PADUA COLLEGE

2019

An Independent Catholic Boys' School for Years 5-12 in the care of the Franciscan Friars.

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Webpages	Additional information about Queensland state schools is located on the *Padua College Website*

OUR SCHOOL AT A GLANCE

Single sex	Boys
Independent Catholic School	Padua College is the only school in Australia under the care of the Order of Friars Minor. Inspired by the teachings of St Francis (1182-1226), the Franciscan Friars established Padua College as a school to cater for boys from Years 5 to Year 12.
Year levels offered in 2019	5-12

CHARACTERISTICS OF THE STUDENT BODY

Student enrolments

Total enrolments	2017	2018	2019
	1282	1290	1333

The School

The spirit of Padua flows from the founder of the Franciscan order, St Francis of Assisi (1182-1226). Padua College strives to be a Christian community, and a place of affirmation and acceptance, where students are encouraged to strive to their personal level of excellence.

AIMS

The College's major aim is to provide the young men with an education, which is not only Catholic but also distinctively Franciscan. Hence, we try to operate not so much as an institution but rather as a faith community living out Gospel values and placing an emphasis on the Franciscan charism. We emphasise the value of each individual and aim at providing an education which is both relevant and personal.

MISSION STATEMENT

Inspired by the life of St Francis, Padua College is a Catholic school community in which the Gospel values of joy, courtesy, humility and peace are fostered. The Padua community aims to offer an academic and social environment of security and affirmation that assists the boys in their growth in self-worth, wisdom and quiet strength, enabling them to contribute positively as committed Christians in the world.

Within this context, Padua College strives to maximize each individual's attainment of excellence, while fostering his responsibility to our community as well as the wider global community. In simple terms, the Mission Statement for Padua College is:

To provide a supportive community committed to the dynamic education of young men, whose individuality, spirit and achievements are nurtured through a proud Catholic and Franciscan ethos.

In this spirit we commit ourselves to:

Building a caring Christian community, which will educate the whole person.
Encouraging members of the community to regularly pray together and celebrate in liturgy.
Respecting the needs of each person, offering joy, peace, warmth and welcome.
Pursuing a dynamic curriculum that draws upon and develops the individual talents of a student leading him to grow in wisdom and knowledge.
Promoting family commitment and involving parents in the life of the school.
Fostering effective communication between all members of the College in order to facilitate closer working relationships.
Nurturing a school spirit and pride that permeates all aspects of College life.

Distinctive Curriculum Offerings

Curriculum at Padua 2019

From Years 5-12, Padua College organizes its curriculum according to the following nine key learning areas:

Religious Education	Health and Physical Education
English	Languages other than English
Mathematics	The Arts
Science	Business and Technology
Social Sciences	

While Padua operates a whole school model, it has three distinct phases of learning designed to ensure that age appropriate education occurs at each phase based on the learning needs of each phase. The three phases are Junior, Middle and Senior. This allows all students to access a broad, general education up to the end of Year 9 and then transition into their own targeted pathway for the Senior Phase of their education and training.

In the Senior Phase of the Curriculum at Padua, students select a Learning Pathway based on their post-school preferences with each student undertaking 6 subjects. Subject offerings at Padua include General (ATAR/OP) subjects, Applied (non-ATAR/non-OP) subjects or a range of vocational courses both on and off campus. The subject combinations taken by students will depend on their chosen post-school pathway. Some students may also include other specialist courses or training programs, such as those available in Music, Speech and Drama. Thus, the senior phase of schooling at Padua can prepare a student for university entrance, an option of many of our students, further study at TAFE or the workforce, including a variety of trades.

