many outstanding facets of life at Aquinas in 2024. Part of our messaging in recent times has been promoting the notion of 'One Aquinas' to ensure our Junior, Middle and Senior Schools coexist in a completely integrated way. A good Catholic school needs everyone to be 'singing from the same song sheet!'

STRATEGIC PLANNING

Over the course of 2024, we spent time planning for the next phase of life at Aquinas. During 2025 we will launch a new strategic plan, which will guide the College through to 2029. It will focus on five strategic pillars: Teaching and Learning Excellence, Staff of Excellence, Modern Facilities and Systems, Enrolments and Community Engagement and Financial Stewardship.

Our Strategy Roadmap for 2025 to 2029 includes an important explanation of the Vision of Aquinas College: Inspired by Gospel Values, and in the spirit of Edmund Rice, we seek to be people of Faith, Character and Excellence.

- Gospel Values – first and foremost we are a Catholic school.

- Edmund Rice – we are inspired by Edmund Rice, the Founder of the Christian Brothers.
- We seek to be – our vision is aspirational; we are on a journey.
- Faith, Character and Excellence – our values.

The Five Strategic Pillars will be important in determining our future strategic direction.

Federal funding is being reduced for Catholic and Independent schools where there is a high 'Direct Measure of Income' (DMI). In other words, if parents have a high capacity to contribute to school fees, then funding is lower than in schools where families are not in the same financial position to commit to the costs of education.

One way of reducing the impact of reduced funding is to attract more students. The College is delighted with the success of our Open Days and Tours this year and projected enrolments are very strong. It is anticipated that we will reach a new record of 1,360 students in 2025 and 1,400 students at the commencement of 2026. To have

1,500 students by the end of the decade is a realistic aspiration and a credit to the reputation of our students, staff and families.

We look forward to the increase in teachers that will accompany enhanced student numbers to continue to maintain the College's quality pastoral care and teaching capacity. Having an incremental boost in students will directly result in reduced pressure on school fees, which is an important factor in our financial forecasting. We are well placed to cater for the additional student population in our facilities, particularly considering the exciting addition to our campus that will be ready for occupation in 2027.

PERFORMING ARTS

During the year, it was announced that we had approval to build our new Recital Hall and Music Centre with associated improvements in car parking and traffic flow, as well as new tennis courts.

During the process, Aquinas has received excellent support from our governing body, Edmund Rice Education Australia (EREA). The Aquinas College Advisory Council

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has also been integral in ensuring that our planning and financial projections are appropriate to undertake this exciting project.

It is incredibly empowering for young musicians to be encouraged and motivated to improve and perform. We have many talented students and staff in the Arts and the new complex will be a fantastic community facility to complement the quality of our existing program.

A Tender process will commence early in 2025 and then building will occur over the next two years ready for opening in 2027.

CLASSROOM MASTERY

The collective efficacy of our teachers is the largest non-student contributor to academic achievement. Being explicit with our teaching and clear with expectations creates an environment conducive to learning.

Throughout 2024, Aquinas commenced a new aspect of 'classroom mastery' ensuring that the entry and exit routines are consistent and we are developing effective cues to start our lessons. To be a good Catholic school, we first must be a good school and we will continue to focus on improving our

teaching and learning. It is a case of good teachers striving to be better teachers and ensuring that all classes are 'ready to learn'.

STUDENTS AND STAFF

As a proud Old Aquinian, I am regularly asked what I like best about Aquinas and invariably I will commence with the quality of the young men of our College. Congratulations to our students for a wonderful year. The work of our boys is complemented by diligent staff and supportive families and I express my appreciation to all the adults guiding our current generation of Aquinians to become men of faith, character and excellence.

School Community Report



JONATHAN MURRAY
CHAIR, AQUINAS COLLEGE SCHOOL ADVISORY COUNCIL

While focus commonly is on where we are going, reflecting on another year passed and the role of the Advisory Council led me to the significant strategic and capital planning processes that were completed by our College Leadership Team during 2024.

The primary objective of the Advisory Council is to provide a support and discernment function to our Principal and College leadership on a range of matters and, in doing so, contribute to the continued enhancement of our extensive educational and co-curricular provision.

These strategic, planning and formation processes encompass:

- formulation of a new College Strategic Plan (2025–2029);
- the seeking of and receipt of EREA approval for the proposed Music and Recital Hall capital build; and
- a renewed and consistent approach to College marketing and identity awareness

Together with a continued focus on overall classroom improvement, these processes collectively contribute to the stimulation of a broader community awareness of student life at Aquinas and serve to highlight the spiritual and character-based virtues of a Catholic education in the Edmund Rice tradition.

Notwithstanding that many of these processes are outcomes based, it is the active and consultative engagement giving rise to those outcomes that has real potential to serve a unifying and enduring purpose.

Many experts will attest the formulation of any good strategy starts with an open and transparent review of the past. A deep dive into organisational and operational history that seeks to bring to surface an authentic understanding of how and why things came to be – at Aquinas and elsewhere. The aim of the review being to use historical tapestries to help drive progress in such a way that empowers current stakeholders with a sense of purpose and responsibility as guardians of legacy and, in the case of Aquinas, our rich history.

Even though the focus and outcomes are forward looking, the past can often provide valuable reference upon which plans for future organisational and evolutionary change can be formed.

The challenge being to translate past learnings into a contemporary relevant plan that seeks to engage the identity and purpose touchstones to help drive future strategy and formation change. In the context of the new College Strategic Plan, the leadership team has consistently sought to

ensure that any formation and change enablement occurs in an environment which remains true to College mission and with a reverence to our Catholic faith. To help give effect and implement key strategic outcomes, the leadership team will also seek to ensure there exists a clear understanding of the various responsibilities for action together with a consistent and managed approach to role accountability.

Our new College Strategic Plan has been developed with many of these principles front of mind and relevantly, includes an important recital and explanation of the vision of the College – inspired by Gospel values, and in the spirit of Edmund Rice, we seek to be people of Faith, Character and Excellence. Our vision in turn drives mission and enables a lived in action approach to fulfilling the College values.

The new plan has been professionally facilitated and developed with our very own Sankofa** approach. It is hoped that through the various levels of engagement (which included Advisory Council member involvement and consultation) and adopting a unified approach to plan implementation that the strategic pillars to plan formation can provide a purpose driven pathway to help guide the College through the next five years and well beyond.

