Aquinas Catholic College
Annual School Report to the Community
2013

Location
Menai

School Contact Details
Anzac Road, Menai 2234
info@aquinasmenai.catholic.edu.au
http://aquinasmenai.catholic.edu.au
9543 0188

Principal
Mr James Corcoran
Aquinas Catholic College is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney, the ‘approved authority’ for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College’s Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College’s website.
Principal’s Message

In 2013 students at Aquinas Catholic College continued to be offered a diversity of opportunities in the full gamut of College life. The focus of high educational achievement was reflected in the College’s ongoing efforts to engage students in their learning. The religious dimension of the College remained at the forefront with opportunities being offered for student and staff faith formation, including attending World Youth Day in Rio de Janeiro, training of student and staff Eucharistic Ministers, ten students and two staff attending the Australian Catholic Youth Festival and developing a structured approach to staff faith development. Aquinas Day was a feature of the school year, along with Envirowalk, and the many student centred initiatives that developed linkages with the wider community. Congratulations to all members of the Aquinas community for their contribution to the College’s achievements in 2013 and in being truly ‘Enlivened by the Spirit’.

Parish Priest’s Message

Elsewhere in this report there will be mention of the changes to Aquinas Catholic College that are planned for the near future. As with all changes, there will be challenges. The tradition of the College in offering its students and the wider community of Holy Family Parish, Menai, a strong example of Christian living and commitment is a great foundation for integrating the changes that are planned, not so much in the buildings but in the larger number of students that will be enrolled in the College in coming years.

The faith of the College leadership has always sought constructive ways of challenging the students to put faith into practice and encouraged them to be involved in existing programs such as Project Compassion and supporting the local needy through the St Vincent de Paul group. The growth of personal faith is also supported through weekly year group Masses and annual retreat experiences and it is good for me to be able to take part in these activities as it is to support the initiatives for necessary change.

Parent Body Message

Parents at Aquinas Catholic College are involved in the partnership with the College in the education of their daughters and sons. During 2013 parents underlined this support through their involvement at Information Evenings, Performance Evenings, and Student / Parent / Teacher Interviews. The Parent Support Group took responsibility for the organisation of the "New Parents' Social Evening" and the annual Envirowalk. Funds raised from the latter contributed to the final extensions of outdoor learning areas in the school. The Parent Support Group sincerely thanks all Aquinas parents for their ongoing contributions to the College.

Student Body Message
Seven years ago Aquinas Catholic College welcomed its graduating Class of 2013. As we graduate we sat together as one for the very last time to celebrate thirteen years of schooling: ending a chapter of our lives in order to commence another. In complete contrast with the group on our last day, our first day at Aquinas began with the gathering of one hundred and sixty individual students; all with different assumptions about what lay ahead.

We would say Aquinas has definitely proven to extend far beyond being an institution for education. It has provided a place where God is revealed through a sense of hope, a commitment to justice and a valuing of each person’s journey to wholeness. To all the teachers and support staff of Aquinas – you have not only equipped us with the knowledge and essential tools required to conquer the Higher School Certificate (HSC), but life as well. The relationships we have formed over the past six years are testament to your qualities of compassion, helpfulness...and the rarity of humour. Thank you for your efforts with Year 12 and the entire student body in 2013.
Aquinas Catholic College is a Catholic systemic Co-educational College located in Menai.

Holy Family Parish is the only parish and the only nominated feeder school is Holy Family Catholic Primary School. This year the College celebrated its twenty-first year of educating the young people of the southern end of the Sydney Archdiocese. Enrolments and residential trend data indicate a likely slight increase in student numbers over the next five years.

Students and staff continue to explore the notion of St Thomas Aquinas as a 'faithful learner' and to develop a deeper understanding of the charisms of the House Patrons: St John Baptist de La Salle, St Mary MacKillop, Blessed Edmund Rice and Nano Nagle.

Students are encouraged to achieve to their full potential across the full range of the curriculum and a raft of extracurricular activities that include: public speaking, debating, representative sport, camps, reflection days, retreats and the levels of the Duke of Edinburgh award.

Students attending this school come from mainly English speaking backgrounds. There is a relatively even balance between female and male students.