Key Learning Areas

Religious Education		**Social Sciences**	
• Religious Education	Years 5-10	• History	Years 5-10
• Religion & Ethics (R&E)	Years 11 & 12	• Geography	Years 5-12
• Study of Religion (SOR)	Years 11 & 12	• Ancient History	Years 11 & 12
• Catholic Studies	Years 11 & 12	• Modern History	Years 11 & 12
		• Economics	Years 10 - 12
Languages		**Business and Technology**	
• English	Years 5-10	• Business Studies	Years 7-10
• Senior English	Years 11 & 12	• Certificate III Business	Years 11 & 12
• Literature	Years 10 - 12	• Certificate IV Business	Years 11 & 12
• English Communication	Years 11 & 12	• Information, Communication and Technology (ICT)	Years 5-12
• Japanese	Years 5-12	• Information Processing and Technology (IPT)	Years 11 & 12
• Film, TV & New Media (FTV)	Years 10 - 12	• Accounting	Years 10-12
		• Diploma in Business	Year 12
Mathematics		**Industrial Technology & Design**	
• Mathematics	Years 5-9	• Design & Technology	Years 8-10
• Mathematics A	Years 10-12	• Graphics	Years 8-12
• Mathematics B	Years 10-12	• Technology Studies	Years 11 & 12
• Mathematics C	Years 11 & 12	• Certificate I Construction	Years 11 & 12
• Pre-Vocational Mathematics	Years 11 & 12	• Certificate II Engineering Pathways	Years 11 & 12
• STEM Extension	Years 8 & 9	• Cert 2 Electrotechnology	Years 11 & 12
		• Cert 3 Engineering (CAD)	Years 11 & 12
		• Furnishing Studies	Years 11 & 12
		• Engineering Studies	Years 11 & 12
Science		**Vocational Education**	
• Science	Years 5-10	• Traineeships / Apprenticeships	Years 10-12
• Core Science	Years 9 & 10	• Work Placement	Years 10-12
• Biology	Years 11 & 12	• Fitness Certificate	Years 11 & 12
• Chemistry	Years 11 & 12	• Business Certificates	Years 11 & 12
• Physics	Years 11 & 12	• Construction Certificate	Years 11 & 12
• Science 21	Years 11 & 12	• Engineering Certificates	Years 11 & 12
• STEM Extension	Years 8 & 9	• Electrotechnology Certificate	Years 11 & 12
		• Diploma in Business	Year 12
		• Hospitality Certificate	Years 11 & 12
Health and Physical Education		**Personal Development/ Pastoral Care**	
• HPE	Years 5-10	• Personal and Life Skills (PALS)	Years 5-12
• PE	Years 11 & 12	• Pastoral Care	Years 5-12
• Recreation Studies	Years 11 & 12		
• Cert III in Fitness	Years 11 & 12		
Performing Arts		**Visual Arts**	
• Music	Years 5-12	• Art	Years 5-10
• Extension Music	Year 12	• Visual Art	Years 11-12
• Drama	Years 7-12		

THE STUDENTS

ACADEMIC ACTIVITIES

CULTURAL ACTIVITIES

Mathematics, English, Computing, Science, Chemistry, Geography, Economics, FTV competitions	Years 5-12
Readers' Cup	Year 8
Maths Team Challenge	Year 8
Junior Space Design Competition (JSDC)	Years 5-8
Australian Space Design Competition (ASDC)	Years 9-12
UQ Future Leaders	Years 11 & 12
Griffith Emerging Leaders	Years 11 & 12
ACU Emerging Leaders	Years 11 & 12
ACER Testing	Years 5 - 8

Dance lessons with Mt Alvernia plus a Social	Year 8
Debating	Years 7-12
Public Speaking	Years 6
FCIP Performances – Blues Festival & May Fair	Years 10-12
Senior Formal	Year 12
Surf Trip	Years 10-12
Year 5 & 6 Dance with St Anthony's (postponed)	Years 5 & 6
AYDP Leadership	Years 8 & 12
Japanese Exchange Students	
Theatre Sport	Years 9-12

Music Activities

Concert Band, Strings Band, Percussion Band, Guitar, Choir	Primary Years 5-6
Percussion Ensemble, Vocal Ensemble, Junior Strings, Intermediate Strings, Senior Strings, Chamber Strings, Intermediate Big Band, Senior Big Band, Vocal Ensemble, Intermediate Concert Band, Senior Concert Band	Secondary Years 7-12
Qld Catholic Colleges' Music Festival	

Social Outreach Activities

Franciscan Appeal for Timor-Leste Years 5-12
Rosies Street Van Years 10-12
RSL Liaison with Kedron/Wavell Year 9-12
Good Samaritans Year 10
Little King's Movement Years 5-12 Kedron Conference of SVDP Winter Appeal Years 5-12 Christmas Food hampers Years 5-12
Various other charities Years 5-12
Lord Mayor's Youth Advisory Council Year 10
Safe Drive Training Course Year 12

VALUE ADDED

Padua College has two campuses – Primary (Years 5–6) and Secondary (Years 7-12). This division creates 'two schools within a school' with both campuses operating as one school. Both campuses have the one Principal (Rector) and draw their students from the northern suburbs of Brisbane. A common Franciscan philosophy and ethos underpins the vision and mission of both campuses.