As part of the implementation of the new Strategic Plan, there is also and will continue to be a whole of school focus on teaching and learning improvement through classroom mastery. The College leadership believe classroom mastery is perhaps the most exciting and innovative program of the many initiatives which are currently in play at Aquinas. As always, the College will seek to deliver its full-service provision in a safe, inclusive, and respectful environment.

With a renewed focus on marketing and continued focus on increased community connection, student numbers and future enrolment up-trend is looking positive. While work around future enrolments is continuous, the additional rigour in approach and certainty around projected future student numbers does allow for certain scale synergies to be realised in our educational and boarding offering. Increased confidence in student numbers also provides a level of improved autonomy in respect of future capital resource allocation and spend. This has certainly been the College's recent experience when seeking the necessary planning and in-principle finance approvals from EREA for the proposed Music and Recital Hall build.

Projected future enrolment growth will also help mitigate (to a degree) against the effects of reduced

Federal school funding. The College finance team with the support of the College Advisory Council will continue to take a conservatively responsible approach to future budget planning, school fees and necessary capital refurbishment.

To the members of the Advisory Council and the various reporting sub-committees, I am again sincerely grateful for all that you

“The College leadership believe classroom mastery is perhaps the most exciting and innovative program of the many initiatives which are currently in play at Aquinas.”

give. To those departing Advisory Council members and others who have generously agreed to commit their time and serve for future terms, I say thank-you. We look forward to continued composition renewal in the years ahead.

To our College leadership and staff – for your relentless work and committed contribution to educational and co-curricular enhancement and care for our boys, I also offer a heartfelt thanks on behalf of the Advisory Council. To paraphrase some words taken from a recent EREA letter to our Principal*** which embody the

essence of our gratitude and appreciation for work that continues to be so very well done:

“...We recognise, and celebrate, the hard work and passion of the College's dedicated and talented staff. The impact your staff make on the lives of students is immeasurable, and it is a privilege to witness the continuous growth and achievement of Aquinas College...”

In our ever so busy day to day, is important to take pause whenever possible and celebrate those achievements – no matter how small or significant they may be.

We look forward to a continued and unified approach to fulfilment of College mission and making Aquinas of today

a destination of choice which is purpose ready to bring out the best in the students of tomorrow.

** Title wording adapted from an article by Ranjay Gulati which appeared in the Harvard Business Review (November-December 2022 issue)*

*** Sankofa is a Twi word from the Akan Tribe of Ghana to “go back and get”. Conceptually, the expression means we should retrieve things of value from our knowledge of the past*

**** Letter to Principal from EREA Colleges Ltd dated 26 March 2025*

Performance Information

01 | Publication of Information Relating to Schools

The story of Aquinas College has its origins in Christian Brothers College (Perth), which was opened in 1894 at the corner of St Georges Terrace and Victoria Avenue in the centre of the flourishing city. In 1938, due to accommodation restrictions, the boarders moved to a spacious new campus at Salter Point, which was named after the great philosopher and theologian, St Thomas Aquinas, while the day students remained at CBC. Aquinas College retained the colours, honour boards and PSA membership while CBC Perth adopted a new identity – eventually moving to East Perth in 1962 to become Trinity College.

For more than 130 years, Aquinas College has remained a Catholic school in the Edmund Rice tradition. In 2007, the Christian Brothers' handed the governance of their schools over to Edmund Rice Education Australia (EREA). The College receives its educational mandate from the Catholic Archbishop of Perth, operates under the governance of Edmund Rice Education Australia, and has a system membership agreement with Catholic Education Western Australia.

As a founding member of the Public Schools Association of Western Australia, Aquinas continues to have a strong and proud connection with fellow PSA schools that provides opportunities for quality sporting experiences for our students.

Aquinas is not just a boys' school – it's a school built for boys, with every element designed to support their character, confidence and journey to becoming good men in service to others. The College caters for students from Pre-Kindergarten through to Year 12 located on a bushland campus overlooking the Djarlgarro Beeliar (Canning River). With the state's largest school residential community, we cater for both day and boarding students from WA, Australia and internationally. Our values of Faith, Character and Excellence are the heart of an Aquinas education, with a particular emphasis on a unique character developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto, Veritas Vincit or Truth Conquers, is the invitation for all in our community to live by the Gospel values, which is clearly articulated through our Service activities, Immersion experiences and Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to develop inclusive relationships in our wider community.

Aquinas College is proud to be 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



“The College motto, *Veritas Vincit* or *Truth Conquers*, is the invitation for all in our community to live by the Gospel values, which is clearly articulated through our Service activities, Immersion experiences and Retreat programs.”

helping each student discover and develop his inner spirit and strength of character – his heart and soul.

At Aquinas, 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, and are dedicated to acknowledging achievement, creativity and effort across a vast range of academic and co-curricular pursuits in order to celebrate diversity of talent. Our strength as a school is captured in our strong

sense of faith, the values we strive to maintain, our commitment to realising the potential of each young man in our care, and in providing a liberating education that addresses the academic, social, emotional, physical and spiritual aspects of our pupils’ lives.

Opportunities abound for every Aquinian. Our Inclusive Education Centre provides education for students with particular learning needs, extension programs across all curriculum areas cater for boys who seek extra academic challenges, and our inclusive scholarship and bursary

programs are highly regarded. Our innovative Aquinas myFUTURE program in senior years provides curated individual pathways for university entrance (ATAR courses), highly developed Vocational Education and Training opportunities and qualifications that 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. Our innovative Classroom Mastery initiative involves the explicit teaching and adoption of clear and predictable behavioural routines that free boys to focus, boosting attention, confidence and learning outcomes across every subject. College staff champion boy’s growth – shaping character through structure, compassion and an expert understanding of what it takes to transform boys into good men in service to others.

