



2014 Annual Report

Assumption College, Warwick

*A Catholic co-educational secondary school of the
Diocese of Toowoomba*

"Truth and Love"

Address	6 Locke Street PO Box 347 Warwick QLD 4370	Phone	07 4660 4000
Year Levels	Year 8 – Year 12	Fax	07 4660 4099
Enrolment	319	Email	acwarwick@twb.catholic.edu.au
Principal	Mr Peter Moloney	Boarders	No
Vacation Care	No	After School Care	No

Our Vision Statement

'To Sow.... Nurture.... and Grow'

We plant seeds that one day will grow.

We water seeds already planted;

Knowing that they hold future promise.

Archbishop Oscar Romero

Our Mission Statement

Assumption College provides a Catholic education to young men and women of diverse backgrounds. As a welcoming and caring community, we strive: to be inclusive witnesses of God's message; to provide a healing and forgiving environment; to offer a place of hope and of justice that reflects right relationships with one another. We nurture the uniqueness, integrity and dignity of these relationships with our students through balanced educational programs.

Distinctive Curriculum Offerings

CURRICULUM

The Australian Curriculum dictates much of the College's curriculum offering. All subjects are now offered in accordance with the Australia Curriculum.

We believe that the College Curriculum is both positive and progressive as it responds to these new and emerging demands. It presents students with a more flexible curriculum that still meets the

mandatory demands of government. It also enables students to have greater control over their own learning, as well as provide them with a solid foundation for their senior studies.

YEAR 8

Currently in Year 8, students study a range of Core and Elective subjects. Core subjects (listed below) are studied consistently throughout the year. The remaining subjects are combined elective subjects, which are studied on a semester basis. This means that students spend a significant proportion of their learning developing key skills in core subject areas. With a rotated choice of electives, they also have the opportunity to experience some variety and experience some elective subjects which will aid decision making of subject choice in following, subsequent years.

CORE SUBJECTS: English, Religious Education, Health and Physical Education; Mathematics; Science, History/Geography, Business & Civics.

ELECTIVE SUBJECTS: Home Economics; Industrial Design and Technology; Drama and Visual Art.

YEAR 9

The Core subjects taught in Year 8 continue through into Year 9. Students also study two elective subjects on a semester rotation basis i.e. students are able to re-select elective subjects at the beginning of each new semester.

CORE SUBJECTS: English, Religious Education; History; Geography; Health and Physical Education; Mathematics; Science.

ELECTIVE SUBJECTS: Business & Civics; Drama; Home Economics; Graphics; Industrial Design & Technology; Visual Art.

YEAR 10

Year 10 students study a range of Core subjects, as well as two elective subjects. The core subjects enable students to continue their development of skills in key learning areas, whilst the range of elective subjects are aimed to introduce students to a variety of elective areas in preparation for choices in senior courses of study.

All Year 10 students participate in a Careers course which is timetabled at one period per week for the year. This allows students the opportunity to study job skills and career pathways, and engage in work experience, with particular emphasis on their own individual career pathway and the formulation of their own SET Plans.

CORE SUBJECTS: English; Mathematics; Religious Education; Science; History; Health and Physical Education; Careers.

ELECTIVE SUBJECTS: Business & Civics; Drama; Home Economics; Graphics; Industrial Design & Technology, Visual Art.

YEAR 11 AND 12

The College offered the following subjects to students in 2015. Subjects timetabled for 2016/2017 will be dependent upon the number of students who initially select particular subjects. The study of some subjects in Distance Education mode may be an option for some students. However costs for study in Distance Education are in the order of \$1000 per subject per year.

All Year 11 students participate in a subject titled 'Senior Preparation' which is timetabled at one lesson per week for the year. During this time, students examine topics such as Study Skills, and skills for coping in Years 11 and 12. In Year 12 students undertake Queensland Core Skills Practice for one lesson per week.

Opportunities are also provided to students who wish to access courses offered at TAFE. The College's Program Leader (Careers and Vocational Education) liaises with students and TAFE to enhance these links.

In Years 11 and 12, all students are required to study either Religion & Ethics or Study of Religion; either English or English Communication; and either of Mathematics B or Mathematics A or Pre-Vocational Mathematics.

As well, students are required to select three (3) elective subjects from the lists below.