As a Catholic College, students are offered a number of co-curricular activities that reflect the aims and ethos of a school in the Catholic Franciscan tradition. These are listed and mentioned below:

CAMPS

Every Year Level has a camp experience at the College's Outdoor Education site 'Amaroo'. The activities vary and differ for each level and make different use of the facilities of the site and the surrounding local district (Lake Cootharaba and Noosa). Activities are structured according to the age and experience of the students and follow a predetermined theme. Inbuilt in the camp programs are activities of a reflective/spiritual nature complementing the theme.

SOCIAL JUSTICE ACTIVITIES

As a Catholic Franciscan school, the values of social justice are seen as a critical part of the curriculum taught in the classroom (the formal Religious

Education program) and as part of a range of extra-curricular activities offered to students.

FUNDRAISING*:* Students engage in a range of fundraising activities (see Co-Curricular Activities) for various charities and community organizations with which the College has traditionally been associated (e.g. Little King's Movement) or that it sees as relevant to its mission as a Catholic school (e.g. Franciscan Appeal for Timor Leste).

EDUCATIONAL*:* Often with many of the fundraising activities, an associated educational program is added to enhance the activity. This includes guest speakers to classes and assemblies or the inclusion of specifically designed lessons that complement the activity. These lessons are included in the Religious Education program taught during Religious Education lessons.

Immersion Experiences

OUTREACH: A number of opportunities are offered that allow for students to be immersed into other ways of life. Students in year 12 are invited to roster themselves on for Rosies street van. Students engage in conversation activities with clients of this service. Year 10 assist with the local parish 'good Samaritan' group who provide a weekly respite activity for elderly residents within the local area.

OTHER: Throughout the year a number of students from the College are invited/selected to represent the College at various student related conferences and gatherings. These events focus on areas of leadership, spirituality, values education, civics/citizenship and social justice. Every two years a group of Paduan staff and students embark on a Franciscan pilgrimage to visit sites in Italy for approximately 16 days. The next pilgrimage tour is scheduled for 2020.

Timor Leste Special Relationship

In 2006 Padua signed a special relationship agreement with St Francis of Assisi School to assist it with its current rebuilding and staffing program. This school is administered by the Franciscan Friars and, therefore, shares a common mission with Padua. A designated fundraising and educational campaign is carried out each year. Approximately $30 000 - $40 000 is raised each year to help support a range of projects that support the educational and the capital of Assisi School. Groups of students and staff visit the school on an ad hoc basis to participate in friendship building and exchanges of professional development. A young Australian teacher, Mr Tim Blackman has been assisting Padua in further developing the relationship between the two schools by becoming a member of the teaching staff of Assisi School and reporting back to Padua on the progress of projects initiated by the two schools.'

Liturgies/Worship Services

Throughout the year a number of religious services are conducted that complement the heritage of the College and its mission as a Catholic school. These services are organized as whole school, House or class activities. They reflect the religious, cultural and historical dimensions of the school and its patrons (St Anthony of Padua and St Francis of Assisi).

Franciscan Colleges Instrumental Program (FCIP)

This program, led by its Music Director Mr Chris Dodemont, has been an integral part of the life of the College. Its members are drawn from Padua and Mt Alvernia Colleges and St Anthony's Primary School who come together to form the several different bands and ensembles within the program. These bands perform at College functions, community occasions, special performances, school musicals and local venues during the year. Approximately every two years, a tour is organized within Australia or to other locations (e.g. New Zealand) for one or more of the bands/ensembles. This was a non-musical production year.

Vocal Ensemble

Under the conductorship of Mrs Marian Coe, the Vocal Ensemble operates as an extra group within the school. This group performs in competitions and various school sanctioned functions. There are approximately 40 members in this group.