02 | Staff Standards and Qualifications

Teaching Staff 145
Full Time Teaching 114



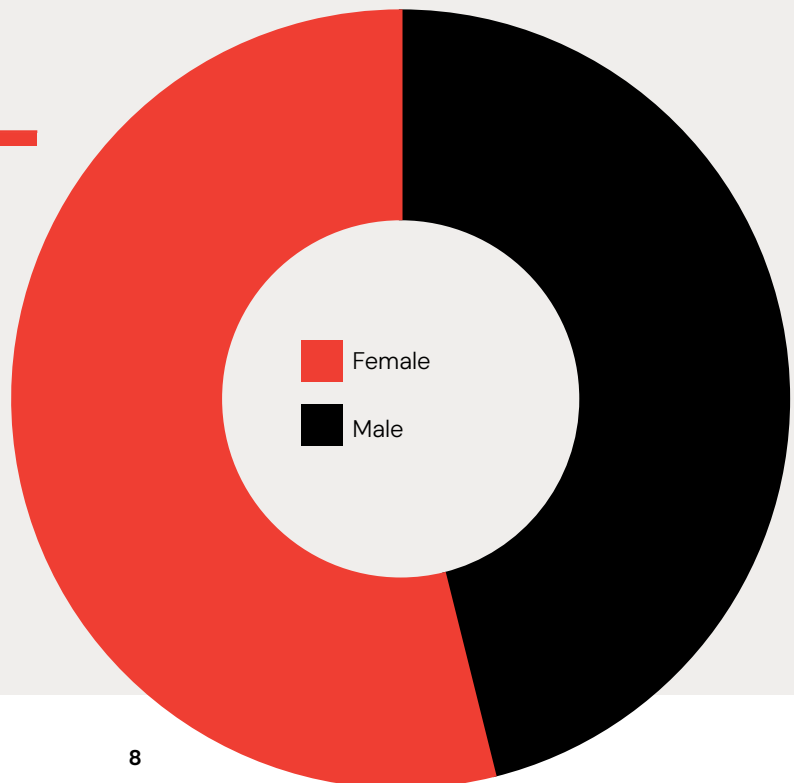
Non-Teaching Staff 215
Full Time Non-Teaching 51



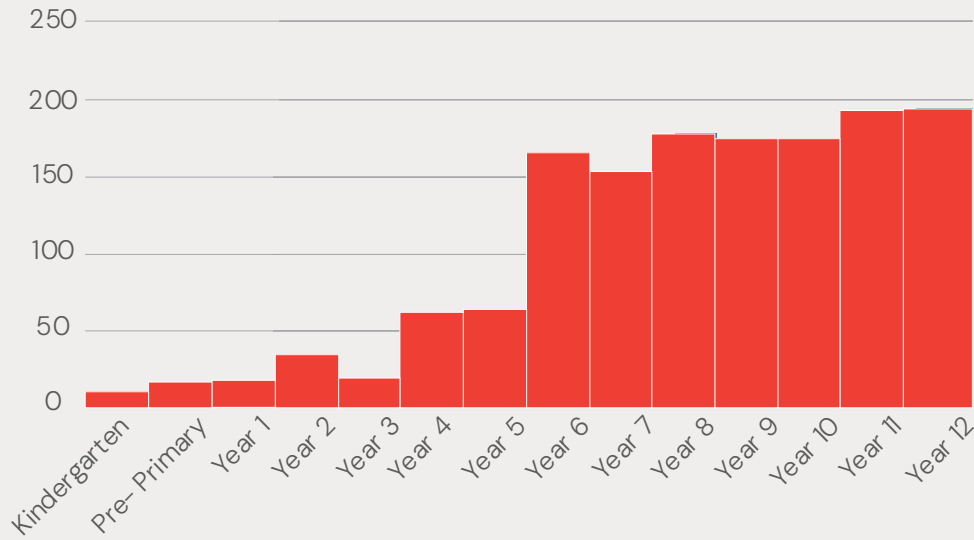
Doctorate 1
Masters 25
Bachelors (Honours) 8
Bachelors Degree 134
Post Graduate Diploma 9
Certificates 22

03 | Workforce Composition

Female 194
Male 166
Indigenous 4



04 | Student Attendance at School



SCHOOL YEAR	NUMBER OF STUDENTS	PERCENTAGE PRESENT
Kindergarten	11	91.98
Pre-Primary	17	87.83
Year 1	18	93.04
Year 2	34	93.5
Year 3	19	93.65
Year 4	51	92.4
Year 5	64	92.01
Year 6	62	94.18
Year 7	164	93.02
Year 8	152	92.20
Year 9	177	91.36
Year 10	174	91.56
Year 11	192	89.5
Year 12	193	90.1

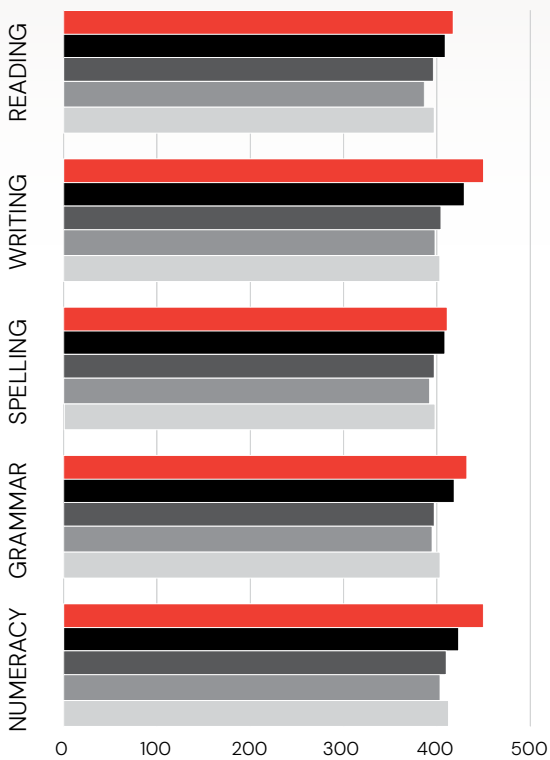
Attendance Half Day Summary

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.

