IONS COLLEGE
ANNUAL REPORT
2015
THE COLLEGE

Iona College is an independent Catholic Boys School, owned and administered by the Missionary Oblates of Mary Immaculate. It is located in the Brisbane bayside suburb of Wynnum West and caters for some 1500 students from Years 5 to 12 inclusive. Students are drawn from a large area of Brisbane, although most come from the local surrounding areas. Students at Iona College have a wide range of abilities. More than half the students completing Year 12 continue on to tertiary study.

The community served by Iona College has an expectation that the staff of the College understands not only what needs to be learnt but also how each individual student learns. They would also expect that Iona College operates as a Christian community in the Catholic tradition, providing a well-rounded education which includes faith development.

What distinguishes Iona College as a truly Christian school is the centrality of the message of the Gospel to the values, relationships and operation of the community. The Catholicity of the College is expressed through celebration of the Sacraments, particularly Eucharist, connection to the Catholic Archdiocese of Brisbane, collegiality with other Catholic Colleges and a high proportion of Catholic students.

HISTORY

In 1957, the Catholic Archbishop of Brisbane, Dr James Duhig, invited the Congregation of the Missionary Oblates of Mary Immaculate to open a school for boys in the Archdiocese. The site at Lindum in the wider Wynnum district was chosen because of the rapidly growing population in the bayside, the working-class nature of the area which fitted the ethos of the missionary congregation, the lack of any Catholic boy's college in the district and the proximity to rail transport.

With the help of the local Catholic community working for many months alongside the two Oblate priests assigned the task, the College opened with 58 students in January 1958. The first Rector, Father Tim Long OMI was an educator of international renown. It was his task to guide the early years and set the fledgling College on a firm foundation. Two more priests were sent to Iona College for the start of school and the four Oblates made up the initial staff. Over the first twenty years of the history of the College, the student numbers swelled to 720 in the care of 34 staff. Now, after fifty years, the student population numbers approximately 1500 with 170 members of staff.

CURRICULUM

Iona’s curriculum is based upon the premise that students construct new knowledge and understanding by building on prior learning. It is built around subject areas that encompass the Key Learning Areas (KLAs) recognised by the Queensland Curriculum and Assessment Authority (QCAA) and has been planned to ensure continuity across Years 5 to 12. It provides an emphasis on literacy and numeracy development and encourages the boys to develop independent thought and action.

The curriculum is designed to be academically rigorous and students are encouraged and supported to reach their individual potential. As students develop and learn in different ways and at different rates, Iona accommodates developmental and learning differences through its work programmes, pedagogy and support structures.

Guided by the following principles, the curriculum strives to:

- give students access to the traditions of the Catholic community through an understanding of, and opportunities to celebrate, its beliefs and practices;
- welcome and accept students’ life experiences and assist them to interpret these in the light of the Gospels;
- build within students a sense of community through encouraging parent and teacher interaction to support students’ learning;
- support a school climate which is characterised by a pride in the cultural heritage of students, high rates of attendance and retention and appropriate representation of parents in school decision-making structures and processes;
• foster within students a responsibility for, and identity with, their family, church, Australia and the global communities;
• provide students with a set of values with which to integrate their schooling with their life and their Catholic faith;
• give students access to a continuous process of rigorous, academic schooling based on recognised phases of human development and the key learning tasks associated with each phase;
• provide activities which affirm students as persons of dignity and worth through an acknowledgment of their gifts and talents;
• provide students with opportunities for sustained intellectual development;
• provide students with equal access to educational experiences that are challenging, purposeful, comprehensive and designed to improve their educational achievements;
• encourage students’ involvement in planning for future learning and career options.

These principles are embodied in the College’s learning framework and curriculum organisation structure.

Iona College provides students and parents with appropriate and meaningful information on students’ achievements through assessment and reporting using criterion standards linked to ACARA and QCAA developmental outcomes.
The curriculum in Years 5 to 6 aims to foster the growth of each individual student to reach his full potential through a wide variety of learning experiences and opportunities. Even at this earlier developmental stage, the College values good scholarship and encourages students to develop independent thought and action.

Through the middle years Iona College adopts a structured curriculum that is designed to meet the academic, social, and emotional needs particular to this age group. Emphasis is placed on building meaningful relationships between students and teachers and providing authentic world experiences through an integrated curriculum.