AUTHORITY SUBJECTS: Accounting, Biology, Chemistry, Drama, Graphics, Home Economics, Hospitality Studies, Legal Studies, Modern History, Physical Education, Physics, Visual Art. Note: English, Study of Religion, Mathematics A and Mathematics B, all mentioned above, are all Authority subjects, and consequently can contribute towards the calculation of a student's OP score.

AUTHORITY - REGISTERED SUBJECTS (S.A.S.): Industrial Technology Studies (ITS), Business, Recreation, Hospitality Practices. Note: Religion and Ethics, English Communication and Pre-Vocational Mathematics, all mentioned above, are all Authority Registered Subjects, and consequently cannot contribute towards the calculation of a student's OP Score.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SATs)

Students may be eligible to undertake an Apprenticeship or Traineeship whilst still at school. These SATs (School-based Apprenticeships & Traineeships) provide students with work experience, skills and access to an industry recognised qualification, whilst still at school.

A traineeship takes two years to complete (usually during Years 11 and 12) and students graduate school with two years of work experience, as well as a possible Certificate Level Qualification in a particular industry. Apprenticeships take longer and often continue in a full-time capacity after Year 12.

Students usually spend one day at (paid) work each week, and another day completing studies at a TAFE or through a registered training organisation, whilst working on their school timetable for the remainder of the week.

The aims of SATs are to provide students an alternative pathway to their future.

EXTRA-CURRICULAR ACTIVITIES

A social environment that respects enthusiasm and encourages participation is the best atmosphere for study.

Assumption College offers a wide variety of extra-curricular activities. When students involve themselves fully in these activities, they have the chance to relate with their teachers and peers on a different level and to display talents not necessarily in evidence in the classroom.

Assumption College is its students. Enrolment here constitutes an undertaking to fulfil commitments to the College's cultural, religious, social and sporting activities. The College deserves to field, in all its extra-curricular activities, the best possible representatives at whatever level of performance. No student should absolve themselves from this commitment.

As a member of the Warwick Secondary School Sporting Association, Assumption College has accepted responsibility to participate in the full sporting programme of that Association and to foster local community participation and competition. Inter-school sport: Athletics, Basketball, Cricket, Cross Country, Hockey, Netball, Rugby League, Soccer, Futsal, Swimming, Tennis.

Assumption College students are eligible for State Schoolboy and Schoolgirl representation in a wide variety of sports, through membership of the Queensland State Secondary Schools' Sports Association.

Access to this representation is a progression through a series of district, regional and state selection trials. This progression is illustrated diagrammatically as follows:

Ages 10 -12

SOUTHERN DOWNS→	DARLING DOWNS →	STATE CHAMPIONSHIPS →	STATE REPRESENTATION
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Ages 13-Open

BORDER DISTRICT→	DARLING DOWNS →	STATE CHAMPIONSHIPS →	STATE REPRESENTATION
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As well as these opportunities, the College nominates teams to compete in a range of state-wide competitions in such sports as: indoor cricket, tennis, hockey, netball, cricket, futsal and the Southern Downs and Broncos Cup Rugby League and Netball championships.

Typical examples of co-curricular activities which occur at Assumption College, are listed below:

Astronomy Night
 ASX Stock Market Competition
 Broncos Cup (Yrs 7-10) Netball & Rugby League
 Confraternity Rugby League & QISSNetball
 Equestrian Programme
 International Women's Day Breakfast

Musical
 Performing Arts Nights
 Riding for the Disabled
 School Socials
 Supreme Courts visits, Brisbane

LIFE EXPERIENCES

Typical examples of life experience activities available to Assumption College students include:

Career Information
 Day Excursions to:
 - Art Galleries
 - Live Drama Productions
 - Museum
 - Theme Parks
 Friendship Club
 Guest Speakers
 Qld Arts Council Performances
 Safe Drive Course

Hatch Retreats
 Real Talk Presentations
 Year 12 Formal
 Year 12 Valedictory Mass
 Year 12 Induction of Seniors
 Year 11/12 Ethnographic Excursion
 Year 11 Leadership Camp
 Year 10 Work Experience
 Year 9 Canberra Tour
 Year 8 Meebunbia Camp

SOCIAL CLIMATE

Assumption College strives to live up to its Vision and Mission Statements. The College community strives to give it meaning.

We aim to provide a catholic education to young men and women of diverse backgrounds. We are a non-selective school. We aim to be exclusive witnesses to God's message.

We strive to be a welcoming and a caring community providing a healing and forgiving environment. We are a school of the 'second chance'.