05 | NAPLAN Information 2024



Year 3 NAPLAN Results



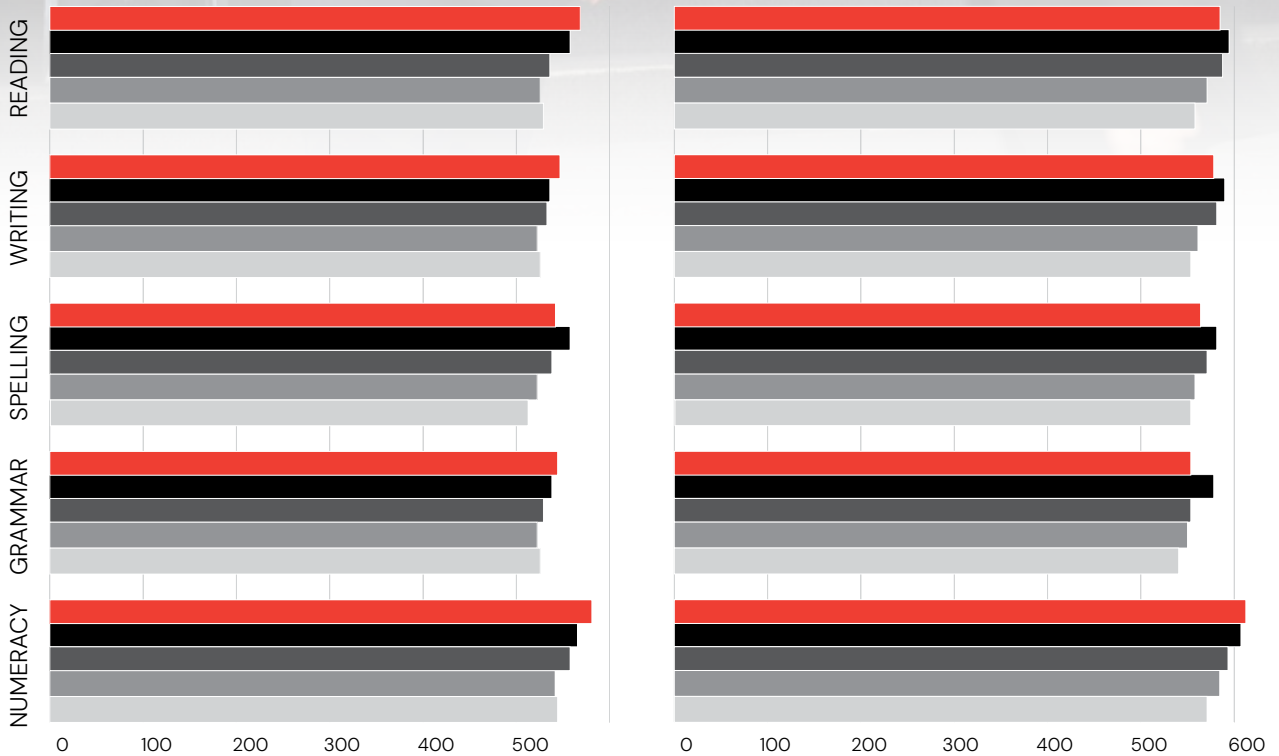
Year 5 NAPLAN Results





Year 7 NAPLAN Results

Year 9 NAPLAN Results



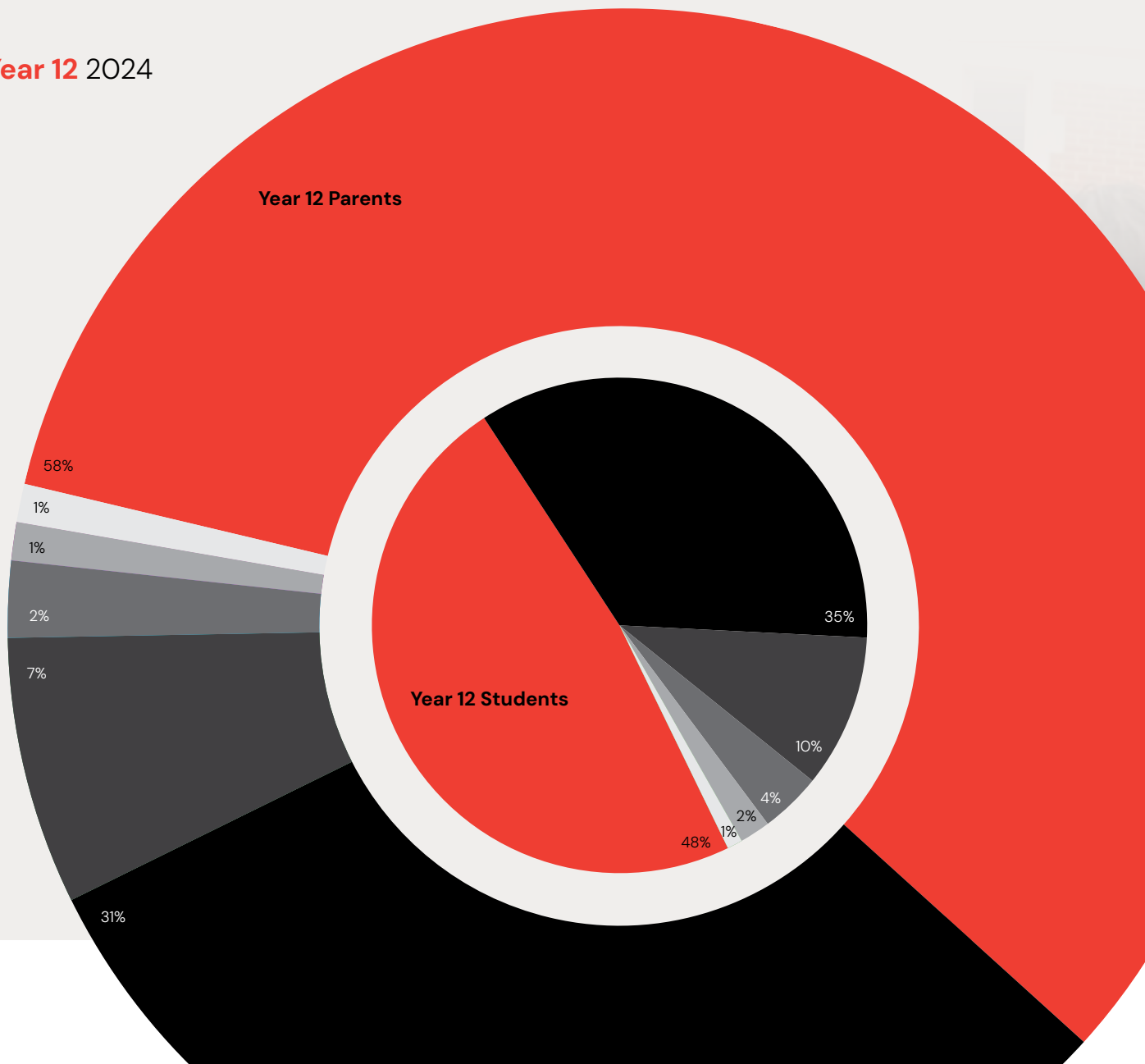
The National Assessment Programme – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment of all students in all Australian States and Territories for Year 3, 5, 7 and 9. The data from these tests gives us the ability to compare our students’ achievement against national standards and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