The Year 11 and 12 curriculum at Iona College is structured around Authority and Authority-registered syllabuses published by the QCAA. These syllabuses have in common statements about the need to connect learning with the social, cultural, and economic elements of the surrounding community and “the world” outside the classroom.
The priority is to provide pathways that are interesting, relevant and challenging for students with a diverse range of abilities and talents. It is important to note that this focus on pathways does not exclude broader notions of a general education aimed at preparing students for a range of life-roles. This approach also does not overlook the provision of senior education for the inherent satisfaction it might contain, in what is sometimes referred to as ‘knowledge for its own sake’.

CO-CURRICULAR ACTIVITIES

Iona College provides many wide ranging and dynamic activities within this important aspect of school life. Many students find most satisfaction in the co-curricular life of the school. Iona attempts to meet the needs of boys from Year 5 to Year 12 through sporting, cultural, community and missionary outreach opportunities provided throughout the year.

Sport at Iona caters for many boys through our involvement with the prestigious Associated Independent Colleges (AIC) competition. In addition to these competitions boys may go onto representative honours through the Queensland Schools Sports Association. Iona has a long and proud tradition of excelling in sport, producing numerous high achieving sportsmen. Iona College is ideally situated with the playing fields on site at the school campus. In addition to six playing ovals, outdoor cricket nets and tennis courts, the College has a 50 metre swimming pool, indoor sports hall and a well-resourced weights room.
The cultural life of the College continues to expand and add to Iona’s growing reputation as a place where the arts are encouraged and valued. Large numbers of boys are involved in the music program in a variety of bands and ensembles. In addition to the performance component, music students may undertake instrumental lessons during class time or choose to study music through to Year 12.
Drama has a high profile at the College with many students involved in a variety of performance and production opportunities throughout the year. Every year the College offers a major theatre production, drawing on many departments of the College and involving students, staff and parents.

Each year the College’s art students display their work in the student Art Exhibition through various media. The home of the performing arts at Iona is the Iona Performing Arts Centre (IPAC) which is a modern five hundred seat theatre complex providing quality facilities. Public speaking provides an avenue for many boys to excel and Iona achieves a high standard in several competitions throughout the year.

SOCIAL CLIMATE AND PASTORAL CARE

Iona College is a Catholic school that exists for the education of young men under the spiritual guidance of the founders of the College, the Missionary Oblates of Mary Immaculate. At the core of all that we hold dear at Iona is the spiritual, personal, social and emotional welfare of the boys in our care. All staff members are expected to demonstrate through their example, support for the Catholic ethos of the College.

All staff members at Iona College, regardless of their particular roles, place as their top priority the welfare of the students. The people with specific responsibilities for various aspects of pastoral care at the College are: the Oblate Priests, the Dean of Students, Heads of Wellbeing, Year Level Coordinators, Heads of House, the House Tutors, Classroom Teachers, College Counsellors, College Nurse and the Learning Support Staff. Clearly, these people can be effective only when working in collaboration with teaching and non-teaching staff and parents.

Upon acceptance into Iona College, each boy joins one of eight Houses. Normally this will be in accordance with prior family connections with College Houses. In the primary years the boys are assigned a House, however, they come under the direct care of the Year Level Coordinators. When the boys enter the secondary years, the House, rather than the Year Level, becomes the main unit of organisation and care. Each House is coordinated in the secondary years by a Head of House who is assisted by the House Tutors. The work, activities and behaviour of each boy at Iona College in Years 7 to 12, come under the supervision of his Head of House.

Importantly, the Heads of House are familiar with and support the House activities within the primary years. They lend their assistance to the Year Level Coordinators and staff associated with their House where possible and appropriate. The Heads of House make every effort to know the boys in the primary years who are in their House prior to the boys’ transition into the secondary years.

Pastoral care, reporting, behaviour management, subject selections, ceremonies, meetings, student leadership, cultural activities, sport and other co-curricular activities are generally organised along House lines in the secondary years. Each boy identifies very strongly with his House.

During the year Houses compete in a range of sporting, cultural, service and academic activities culminating in the presentation of the Oblate Trophy to the most successful House.