BENCHMARK RESULTS

Summary Results of NAPLAN Tests 2019

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	521	506.1	575	546.3	597	581.3
Writing	485	474.1	530	513.2	549	548.8
Spelling	508	500.7	568	546.1	589	582.2
Grammar & Punctuation	518	499.1	567	541.7	582	573.6
Numeracy	526	495.9	598	554.4	619	592.1

Summary Results of NAPLAN Tests 2018

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	535	509	565	542	609	584
Writing	461	467	508	505	571	542
Spelling	514	503	559	545	598	583
Grammar & Punctuation	517	504	578	544	611	580
Numeracy	524	494	583	548	624	596

Summary Results of NAPLAN Tests 2017

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	548	506	561	545	605	581
Writing	478	473	523	513	575	552
Spelling	531	501	554	550	588	582
Grammar & Punctuation	530	499	549	542	592	574
Numeracy	525	494	575	554	620	592

Summary Results of NAPLAN Tests 2016

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	521	493	567	541	595	581
Writing	483	475	520	515	539	548
Spelling	519	493	563	543	586	580
Grammar & Punctuation	531	505	563	543	580	570
Numeracy	521	493	583	550	600	589

Summary Results of NAPLAN Tests 2015

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	521	498	571	545	590	580
Writing	485	478	535	510	566	546
Spelling	504	498	558	546	591	583
Grammar & Punctuation	513	503	556	541	573	567
Numeracy	509	492	572	543	610	591

Summary Results of NAPLAN Tests 2014

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	531	501	559	546	595	580
Writing	482	468	533	512	569	550
Spelling	505	489	541	545	587	582
Grammar & Punctuation	522	500	553	544	595	574
Numeracy	521	487	560	546	612	589

Summary Results of NAPLAN Tests 2013

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	518	486	560	540	586	580
Writing	481	479	527	517	557	554
Spelling	500	494	545	549	590	583
Grammar & Punctuation	510	501	537	535	595	573
Numeracy	508	486	566	542	613	584

Summary Results of NAPLAN Tests 2012

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	503	494	578	542	579	575
Writing	459	477	532	518	559	553
Spelling	482	495	562	543	584	577
Grammar & Punctuation	488	491	579	546	582	573
Numeracy	485	489	576	538	602	584

Summary Results of NAPLAN Tests 2011

	Year 5		Year 7		Year 9	
	Padua	**Aust**	**Padua**	**Aust**	**Padua**	**Aust**
Reading	499	488	553	540	598	580
Writing	464	483	543	529	604	566
Spelling	481	484	537	538	597	581
Grammar & Punctuation	509	499	548	532	600	572
Numeracy	497	488	581	545	608	583

Summary Results of NAPLAN Tests 2010

	Year 5		Year 7		Year 9	
	Padua	**Aust**	**Padua**	**Aust**	**Padua**	**Aust**
Reading	504	487	571	546	582	574
Writing	486	485	551	533	584	568
Spelling	494	487	552	545	588	579
Grammar & Punctuation	509	500	567	535	584	579
Numeracy	496	489	578	548	599	585

Year 12 Results

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of students awarded a Senior Education Profile	160	148	157	149	163	169	170	173	163	128
Number of students awarded a QCIA	0	0	0	0	0	0	0	0	0	0
Number of students awarded a QCE at the end of Year 12	156	141	153	148	163	166	169	173	163	128
Number of students awarded one or more VET qualifications	53	44	55	59	80	61	76	57	88	73
VET Cert I	6	2	3	2	0	4	20	9	17	14
VET Cert II	35	33	21	19	27	36	21	9	26	33
VET Cert III	5	17	31	64	85	72	69	51	66	69
VET Cert IV	N/A	N/A	N/A	N/A	31	28	12	6	2	0
Diploma	N/A	N/A	N/A	N/A	N/A	5	8	24	59	38
Number of students who are completing or who have completed a school-based apprenticeship or traineeship	28	9	20	3	13	23	12	14	9	12
Number of students who completed at least one university subject	N/A	N/A	N/A	3	0	5	3	0	0	2
Number of students who received an OP	93	97	116	110	117	103	103	121	93	68
OP 1-5	23	16	23	25	25	20	26	30	30	17
OP 6-10	29	38	25	25	35	34	37	43	30-	30
OP11-15	32	20	41	34	30	27	26	35	29	16
OP 16-20	9	20	26	21	25	22	13	13	4	5
OP 21-25	0	3	1	5	2	0	1	0	0	0

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of students not receiving OP, QCE, QCIA or VET	1	2	2	1	0	0	0	0	0	0
Percentage of students with an OP 1-15	90%	76%	77%	76%	77%	79%	86.4%	89.3%	95.7%	93%
Percentage of students who were awarded a SAT, QCE, VET or OP qualification	99%	98%	97%	99%	100%	98%	100%	100%	100%	100%
Percentage of QTAC applicants receiving a tertiary offer	99%	98%	96%	98%	97%	99%	98.3%	99%	99%	99%

STUDENT ATTENDANCE

On average, the attendance rate of students on any given school day was 95.2%.