The College has completed a building master plan process with the support of the Catholic Education Office (CEO) Sydney that will see a staged building program that will improve the College’s learning environment in line with 21st Century pedagogical practices in an Information Communication Technology (ICT) rich environment begin in 2014.
Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>469</td>
<td>269</td>
<td>969</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2011, 84% completed Year 12 in 2013.

Enrolment Policy

The Archdiocese of Sydney has established an Enrolment Policy for Systemic Catholic Schools. The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2013 was 94.90%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
</tbody>
</table>
Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal’s leadership, support the regular attendance of students by:
- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the College community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:
- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

**Senior Secondary Outcomes**

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes. Year 12 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during the senior years of schooling.</td>
<td>34%</td>
</tr>
<tr>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Student Post School Destinations**

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.
<table>
<thead>
<tr>
<th>Destination Data</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12, 2013</td>
<td>79%</td>
<td>11%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Graduating Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following information describes the staffing profile for 2013:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>24</td>
<td>96</td>
</tr>
</tbody>
</table>

* This number includes 56 full-time teachers and 16 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held four whole staff days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Pastoral Care. Google groups and sites. Anaphylaxis training</td>
</tr>
<tr>
<td>Term 2</td>
<td>Australian Curriculum.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Staff Spirituality Day.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Action Research reports. Emergency care training.</td>
</tr>
</tbody>
</table>

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>72</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3 Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
</tbody>
</table>
Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop’s Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

The Mission Statement of Aquinas Catholic College proclaims the religious dimension of the College:

*It is our dream that Aquinas Catholic College will be a place where God is revealed through a sense of hope, a commitment to justice and a valuing of each person’s journey to wholeness – a school ‘ENLIVENED BY THE SPIRIT’.*

The Mission Statement is foundational to the lived experience of College life:
- The Religious Education curriculum is based on *Archdiocese of Sydney Religious Education Curriculum*, bringing to life the message of the gospels in classes that are dynamic and effectively incorporate technology.
- The liturgical and prayer life of the College is creative, inclusive and closely linked to parish life. Opportunities for students to participate in Retreats, Reflection Days, Parish Masses, Social Outreach Programs and Parish Ministries are supported by the Parish Priest. Students have opportunities to participate in the Sacraments of Eucharist and Reconciliation.
- The Catholic values and relationships that exist within the College include justice, compassion, respect, honesty and service. These are evidenced in relationships, policies and practices and are founded on the person of Jesus Christ.
- Social justice initiatives continue to be a priority in the College and these are wholeheartedly supported by students. The Social Justice Committee drives initiatives which provide financial, practical and prayer support for the poor and marginalised at the local, national and global levels.

In 2013, the College targeted ‘Catholic Life and Culture’, in the religious component of its Annual Improvement Plan (AIP). Increased opportunities were offered for student and staff faith formation, with a particular focus on providing practical and theoretical faith development opportunities. The Staff Spirituality Day was developed in consultation with Father Richard Leonard SJ and completed the series of formational staff opportunities. A commitment to ‘new evangelisation’ initiatives, including those offered at the Archdiocesan level, promoted increased participation in ‘Catholic Life and Culture’, as did the continued strengthening of links between the College and Holy Family Parish. Additionally, ten students and three staff Eucharistic
ministers were commissioned. Finally, five students and two staff members pilgrimaged to Rio de Janeiro to immerse themselves in World Youth Day 2013 with the support of not only the College, but also of Holy Family Parish and Club Central Menai.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>29.90</th>
</tr>
</thead>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers eighteen Board of Studies (BOS) mandated and approved Stage 5 courses and a differentiated curriculum across all Key Learning Areas (KLAs) in Stages 4 and 5. The College offers a Challenge Class in Stages 4 and 5, with separate, graded Maths classes and a Mathematics acceleration program.

There are thirty-seven Higher School Certificate (HSC) courses, with HSC extension courses offered in English, Mathematics and History. Vocational Education and Training (VET) programs are offered in five courses with access to further courses through Trade Vocational Education and Training (TVET). Opportunities are also offered for students to study through outside tutors. Non-Australian Tertiary Admission Rank (ATAR) students are catered for with the opportunity of a pattern of study that provides an HSC, but no external examinations.

The number of students studying VET subjects through school, rather than at TAFE, continues to increase. This year saw the successful implementation of the Sport Fitness and Recreation course, with a cohort of eighteen students.