We strive to be a school of hope and of justice that reflects right relationships with one another. As a staff, we appreciate and nurture the uniqueness, integrity and dignity of these relationships with our students, through balanced educational programs.

We strive to provide an environment where all members of the College community reflect our Catholic / Christian values, founded on responsible behaviour and an attitude of respect for self and others.

The College has in place an *Anti – Bullying and Harassment Policy*. A number of foundational guidelines reflect the implementation of this policy:

- Early identification and communication of bullying and harassment is encouraged in the College community.
- Appropriate structures are in place to ensure they students are easily able to report incidents of bullying e.g. the presence of House Coordinators and School Student Protection Contacts. A dedicated process for reporting bullying behaviour via email was also implemented in 2014. Students are also encouraged to communicate concerns to any responsible adult.
- Appropriate support for the victim(s), perpetrator(s), and members of the College community is given by the appropriate person: Pastoral Care Teacher; House Coordinator; Deputy Principal, Principal or Counsellor.
- The College informs the broader College community on the bullying/harassment procedures and guidelines, its reporting and potential responses, during the enrolment process and throughout the year.
- Incidents of bullying and harassment are managed in a pastoral and just manner, supported by the procedures and guidelines.
- Where practicable, the College advises parents / carers of inappropriate behaviours e.g. cyber-bullying, which occur outside the College environs, but can impact on student welfare within the College.

We recognise the importance of good communication in developing positive relationships between students, parents and teachers.

PARENTAL INVOLVEMENT

Parents are acknowledged as the first and foremost educators of their children. Their role as educators must never be underestimated. The College staff can hope only to build on the foundations established by the family.

Parents have a fundamental right and duty to be closely involved in their child's education. The teachers of Assumption College, as professional educators, are conscious of the need for consultation and collaboration. They will do their best to keep parents informed of their children's progress and welfare.

Traditionally parents have used their skills and time unstintingly in supporting the College. Many parents, for example, make regular commitments to help maintain the College Tuckshop, assist in the

running of sport carnivals and cultural events, assist in maintaining the College's Bookhire scheme and consistently provide administrative support in the College office. By such involvement, parents show their children how highly they value the education of their children.

The Parents and Friends Association is an integral part of the College community, representing as it does all parents of the College and sharing responsibility for the College with the Principal and teachers.

The aims of the Association are to:

- foster a distinctive Christian environment;
- develop maximum cooperation between parents and school staff; and
- provide a medium for information and education of parents.

SUPPORT GROUP MEETINGS

Parents & Friends:

This is scheduled for the 2nd Monday of each month at 7.30 pm in the College Library.

College Board

This is scheduled for the 1st Wednesday of each month at 6:00 pm in the College Staff Room.

SCHOOL FINANCIAL INFORMATION

The information on net recurrent income including:

- Federal Government recurrent funding
- Queensland Government recurrent funding
- Fee, charges and parent contributions
- Other private resources

Is available from: www.myschool.edu.au

Staff Composition

Workforce Composition	Total Teaching Staff	Total Non-teaching Staff	Indigenous Staff
Headcounts	27	12	0
Full-time equivalents	26.2	8.4	0

Teacher Qualifications

Qualification	% of Teaching Staff
Doctoral / Post-Doctoral	Nil
Masters	8%
Bachelor Degree	88%
Diploma	4%
Certificate	0%

Professional Development

In 2014, Assumption College worked towards improvement in a number of key areas:

Pastoral Goals

1. Implementing an online behaviour and academic monitoring system.
2. Preparing for the transition of Year 7 into Assumption College

Faith Goals

1. Enhancing our relationship with Parish
2. Increasing the focus on our Founders' Stories.
3. Implementing a new RE Curriculum into Assumption College in 2014.

Curriculum Goals

1. Enhancing our focus further on 'data driven' curriculum outcomes.
2. Continuing the implementation of the Australian Curriculum under ACARA

However, the major enhancement for 2014 was the implementation of the Excellence in Catholic Education (EiCE) Program. The feedback of information received from this process, together with feedback from the RADII Survey, is proving invaluable for future goal setting to improve the quality of teaching and learning within the College.

The College expended \$42,058 for Professional Learning in 2014.

Average Staff Attendance

Staff Attendance Rate: 95.9%

Staff Retention

Staff Retention Rate 100%

Average Student Attendance Rate

The average attendance rate for the whole school as a percentage in 2014 was 92.8%.