06 | Parent and Student Survey

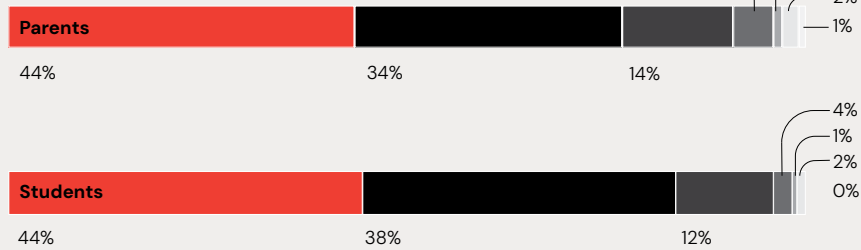
The College conducts an annual formal survey of leaving students and parents to assist in reviewing and developing College improvement programs. The feedback provides a formal insight into satisfaction levels with the College.

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

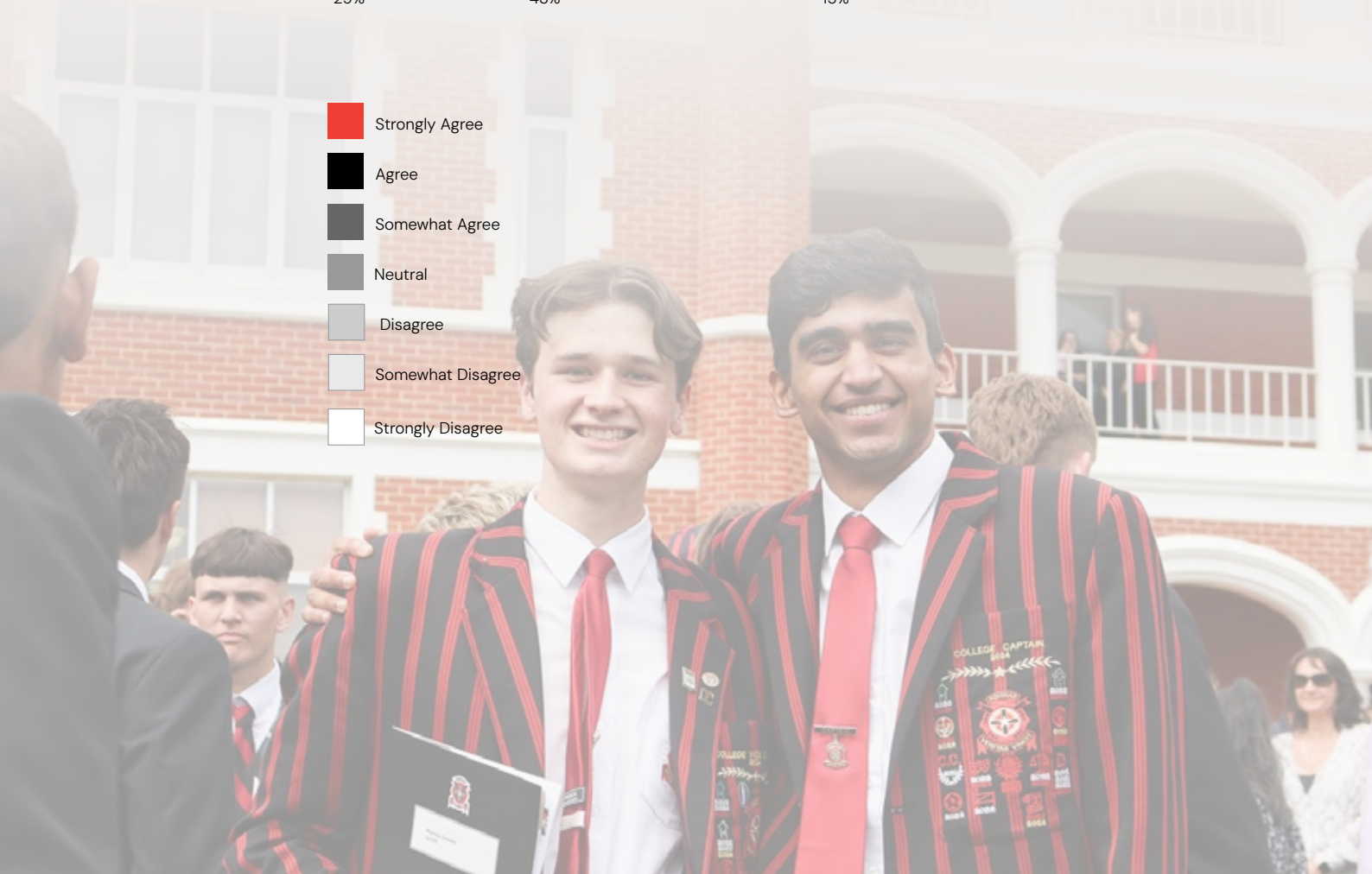
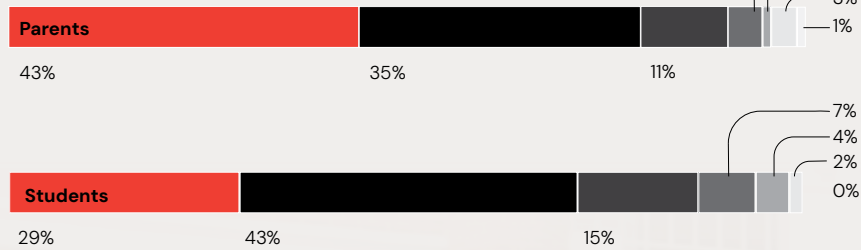
Year 12 2024