The following courses are offered for HSC study:
- Ancient History
- Biology
- Business Services
- Business Studies
- Chemistry
- Construction
- Drama
- Design and Technology
- English (Advanced, Extension 1 and 2, Standard, Studies)
- Economics
- Community and Family Studies
- Food Technology
- Geography
- History Extension
- Hospitality
- Information Processes and Technology
- Industrial Technology
- Legal Studies
- Mathematics (General, Mathematics, Extension 1 and 2)
- Modern History
- Music
- PDHPE
- Physics
- Religion: Catholic Studies
- Retail Operations
- Software Design and Development
- Sport Fitness and Recreation
- Studies of Religion (1 and 2 unit)
- Senior Science
- Visual Art.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

### NAPLAN RESULTS 2013

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>7</td>
<td>Grammar &amp; Punctuation</td>
<td>40.57%</td>
<td>27.44%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>29.89%</td>
<td>26.71%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>30.86%</td>
<td>17.89%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>46.86%</td>
<td>32.28%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>36.26%</td>
<td>26.93%</td>
</tr>
</tbody>
</table>

### NAPLAN RESULTS 2013

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>9</td>
<td>Reading</td>
<td>20.83%</td>
<td>20.30%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>22.49%</td>
<td>16.87%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>19.53%</td>
<td>21.57%</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>18.34%</td>
<td>21.24%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>33.53%</td>
<td>24.92%</td>
</tr>
</tbody>
</table>

### Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.
<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 2 bands (Bands 5 and 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011 School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>65%</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>24%</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>85%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>46%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>52%</td>
</tr>
<tr>
<td>Ancient History</td>
<td>71%</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>72%</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>51%</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>82%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>50%</td>
</tr>
</tbody>
</table>

These HSC results indicate a number of pleasing trends. Offering Studies of Religion II has challenged Aquinas students to perform at higher, sustained level and the subject continues to compare well to state wide statistics. The range of subjects offered with results well above state wide statistics in Bands 5 and 6 is underpinned by the College senior subject selection process where students, parents and senior staff explore the most appropriate pattern of study for each student. Students have also benefited from referrals to the literacy teacher to focus on their extended responses.

In 2013 the number of students issued with a RoSA | 8
Student Welfare Policy

Aquinas Catholic College places a strong emphasis on the pastoral care of students. This involves quality teaching and learning, high expectations of students, sound discipline practices and the need to modify student behaviour at times. It also involves good communication, recognising the many and varied attributes of students and quality interpersonal relationships with teachers. Pastoral care is addressed through year coordinators and pastoral teachers forming pastoral teams. Structures and processes include a College award system, monitoring students to modify behaviour, regular communication with parents and the availability of school-based counselling.

No changes were made to the Pastoral Care Policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

Aquinas Catholic College’s Discipline Policy is based on procedural fairness. It aims to facilitate the development of self-discipline and a sense of responsibility in students as well as seeking to promote well-being and good order in the community. It also aims to focus on rewarding positive behaviours rather than punishing negative behaviours. The main components of the College’s Discipline Policy are: an extensive award system, a merit-demerit system, a behavioural level system, individual positive behaviour plans and afternoon detention.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

As a College community we will not allow cases of bullying to go unreported but will speak up. We need to realise the importance of discerning and reporting bullying so that matters are dealt with and not allowed to develop. At Aquinas we encourage students to: refuse to be involved in any bullying situation; if appropriate, to take preventative action; and/or to have the courage to report the incident to a teacher.

The College recommends that parents: encourage their children to discuss school life as much as
possible; watch for signs of anxiety (for example, unwillingness to attend school); advise their 
child to follow College procedures; to not encourage their child to retaliate; and/or to contact 
the College if their child’s efforts to deal with incidents do not appear to be working.

No changes were made to the Ant-Bullying Policy this year.

The full text of the Anti-Bullying Policy may be accessed on the College’s website or at the 
administration office.

**Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is 
implemented by our school and all systemic schools in the Archdiocese. The Catholic Education 
Office monitors the implementation of this policy.

**Initiatives Promoting Respect and Responsibility**

The continued mainstreaming of members of the Satellite Aspect Class located at the College 
developed a strong sense of respect for all members of our wider community. Involvement of 
the class in all major College events saw a raising of awareness around the dignity of those who 
suffer any form of disability.

Students participated in a range of community service activities including: visiting nursing 
homes, the Red Cross blood bank, assisting with St Vincent de Paul’s Kids’ Camps and cleaning 
up the local area as part of the College’s Envirowalk.