RETENTION RATES

Below are listed the apparent retention (difference in number of students from Year 8 going through to Year 12) rates for Padua College over the last five years. These calculations are provided by the Commonwealth Department of Education Science and Training.

	Year 10		Year 12	
Year	Enrolled	Year	Enrolled	Year 10-12 Apparent Retention Rate (%)
2011	161	2013	149	92.5%
2012	176	2014	163	92.6%
2013	178	2015	169	94.9%
2014	173	2016	170	98.26%
2015	179	2017	174	97.21%
2016	170	2018	163	95.88%
2017	135	2019	128	94.8%

POST SCHOOL DESTINATIONS

The **Next Step Survey** is a government survey which details the post school destinations of Year 12 students in 2019. This is included as an appendix to this report. The appendix contains some of the more relevant pages appropriate to the Padua College context.

THE STAFF

Staff Qualifications

Qualification	Number
Certificate	32
Diploma	33
Bachelor's Degree	143
Masters	37
Doctorate	1
Postgraduate Diploma	46
Other	30

STAFF DEVELOPMENT

In relation to staff development, Padua College concentrated on the following areas in 2019:

- values and pastoral care;
- differentiation and the National Consistent Collection of Data;
- Introduction of the Learning Framework;
- Introduction of the new Queensland Certificate of Education;
- teaching practice and learning styles especially in relation to middle school and specialist subject areas such as Mathematics, Science, English etc.

Staff attended workshops, seminars, conferences or training sessions in a variety of professional areas including:

- First Aid
- Behaviour Management
- Religious Education
- Leadership
- Career Education
- Differentiation
- Professional Goal Setting
- Industrial Relations
- Specialist curriculum areas such as Mathematics, Physics, English etc
- Workplace, Health and Safety
- Teaching and Learning
- Technology
- Data Literacy
- Coaching and Mentoring Early Career Teachers

The average expenditure per teacher on professional learning at Padua College in 2019 was $1915.00.

STAFF ATTENDANCE

On average, the attendance rate of teachers on any given school day was 95.8%

STAFF RETENTION

Number of teaching staff in August 2015 Census 95.2
Number of teaching staff in August 2016 Census 97.3
Number of teaching staff in August 2017 Census 95.2

Number of teaching staff in August 2018 Census 94.1
Number of teaching staff in August 2019 Census 94.7

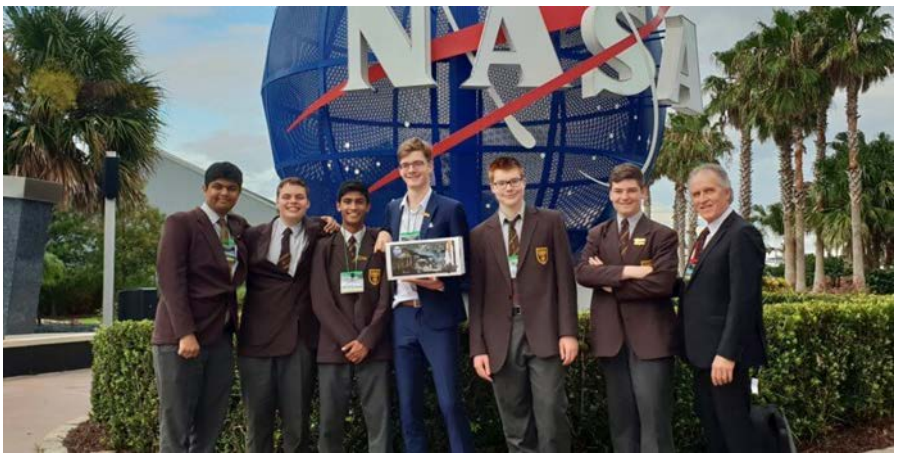
Eleven teachers left Padua College between the census dates. Therefore, the retention rate for 2019 was 88.4%.

THE PARENTS

PARENTAL INVOLVEMENT

At Padua College, parents have the opportunity to be involved in our school learning community in a variety of ways. Their involvement can involve formal settings or less formal and social opportunities. They can be involved in:

- the Board of Directors of Padua College Ltd;
- the Parents and Friends Association;
- attending a variety of Parent Information and Parent/Teacher Interview Nights;
- attending House Eucharists;
- assistance at Tuckshop and Uniform Shop;
- assisting with sport, camps, excursions and within the classroom;
- the Tutor Program (Years 5-7);
- assisting in the libraries;
- raising funds for music and sporting tours;
- Padua Supporters' Group.