Year 12 2023



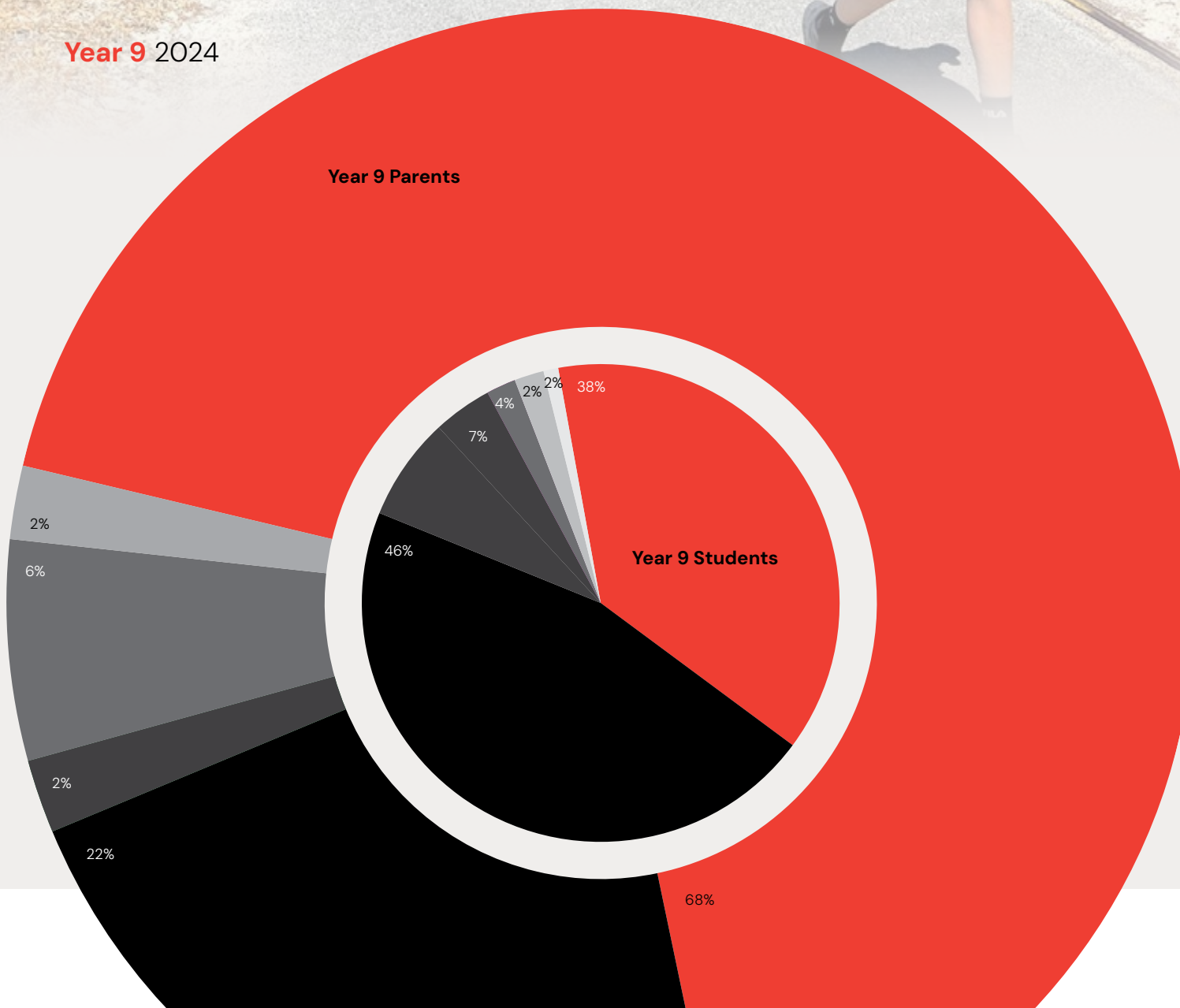
Year 12 2022



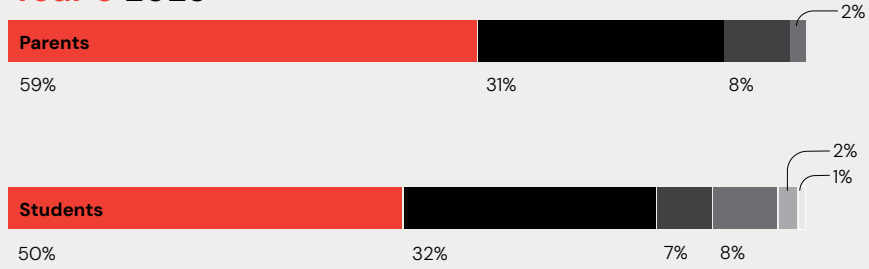


“I would recommend Aquinas College to others as a good school for boys.”

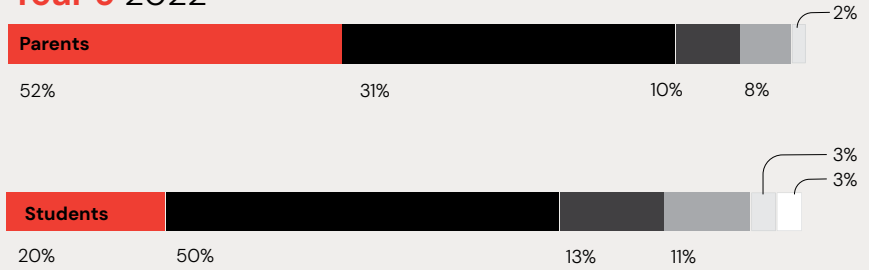
Year 9 2024



Year 9 2023



Year 9 2022



- Strongly Agree
- Agree
- Somewhat Agree
- Neutral
- Disagree
- Somewhat Disagree
- Strongly Disagree