PARENTAL INVOLVEMENT

Open communication between parents and teachers is encouraged by the College, as we believe the successful education of the students requires a partnership between the home and the school. While parents are welcome to contact teachers and vice versa where any concerns arise, the College provides two formal opportunities each year for parents and teachers to meet to discuss the boys’ progress and development. Formal written reports are issued each Semester with interim feedback sent to parents at the mid-Semester point.

As an Oblate Community the College encourages, in fact relies upon, the involvement of parents in supporting the learning and various activities of the students.
As educators, all staff at Iona believe in, and embrace, lifelong learning as a personal and professional responsibility. The main goal of this practice is to increase student learning by facilitating and promoting improved teaching and learning practices through the identification of staff and student needs, and the provision of appropriate learning/training experiences. Within the College, a structured program of Professional Development is in place to ensure that teaching staff are best able to maintain and implement desired curriculum, cocurricular and pastoral care programs, and that ancillary staff are assisted to provide a skilled, safe and helpful support service to enhance the learning and physical environment for the students.

In addition, significant amounts of time and money are committed to other important aspects of the teaching and learning process, including:

- Australian Curriculum development and writing of units, Queensland Studies Authority specific training for teachers involved in monitoring and reviewing of Year 11 and 12 results and training for Queensland Core Skill testing markers.
- Selected staff have worked in small group professional development teams to discuss practice, implement different teaching practices and improve on classroom practice through collaboration, discussion and feedback. Staff have been able to choose internal areas of growth for professional development and work on an area personally identified.
- Feedback has been a focus of professional development and teachers have attended workshops on directed feedback, returned to the college and provided a summary of skills learnt and developed seminars based on this aspect of our teaching. Feedback from students on teaching has also been developed throughout the year.
- Religious education accreditation is an important aspect of teaching in a Catholic school, and all teaching staff receive annual training to ensure they understand and support the Catholic ethos and practice the tenets of the Christian faith in all their interactions with staff and with the boys.
- Ongoing professional development on the use of technology has been identified as a priority for throughout the college. Some of this professional development has occurred during scheduled time and there has been an increase in staff volunteering to work outside of class time.
- Other professional development examples also include first aid and sporting qualifications, workplace health and safety requirements, annual fire safety and training regarding student welfare and protection.

**Professional Development**
In 2015 Iona College spent $68,767 on staff participation in professional development.

**Staff Attendance**
The average time lost to illness by teachers represents an attendance rate of approximately 96.45% per teacher for the school year.

**Staff Retention**
109 of the 117 teaching staff continued at Iona in 2015, representing a retention rate of 93.1%.

**Teacher Qualifications**
Certificate 28
Diploma 44
Bachelor Degree 132
Masters 18
Postgraduate Diploma 35
Postgraduate Certificate 9
Doctorate 2
No. of teachers 117
ACADEMIC RESULTS

The NAPLAN tested Year 5, 7 and 9 students across five areas: Numeracy, Grammar & Punctuation, Reading, Spelling and Writing.

### NAPLAN results for Iona College and Queensland - 2015

<table>
<thead>
<tr>
<th></th>
<th>Writing</th>
<th>Spelling</th>
<th>Reading</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>Iona mean</td>
<td>486</td>
<td>511</td>
<td>521</td>
<td>524</td>
</tr>
<tr>
<td></td>
<td>State mean</td>
<td>470</td>
<td>489</td>
<td>495</td>
<td>500</td>
</tr>
<tr>
<td>Year 7</td>
<td>Iona mean</td>
<td>530</td>
<td>568</td>
<td>570</td>
<td>561</td>
</tr>
<tr>
<td></td>
<td>State mean</td>
<td>505</td>
<td>544</td>
<td>543</td>
<td>538</td>
</tr>
<tr>
<td>Year 9</td>
<td>Iona mean</td>
<td>567</td>
<td>593</td>
<td>601</td>
<td>584</td>
</tr>
<tr>
<td></td>
<td>State mean</td>
<td>537</td>
<td>580</td>
<td>572</td>
<td>566</td>
</tr>
</tbody>
</table>