Student Attendance for Each Year Level

Year 8	Year 9	Year 10	Year 11	Year 12
93.1	94.1	94.2	92.6	90.2

Description of How Non-Attendance is managed by the School

College Attendance Rolls are marked twice daily, at the beginning and at the end of the school day. If a student is absent from school for any reason, parents are asked to advise the school by 8.40 am on the first day of absence. On returning to school after an absence of any length, parents are expected to supply a note to the Pastoral Care Teacher explaining the student's absence.

Students are expected at school by 8.40am and must not leave the grounds until the conclusion of the school day, unless they have express permission from a member of the College Leadership Team. Any requests for permission to leave the school grounds must be accompanied by a written request from the student's parents/guardian/carer. Students who arrive at school after Pastoral Care Class must report to the office and collect a late pass. Students who arrive to class late will generally require a late slip or note explaining their late arrival. Should a parent be aware of a child's extended absence because of illness, family holidays, sporting or other commitments, prior notice in writing is expected. This should be addressed to the Principal.

National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 9 Test Results (2014)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	573	580.4	571.6	97%
Writing	558	550.3	543.8	90%
Spelling	572	582.0	575.6	95%
Grammar and Punctuation	574	573.5	567.4	92%
Numeracy	581	587.8	579.8	99%

Year 10-12 Apparent Retention Rates

Year 10		Year 12		Year 10-12
Year	Enrol	Year	Enrol	Apparent Retention Rate
2010	36	2012	31	86.1%
2011	65	2013	49	75.4%
2012	43	2014	45	104.6%

Year 12 Outcomes for 2014

Number of students awarded a Senior Statement	44
Number of students awarded a Queensland Certificate of Education	39
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded one or more VET qualifications	22
Number of students who are completing or completed a School-based Apprenticeship or Traineeship	14
Number of students who received an Overall Position (OP)	20
Percentage of OP/IBD students who received an OP 1-15	55%
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students who received a Senior Statement only	1
Percentage of students who are completing or completed a School-based Apprenticeship or Traineeship or were awarded one or more of the following: QCE, IBD, VET qualification	91%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	100%

Post-School Destinations

In 2015, 69.4 per cent of young people who completed Year 12 at Assumption College in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (36.1 per cent). The combined VET study destinations accounted for 33.3 per cent of respondents, including 5.6 per cent in campus-based VET programs, with 2.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

27.8 per cent commenced employment-based training, either as an apprentice (19.4 per cent) or trainee (8.3 per cent).

In addition to the above study destinations, a further 5.6 per cent of respondents from this school deferred a tertiary offer in 2015.

30.6 per cent did not enter post-school education or training, and were either employed (27.8 per cent) or seeking work (2.8 per cent).

Value Added

The College received a subsidy of approximately \$1.2m in 2013 from the State Government as an element of the State Government's Flying Start Program. This program was aimed at providing funds to build classrooms and facilities to prepare for the transition of Year 7 students into the secondary school environment in 2015. At Assumption College, this money was spent on building three general learning classrooms and two flexible learning areas (an additional science laboratory and a dedicated Home Economics room). As well, the College spent approximately \$500,000 of the College's funds building one additional general learning classroom and one additional flexible learning area (a dedicated Art Room). This project was completed in early 2014.

Due to the significantly increased enrolments anticipated in 2015, the College also undertook the construction of three additional classrooms, as well as a new tuckshop (the existing tuckshop will be unable to cope with the increased numbers in 2015), toilet facilities and change rooms. This project, commenced in September 2014, is self-funded by the College at a cost of approximately \$1.5m.

Excellence in Catholic Education (EiCE) – A School Renewal and Improvement Process

School Renewal and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. This process provides an opportunity for each school to reflect on 4 Domain areas: Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing. Each of these domains has elements (24 in total) which are reviewed on a cyclical basis and plans for improvement developed if necessary

In 2014, the EiCE elements reviewed included Partnership with Parish, Pastoral Care and Student Well Being, Pedagogical Practices – Assessing and Reporting, Financial Management, and ICT Resourcing. Feedback material from these reviews was analysed, reflected upon, and became the College's focus for improvement in performance leading into 2015.

Parent Satisfaction

Parents consistently show strong support and satisfaction for the operations of Assumption College, as evidenced in consistent parent feedback. Assumption College parent's response to all measureable criteria to date has been overwhelmingly positive. The information provided from parents is utilised to focus College efforts to attain the fullest satisfaction possible in all aspects of College life.

A hardcopy of this report is available by request from the Principal.