Department of Education

Next Step
2020 Post-School Destinations
Padua College

This is a summary of the post-school destinations of students from Padua College who completed Year 12 and gained a Senior Statement in 2019. The results are from the *Year 12 Completers Survey,* which is conducted approximately six months after students completed Year 12.

For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from November 2020.

63.8% response rate
81 out of 127 Year 12 completers from this school responded to the 2020 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations

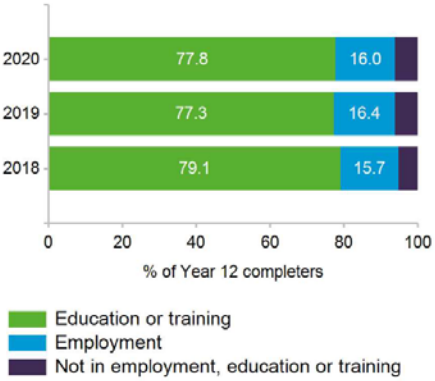
In 2020, 93.8% of Year 12 completers from Padua College were engaged in education, training or employment in the year after they completed school.

Of the 81 respondents, 77.8% continued in some recognised form of education and training. The most common study destination was bachelor degree.

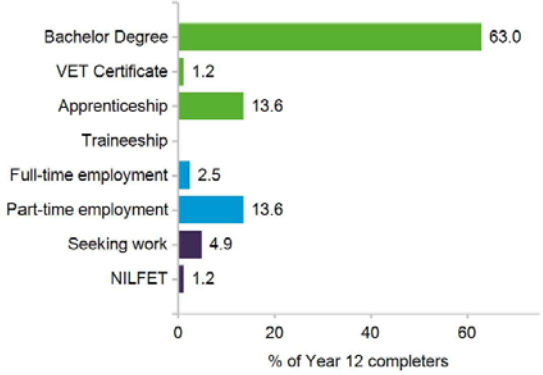
A further 16.0% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2020



Queensland Government

Shape strong, confident young men in the Catholic tradition

PRIORITY 1

SHAPE STRONG, CONFIDENT YOUNG MEN IN THE CATHOLIC TRADITION BY:

- Providing opportunities for students to live out the Franciscan ethos through prayer, liturgy and ritual, service, social justice and outreach programs.
- Delivering a quality Religious Education Program.
- Continuing to provide staff opportunities to develop their understanding of contemporary Catholic theology and spirituality.
- Engaging families in the religious life of the College.
- Participating in the broader Church community.

Our work in the Faith Life of the College has continued to remain a strong part of the Padua experience for our staff, parents and students. Our January Staff Professional Development Days set the agenda for our year with all staff attending a workshop by Fr Richard Leonard on 'What makes a School Catholic?' In his presentation, he spoke about a survey of some 5000 young people aged from 15 – 25 conducted by Australian Catholic University. These young people nominated four things they wanted to see present in the Church:

- A compassionate community, especially for the poor.
- A listening church, especially to their experience of the world.
- A welcoming, inclusive and joyful community.
- A community that practices what it preaches.

These four points became our themes for our formation work for the four school terms in 2019. They also provide us with a powerful reminder as we move towards the Church's Plenary Council, of the need for our Church to be open to listening to the call of her people.

This year we also commemorated the 800th anniversary of the meeting of St Francis with the Sultan of Egypt. In 1219 the armies of the Fifth Crusade besieged the Egyptian city of Damietta. In a bid to stop these destructive and devastating wars, St Francis, against the advice of his friars, decided to travel to Egypt to convert the Sultan to Christianity. While unsuccessful, this great gesture to seek peace and be open to peoples of all faiths provided us with many opportunities to promote these virtues in 2019. The harsh reality of this need was realised when the world was shocked following the terrorist attack on a Mosque in Christchurch. In response, we gathered as a community in solidarity with our sister school, the Islamic College of

Brisbane realising that we, like St Francis, needed to continue our mission to be peacemakers in our world.

Following on, the Third Annual St Bonaventure Lecture was titled, ‘Risking the Peace the World Cannot Give: St Francis, The Sultan and Ecclesiastical Disobedience.’ It was presented by Fr Daniel Horan ofm, a friar of the Holy Name Province in New York. Fr Horan who is a regular contributor to the National Catholic Reporter, and author of several books including, ‘Reading, Praying, Living Pope Francis's Rejoice and be Glad: A Faith Formation Guide’, proved to be an excellent choice for the lecture.