### Percentage of students above National Benchmarks for Iona College 2015 NAPLAN

<table>
<thead>
<tr>
<th></th>
<th>Writing</th>
<th>Spelling</th>
<th>Reading</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>99.4</td>
<td>98.2</td>
<td>98.8</td>
<td>96.4</td>
<td>100</td>
</tr>
<tr>
<td>Year 7</td>
<td>97.6</td>
<td>98.5</td>
<td>99.5</td>
<td>97.6</td>
<td>100</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.2</td>
<td>93.2</td>
<td>97.6</td>
<td>96.1</td>
<td>100</td>
</tr>
</tbody>
</table>

### School Performance Reporting 2010 - 2014

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of student awarded a Senior Statement</td>
<td>175</td>
<td>176</td>
<td>173</td>
<td>170</td>
<td>197</td>
<td>181</td>
</tr>
<tr>
<td>Number of students awarded a QCIA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded a QCE at the end of Year 12</td>
<td>173</td>
<td>172</td>
<td>170</td>
<td>170</td>
<td>196</td>
<td>179</td>
</tr>
<tr>
<td>Number of students awarded one or more VET qualifications</td>
<td>68</td>
<td>36</td>
<td>50</td>
<td>84</td>
<td>38</td>
<td>83</td>
</tr>
<tr>
<td>Number of students who are completing or completed a SAT</td>
<td>20</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who received an OP</td>
<td>128</td>
<td>123</td>
<td>138</td>
<td>120</td>
<td>150</td>
<td>127</td>
</tr>
<tr>
<td>Number of students who did not receive one or more or the following: OP, QCE, QCIA, IBD, VET qualification</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD students who received an OP 1–15 or an IBD</td>
<td>77%</td>
<td>89%</td>
<td>80%</td>
<td>83%</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of QTAC Applications receiving an offer</td>
<td>94%</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>
RETENTION RATES

There are a number of considerations required when providing any analysis of apparent retention rate trends particularly at the school level. Apparent Retention rates take no account of a range of factors that may be important characteristics of a particular school, such as:

- part-time students completing Year 12 with full-time equivalent of less than 1.0 at the school, such as students engaging in alternative pathways, are excluded from the calculation. For schools, this leads to potentially misleading low apparent retention rate
- repeating students and mature age students are included in the calculation. For schools with significant numbers of these students, the apparent retention rates are potentially misleadingly high
- intra-state and inter-state student transfers also impact on school apparent retention rates and need to be considered when providing comments on school rates.

<table>
<thead>
<tr>
<th>Final Year</th>
<th>Enrolment at Year 10</th>
<th>Enrolment at Year 12</th>
<th>Year 10-12 Apparent Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>188</td>
<td>175</td>
<td>93.1%</td>
</tr>
<tr>
<td>2011</td>
<td>185</td>
<td>177</td>
<td>95.7%</td>
</tr>
<tr>
<td>2012</td>
<td>194</td>
<td>176</td>
<td>90.0%</td>
</tr>
<tr>
<td>2013</td>
<td>181</td>
<td>170</td>
<td>93.9%</td>
</tr>
<tr>
<td>2014</td>
<td>206</td>
<td>198</td>
<td>96.1%</td>
</tr>
<tr>
<td>2015</td>
<td>199</td>
<td>181</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

YEAR12 2015 – DESTINATIONS

This data is based on the Queensland Government Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2015 and was conducted between March and June 2016. Responses were predominantly collected online and via computer-assisted telephone interviewing. The survey results were compiled and reported on by the Next Step team, Department of Education and Training.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1 below reports the response rate for Iona College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Iona College in 2015. It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Number of Students who Completed Year 12</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
<td>181</td>
<td>90.1%</td>
</tr>
</tbody>
</table>
Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2016, 82.2% of young people who completed Year 12 at Iona College in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (59.5%). The combined VET study destinations accounted for 22.7% of respondents, including 6.1% in campus-based VET programs, with 4.9% of Year 12 completers entering programs at Certificate IV level or higher.

16.6% commenced employment-based training, either as an apprentice (14.7%) or trainee (1.8%).

In addition to the above study destinations, a further 5.5% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

17.8% did not enter post-school education or training, and were either employed (13.5%), seeking work (3.1%) or not in the labour force, education or training (1.2%).

Main destination of Year 12 Completers, Iona College 2016

![Pie chart showing the distribution of main destinations]