The annual Project Compassion Lenten Appeal was supported through daily collections and year 
group fundraising initiatives such as cake stalls, raffles, guessing competitions and ‘Roses for 
Valentine’s Day’. Students were involved in the ‘Be An Angel Campaign’, an initiative providing a 
significant monetary donation and a large number of Christmas presents to needy families 
through the local branch of the St Vincent de Paul Society. Other fundraising efforts supported 
the Cystic Fibrosis Society, CanTeen, Relay for Life and the Salvation Army.
The College implements the Catholic Education Office Sydney School Review and Improvement (SRI) Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College’s Strategic Improvement Plan and informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2013

Improvements achieved in 2013 in Catholic Life and Religious Education included:

- Revisiting and re-evaluating the current Vision and Mission statement in light of its relevance to the current College context and the Archbishop’s Charter for Catholic Schools.
- Continued development of school culture that includes the charism of Thomas Aquinas and the College House Patrons.
- Deepening the partnership with Holy Family Parish and exploration of ways to deepen student attendance and involvement of students in regular parish worship (Charter #4 and #9).

Improvements achieved in 2013 in Students and their Learning included:

- Strengthening the learning culture by developing the subject selection process for Year 10 into 11; widening the academic recognition opportunities and deepening the analysis of the academic data.
- Exploration of what motivates and engages the students in their learning to provide a learning environment where they feel challenged to improve their standard of learning.
- Re-evaluating the Challenge Class to ascertain what is working for students and their learning and for the teachers and to inform future curriculum delivery for highly capable students.

Priority Key Improvements for 2014

Following the Cyclic Review process of 2012 and further discernment in 2013 the following significant directions and challenges are some that that the College has identified to raise the aspirations of students and staff in 2014:

Catholic Life and Religious Education

- Implementation of the new syllabus in Stage 4 and 5 Religious Education.
**Students and their Learning**
- Implementation of the Australian Curriculum in Years 7 and 9
- Developing a student progress portal for parents
- A focus on eLe@rning and iPad use in Stage 4.

**Pedagogy**
- Programming and evaluating the Australian Curriculum in English, Mathematics, Science and History in Years 7 and 9.

**Resources, Finance and Facilities**
- Finalisation of the environmentally friendly design of the new Administration and Learning Common facilities.

**Parents and Partnerships**
- Developing a ongoing process for broad parental engagement, consultation and communication.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

**Parent Satisfaction**

In 2013, the school sought the opinions of parents on a range of aspects of school life including school effectiveness. Parents provided feedback at three Student/Parent/Teacher opportunities, four Student/Parent Information evenings, through the the Parent Consultative Group and through a review of the College Vision and Mission Statement review.

On the whole, parents expressed a high level of satisfaction with the day-to-day operations, channels of communication, general school effectiveness and the care provided for all students. The review of the College Vision and Mission statement resulted in a refined version that will be launched in 2014.

**Student Satisfaction**

Student morale is high, evidenced by the level of students’ enjoyment in their learning, College spirit and wide-ranging student involvement in all manner of College activities. The focus on school-wide pedagogy and digitally supported learning is resulting in a more student-focussed learning environment. Students participate actively in the variety of ways in which the school seeks and acts on their views to promote and guide their developing self-awareness, leadership capacity, motivation for high quality learning and in resilience building.

Student-led listening assemblies are a key way in which student aspirations are gathered. Additionally, in 2013 a Year 12 exit survey was established and the data it gained further underpinned the high level of student satisfaction with the College.

**Teacher Satisfaction**

In both SRI processes and building program consultation the whole College staff were surveyed and the data clearly indicated that they work in a school which is characterised by a culture of mutual respect and collaborative professional relationships.

A high level of teacher and support staff morale is indicated by the range of ways in which all staff collaborate with a clear sense of mission and focus on improved learning outcomes for students. This is also evident in the number of staff who volunteer for out of hours activities like College Retreats and Camps.
This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2013 year is detailed below:

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$6,845,970</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$261,764</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$2,739,671</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$3,261,679</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$358,499</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$13,643,396</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$361,431</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$9,218,262</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$2,797,107</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$12,015,369</strong></td>
</tr>
</tbody>
</table>

For the 2013 year the Aquinas Catholic College received $175,813 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.