Goal 1

We will have developed a document that clearly articulates our visions and actions for the religious life of the college.

The Religious Life of the College at Padua College propels our College Mission. It aims to provide a foundation for community members to become living signs of faith in the world.

Students, staff and parents are challenged to answer the call of Jesus and walk in the footsteps of St Francis, St Clare, and St Anthony of Padua whose vocation motivated them to work with those who were “beyond the walls” of their communities through experiential and transformative learning.

Driving our approach is an embrace of and commitment that ensures an alignment between the Classroom Teaching of Religious Education and the Religious Life of the College. This incorporates four components: Religious Identity and Culture, Evangelisation and Faith Formation, Prayer and Worship and Social Action and Justice. The ‘Religious Life of Padua College’ Document has been produced as an overview as to what is currently offered at the College. It will serve to further develop and integrate classroom teaching with religious practice.

Further to this overview, a revision of the recent Religious Education Validation (REV) Document has been completed to include the newly developed Catholic Studies program offered to Years 11 (2019 and then continuing into Year 12 2020). This revised REV Document outlines changes made to the Religious Education program in the school since validation of the document.

Goal 2

Delivered quality religious education program for students in Year 11 through the implementation of the new Catholic Studies syllabus.

In 2019 a team of staff was involved in developing a new 'Catholic Studies' pilot course in conjunction with our Learning Exchange (LEX) Partners – Iona and St Laurence's Colleges. A program has been developed beginning in 2019 with Scope and Sequence of Subjects that are either Core or Elective Topics to the course overall. This new course is not meant to be a watered-down substitute of the existing Study of Religion and Religion and Ethics Course already on offer at Padua and other schools.

From an initial team of teachers gathered to flesh out units of work, to each individual College developing their own work programs from these units, the implementation of the new Catholic Studies Program heralds a new approach to the teaching of Senior Religious Education that is transformational, informative and experiential. The trial continues into 2020 and our team is working closing with Brisbane Catholic Education as we move towards endorsement of the new subject.

Goal 3

Through a whole school approach, developed a Padua "Sexuality and Relationships" Strategy

In 2019 we planned the beginning of an implementation/integration of a whole school approach to Relationships and Sexuality Education Strategy. We attended a Brisbane Catholic Education (BCE) In-service and follow-up meeting with the Health & Physical Education Faculty occurred. Our takeaway message from the BCE Training day was that we needed to review our strategy. In recognising the place of such a strategy, a much wider context has been realised – Embedding an authentic Catholic Identity into the curriculum and religious practice of the school. With the assistance of material already developed by BCE, a focus on integrating a range of teaching experiences that link the College's Catholic identity with what is currently being taught at Padua in each Year Level. So not only HPE, but a range of other subjects will be included in this process in the delivery of this action item.

Goal 4

In the light of the changes to the Calendar from 2020 due to the introduction of the new QCE, review the activities, celebrations and ceremonies for Years 11 & 12 students from 2020.

As a result of the introduction of the new QCE system in Year 11 in 2019, a review of all College activities, celebrations and ceremonies for Year 11 and Year 12 from 2020 has been conducted this year. With the timing of the ATAR External Assessment Calendar taking up most of Term 4 and the need to 'celebrate' in some way the end of secondary schooling as students know it, Padua will make some changes to our Graduation ceremonies from 2020. This review will recognise the significant milestones for senior students within the new QCE calendar of events.

The most significant of these is the move to early Term 4 of what was traditionally called the 'Vale' Liturgy. This will be held to celebrate the end of normal classes. This was normally held in mid-November in previous years. This liturgy will also see the official handover of student leadership.

Post the External Exam Period the College will conduct its annual Prize Giving Night followed by the Senior Graduation Mass and Dinner on the Friday of the final official day for Year 12s.

Inspire and engage our learning community

PRIORITY 2

Inspire and engage our learning community by:

- *Promoting a culture of professional excellence and shared practice by building staff capabilities through contemporary and relevant professional learning.*
- *Facilitating learning environments where teaching is informed by research, student learning data, authoritative content knowledge and engaging practices.*
- *Valuing excellence and personal endeavour so that our students can be the best they can be, given their individual talents.*
- *Promoting the positive well-being of students and staff by enhancing our culture of inclusiveness, wellness and engagement.*

2019 saw the culmination of changes from external sources which entailed internal responses to support the community. The National Consistent Collection of Data (NCCD) and the beginning of the New Queensland Certificate of Education (QCE) system for Year 11 signalled a perfect time to reflect on a range of processes and practices at the College. The reflection followed on the successful implementation of the Padua College Learning Framework in 2018 and the extensive increase in supported professional learning for staff that happened in 2018.

