



IONA COLLEGE
ANNUAL REPORT
2020



THE COLLEGE

Iona College
85 North Road
Lindum, 4178

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 Lindum and caters for some 1,722 students from Years 5 to 12 inclusive. Students are drawn from a large area of Brisbane, although most come from the local surrounding bayside areas. Students at Iona College have a wide range of interests and abilities.

The community served by Iona College has an expectation that the staff of the College understands what needs to be learnt and 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, connectedness to the Catholic Archdiocese of Brisbane, collegiality with other Catholic colleges and approximately 73% 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 boys 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. In 2020, the student population numbered approximately 1,722 with 215 members of staff.

INCOME

Australian Government recurrent funding	\$14,530,573
State/territory government recurrent funding	\$4,610,518
Fees, charges and parent contributions	\$14,431,427
Other private sources	\$2,302,484
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	\$35,875,002



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, Teaching, Learning and Assessment Plans, 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; and
- encourage student involvement in planning for future learning and career options.

These principles are embodied in the College's 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 Years 11 and 12 curriculum at Iona College is structured around General and Applied 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'.

ACADEMIC RESULTS

In 2020 NAPLAN was cancelled due to COVID-19 and, as such, the assessments were not run in any form in schools or at home. The decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education.

Iona College has provided the 2019 NAPLAN benchmark data below:

Percentage of students at or above National Benchmarks for Iona College 2019 NAPLAN					
	Writing	Spelling	Reading	Grammar and Punctuation	Numeracy
Year 5	94.4%	98.9%	98.9%	98.9%	98.9%
Year 7	94.8%	98.7%	98.7%	97.4%	98.7%
Year 9	86.8%	97.1%	95.2%	93.3%	99.5%

School Performance Reporting 2014 – 2019 <i>*Iona College does not offer an International Baccalaureate Diploma</i>	2015	2016	2017	2018	2019	2020
Number of students awarded a Senior Statement	181	196	200	197	140	201
Number of students awarded a QCIA	0	0	0	0	0	0
Number of students awarded a QCE at the end of Year 12	179	195	199	196	139	198
Number of students awarded one or more VET qualifications	83	85	73	71	48	83
Number of students who are completing or completed a SAT	0	4	5	8	14	15
Number of students who received an ATAR						153
Number of students who did not receive one or more of the following: OP, QCE, QCIA, IBD, VET qualification	0	1	1	1	1	0
Percentage of ATAR eligible students who received an ATAR of 85+						26%
Percentage of ATAR eligible students who received an ATAR of 75+						49%
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	99%	99%	99.5%	99.5%	99.3%	100%
Percentage of QTAC Applications receiving an offer	100%	98%	100%	100%	100%	100%
Percentage of students offered their first or second QTAC Application preference						83%



CO-CURRICULAR ACTIVITIES

Iona College provides many wide ranging and dynamic activities within this important aspect of school life. Many students find a great sense of engagement in the co-curricular life of the school. Iona attempts to meet the needs of boys from Years 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 Associated Independent Colleges (AIC) competition. In addition to these competitions students may go on to representative honours through the Queensland Schools Sports Association. Iona has a long and proud tradition of excelling in sport, producing numerous high achieving sportsmen however, providing opportunities for students to represent the school, is the primary purpose of the sporting programme. Outside the AIC arena, Iona also offers opportunities for students to participate in other sports including sailing, touch football, and mountain biking.

Iona College is ideally situated with the playing fields on site at the school campus. In addition to six playing ovals, outdoor cricket nets, indoor and outdoor basketball courts and a modern tennis precinct, the College has a fifty-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 programme in a variety of bands and ensembles. In addition to the performance component, music students 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, parents and Old Boys.

Each year the College's art students display their work in the annual Iona College Art Show.

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 and debating provide an avenue for many boys to excel and Iona achieves a high standard in several competitions throughout the year.

OBLATE IDENTITY AND WELLBEING MISSION

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, Head of Year 7 and Assistant Head of Year 7, Heads of House, the House Mentors, Classroom Teachers, College Counsellors, College Nurses and the Diverse Learning Staff. Clearly, these people can be effective only when working in collaboration with teaching and other professional staff as well as parents.

Upon acceptance into Iona College, each boy joins one of eight Houses. Where applicable 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 Assistant Head of Primary – Wellbeing, the Assistant Head of Primary – Learning and Teaching and the Head of Primary. When the boys enter the secondary years, the House becomes the main unit of organisation and care. Each House is coordinated in the

Average Student Attendance Rate: 94.01%

Average student attendance rates are calculated by identifying the number of full school days attended by all enrolled students divided by the number of school days able to be attended by all enrolled students.



secondary years by a Head of House who is assisted by the House Mentors. 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 Assistant Head of Primary - Wellbeing and the 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.

Students also engage in a whole school Positive Education Program called PROSPER, which is based on the PERMA model of positive psychology when applied to an educational setting. The PROSPER lessons are developed by the Heads of Wellbeing and delivered to the students in fortnightly lessons. In addition, the College is a Visible Wellbeing School. Visible Wellbeing is an approach to teaching and learning that makes the very act of teaching itself a factor that builds wellbeing. It combines the science of wellbeing with the science of learning and teaching to achieve three goals:

- Helping students and staff to more clearly see their own and others wellbeing.
- Helping students and staff more systematically build wellbeing using the SEARCH framework.
- Facilitating learning through the visible wellbeing classroom process.

In the event that a student may exhibit a persistent pattern of unexplained absences or absences without reasonable justification, the Rector, Principal or a delegate such as the student's Head of House will contact the parent/guardian, requesting a meeting to discuss the reason for the absences. At this meeting, the College will discuss ways of supporting the student to re-engage with his schooling.

PARENTAL ENGAGEMENT

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 engagement of parents in supporting the learning and various activities of the students.

Teacher Qualifications

Certificate: 57
Postgraduate Certificate: 19
Diploma: 52
Postgraduate Diploma: 42
Bachelor Degree: 190
Master Degree: 29
Doctorate: 1
No. of Teachers 157

STAFF

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, co-curricular 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 Curriculum and Assessment Authority specific training for teachers involved in endorsing, confirming and marking Years 11 and 12 results, and the new Queensland Certificate of Education courses.
- 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 practise the tenets of the Christian faith in all their interactions with staff and with the boys.
- Staff have worked in small group professional development teams to discuss practice and share, implement different teaching approaches 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.
- Ongoing professional development on the use of technology has been identified as a priority 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.
- Staff have also undertaken training in the Colleges' Visible Wellbeing approach to encourage a learning environment where wellbeing and academic learning are truly integrated.
- 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.

Staff Attendance

The average time lost to illness by teachers represents an attendance rate of approximately 96.18% per teacher for the school year.

Staff Retention

133 of the 157 teaching staff continued at Iona in 2020, representing a retention rate of 84.7%

Indigenous Staff

In 2020 the College employed one indigenous staff member

Professional Development

In 2020 Iona College spent \$69,545 on staff participation in professional development.



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 rates;
- 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; and
- 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.
- support the school offers students to pursue their pathways via alternate means to fulltime schooling.

Final Year	Enrolment at Year 10	Enrolment at Year 12	Years 10-12 Apparent Retention Rate
2010	188	175	93.1%
2011	185	177	95.7%
2012	194	176	90.7%
2013	181	170	93.9%
2014	206	198	96.1%
2015	199	181	91.0%
2016	206	197	96.0%
2017	208	200	96.2%
2018	206	198	96.1%
2019	157	140	89.2%
2020	206	202	98.0%