Junior School

Parent and Student Survey Feedback

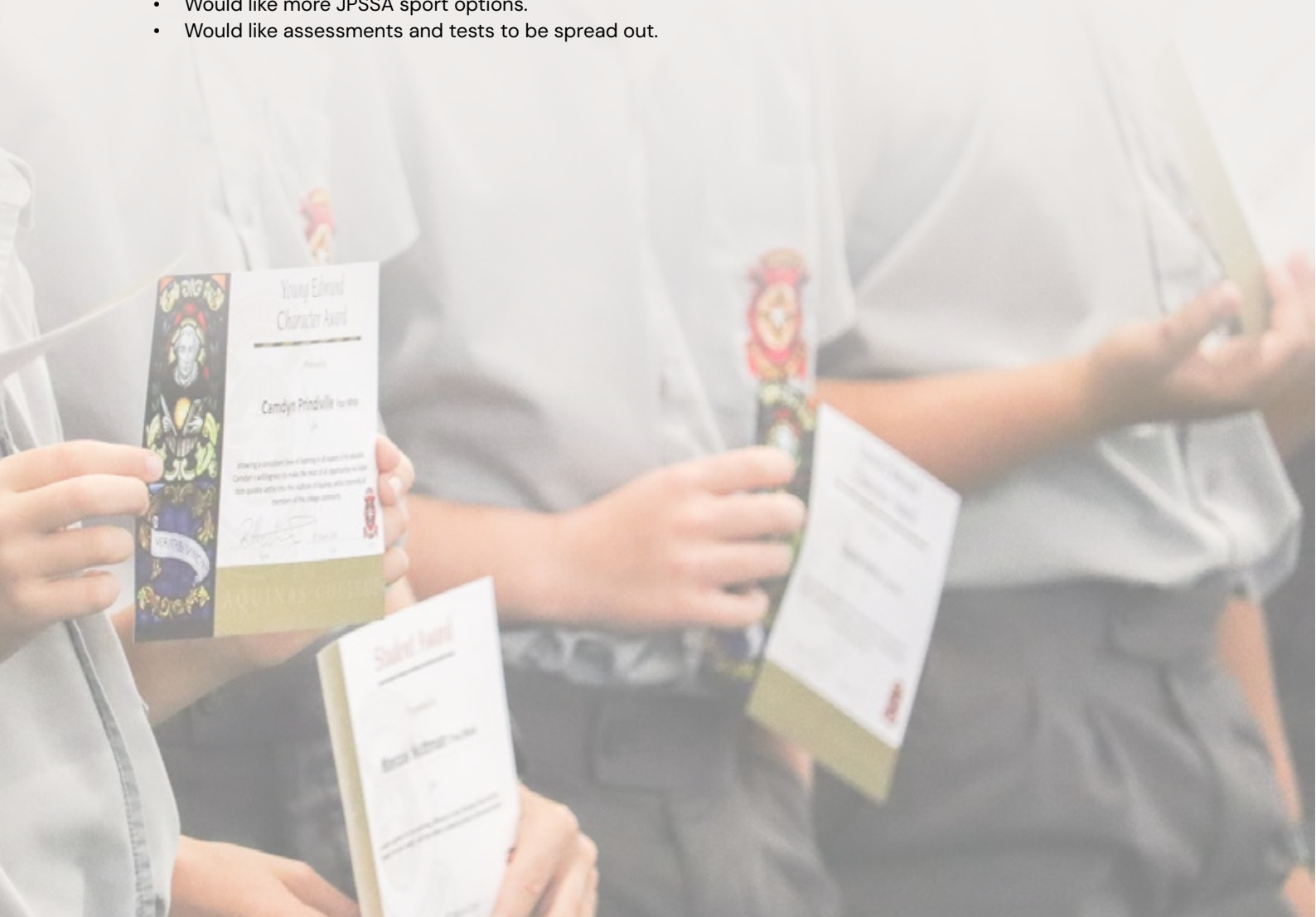
KEY FINDINGS FROM STUDENT RESPONSES

1 Positive Aspects

- Many students appreciate the supportive staff and genuine care.
- The availability of different co-curricular activities and clubs.
- Opportunities in sport and music.
- Being acknowledged and appreciated for working hard.
- Interesting topics and classes.
- The playground facilities and room to run.

2 Areas for Improvement

- Would like more JPSSA sport options.
- Would like assessments and tests to be spread out.





KEY FINDINGS FROM PARENT RESPONSES

1 Positive Aspects

- Parents enjoy the focus on developing student's character.
- The kindness and respect with which everyone is treated – students, families and staff.
- The beautiful campus and play facilities.
- Balance of male and female teachers.
- Opportunities available.

2 Areas for Improvement

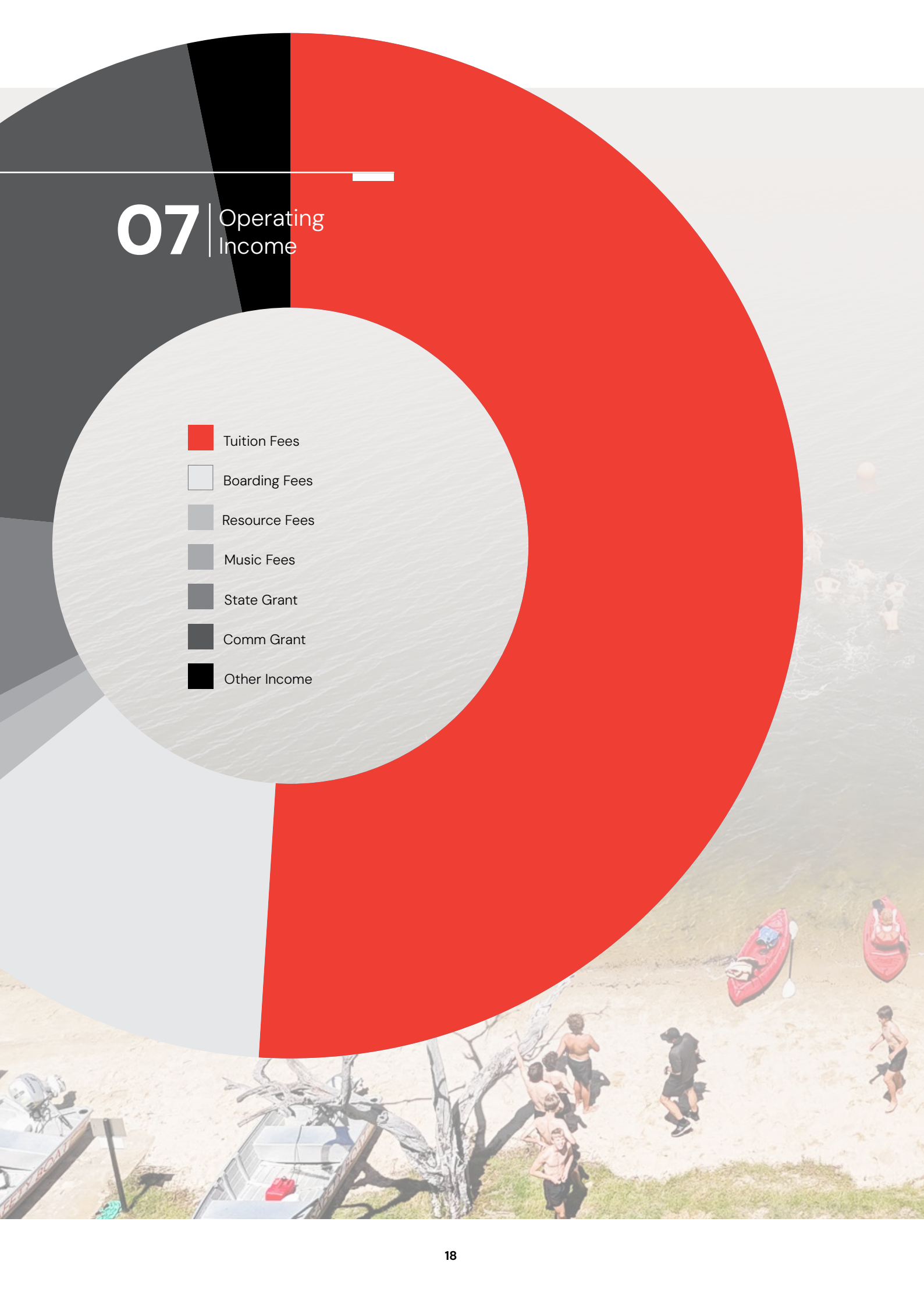
- Homework marking.
- More enrichment programs offered.
- More engagement with girls' schools.

OVERALL IMPRESSIONS

- Students enjoy the social aspects of Junior School, playing and competing with their friends.
- Parents appreciate the focus on character education and the College values.

07 | Operating Income

- Tuition Fees
- Boarding Fees
- Resource Fees
- Music Fees
- State Grant
- Comm Grant
- Other Income



08 | Operating Expenses



09 | Senior Secondary Outcomes

CLASS OF 2024 PROFILE

ENROLLED STUDENTS	190
ACHIEVED WACE	189 (99.5%)
ATAR STUDENTS 4+ ATAR COURSES	84 (44.2%)
ACHIEVED 1+ QUALIFICATION AT CERTIFICATE II OR HIGHER	105 (55.3%)
UNIREADY PATHWAY (CERT IV)	59 (31.1%)
MEDIAN ATAR	88.5
WACE MARK 75% AND ABOVE	34.5%
SUBJECT EXHIBITIONS	2
SUBJECT CERTIFICATES OF EXCELLENCE	2
CERTIFICATES OF DISTINCTION	8

TOP THIRD STATE TRICILE	42.9%
MID THIRD STATE TRICILE	46.4%
BOTTOM THIRD STATE TRICILE	10.7%
VET QUALIFICATIONS	149
CERTIFICATE II	78
CERTIFICATE III	6
CERTIFICATE IV	64
PARTICIPATED IN WORKPLACE LEARNING	46 (24.2%)
STUDENTS UNDERTAKING INTERNSHIPS	14 (7.4%)
STUDENTS SECURED APPRENTICESHIPS	11 (5.8%)
UNIREADY PATHWAY (CERT IV)	59 (31.1%)
UNIPATH STUDENTS COMPLETED TERTIARY UNITS AT UNDA	16 (8.4%)
UNIPATH STUDENTS RECEIVED ATAR BONUS AT UWA THROUGH CAMBRIDGE IPQ	8 (4.2%)

In 2024, there were 190 Year 12 Students who completed their studies at Aquinas College. One student was considered to be an international student for the purpose of this analysis. Ninety-nine students were offered a place at a Western Australian university, which includes those students with an ATAR and those who gained entrance through an alternative pathway. A small percentage of students commenced tertiary studies in the eastern states and internationally. Curtin University (59.6% students) continues to be the students most popular destination, followed by The University of Western Australia (29.3%), followed by Notre Dame University (4%), followed by Murdoch University (2%).

High performing courses: Chemistry, Design, Geography, Mathematics Methods, Mathematics Specialist, Physical Education Studies, Politics and Law.

The most popular fields of study that students enrolled into were Management and Commerce (26 students), Law (26 students), Engineering (17 students), Natural and Physical Sciences (11), and Architecture (10 students).

64 of our students achieve a notional ATAR of 70 by completing a Certificate IV in Accounting & Bookkeeping, Business, Finance & Mortgage Broking or Fitness. Many of these students use this as a direct pathway into Curtin, ECU, Murdoch and Notre Dame universities.

PREVIOUS YEARS

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Median ATAR	83.4	82.9	83.4	80.8	83.2	82.6	85.85	83.75	84.9	86.1
State Rank	20	36	37	52	40	34	23	46	-	-
Top Third State Tricile	44	42	36.8	29.6	40.3	37.4	42.6	27.4	37.3	36.8
Mid Third State Tricile	35	38	41.2	44.8	35.5	46.7	42.6	54.7	42.2	44.2
Bottom Third State Tricile	21	20	22.1	25.6	24.2	15.9	14.8	17.9	20.6	19
WACE Graduation (%)	99.2	98.9	99.5	98.3	99.4	97.0	97.7	99.4	98.4	100

YEAR 12 QUALIFICATIONS ACHIEVED IN 2024	Qualifications Achieved
52893WA: Certificate II in Building and Construction (Pathway – Trades)	1
AUR20520: Certificate II in Automotive Servicing Technology	2
AUR20720: Certificate II in Automotive Vocational Preparation	2
BSB40120: Certificate IV in Business	44
CPC20120: Certificate II in Construction	1
CUA20620: Certificate II in Music	5
CUA41220: Certificate IV in Screen and Media	1
FNS40222: Certificate IV in Accounting and Bookkeeping	5
FNS40821: Certificate IV in Finance and Mortgage Broking	1
FNS50322: Diploma of Finance and Mortgage Broking Management	1
FSK20119: Certificate II in Skills for Work and Vocational Pathways	31
ICT30120: Certificate III in Information Technology	1
MEA20418: Certificate II in Aeroskills	1
SIR20216: Certificate II in Retail Services	1
SIR30216: Certificate III in Retail	5
SIS20419: Certificate II in Outdoor Recreation	27
SIS40221: Certificate IV in Fitness	13
UEE21920: Certificate II in Electronics	1
UEE22020: Certificate II in Electrotechnology (Career Start)	6
Grand Total	149



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AUSTRALIA



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EDMUND RICE EDUCATION
AUSTRALIA

*Aquinas College is an all-boys day and boarding
private school in the Edmund Rice Tradition*