The following initiatives outline some of the work undertaken in Teaching and Learning at Padua College in 2019:

- Focus on quality Professional Learning for staff.
- The development of a clear theory of action around professional learning and the implementation of change.
- The development of systems to support NCCD data collection.
- Support for students and families around changes to the Senior System in Queensland.
- A review of the implementation of the New Senior System and the needs of students at Padua College.
- The expansions of platforms to support 24 hour beyond the bell learning for students.
- A focus on student-centred learning and student ownership of learning through goal setting and mentoring.

The following is a review of our achievements against the goals as published in our Annual Action Plan.

Goal 1

By the end of the year, the College will develop documents outlining the specific ways of working and underpinning beliefs for the three Teaching and Learning Phases at Padua College.

Extensive research including a study tour and staff consultation and staff professional learning was undertaken as part of this project in collaboration with the Learning Exchange (LEX) Partner Schools. A framework for the phase documents was created ready to be taken to staff teaching in each phase to have input into the process. The phase documents extend from the Teaching and Learning Framework and provides clarity for decision making and approaches to teaching and learning in each phase. Work undertaken on this project in 2019 includes:

- Embedding agile spaces and flexible learning in Year 5.
- Professional Learning for Year 5 and 6 teachers around pedagogies for agile and flexible learning.
- Preparing for agile and flexible learning in Year 6 in 2020.
- LEX Senior Leadership planning session on learning phases.
- Incorporation of aspects of agile and flexible learning in the Year 7 program.
- Professional learning for teachers in the Middle Phase on the needs of learners and what the data is telling us.
- Developing ways of working in the Senior Phase that respond to the demands of the new Senior System in Queensland.
- Action Research Project on Extended Mathematical Thinking and Reasoning in the Middle Phase through the Queensland Catholic Education Commission (QCEC) in conjunction with the Science of Learning Research Centre at the University of Queensland.

Goal 2

By the end of the year, Padua's processes and pedagogy supporting the New Senior System will be embedded across the College and published to the Padua community.

2019 saw the official start of the new Queensland Certificate of Education (QCE) System in Queensland. This follows a two-year planning process at the College, which saw the introduction of new subjects following a review of senior offerings on both ATAR and Non-ATAR Pathways and a restructure of Year 10 to support the transition of students from the Middle to Senior Phases of learning. As part of the implementation of the new senior system, the following initiatives were undertaken:

- The trialling of Flipped Learning to extend on-line material already available to students digitally through My.Padua.
- The embedding of Cognitive Verbs within all units and across all year levels.
- A review of the end of the school year, including Graduation Week and the publishing of 2020 dates and processes to the College Community.
- Filming videos of practice to support staff professional learning.
- A review of the implementation process to date with parent, staff and student consultation.
- The allocation of 80 days of discretionary release for faculties to plan and prepare for the new system.

- The development and publishing of a Padua College Assessment Policy.
- Student learning sessions around exam skills, exam readiness, drafting processes, feedback and Academic Integrity.
- Parent engagement sessions and regular parent communication.
- The development of Catholic Studies in partnership with our LEX partner schools. Catholic Studies focusses on supporting the growth of our young men in the Catholic Faith.

Goal 3

By the end of the year, the Padua whole school approach to Literacy will be trialled and ready for full implementation in 2020.

A Whole School Approach to Literacy was published to teaching staff for consultation at the beginning of 2019 with a clear Vision and Rationale outlining the purpose of a whole school approach to literacy at Padua College. The key whole school implementation for 2019 focussed on the Faculty Agreed Literacy Practices outlined below.

- Meeting subject syllabus Literacy Requirements (Australian Curriculum and QCAA).
- Planning for Dimensions of literacy as outlined above.
- Teaching of subject specific spelling.
- Creation of subject/unit specific vocabulary word banks.
- Teaching and modelling of assessment text-types.
- Decoding subject specific texts.
- Explicit Teaching of Cognitive Verbs.

Write That Essay (Dr Ian Hunter) was implemented by English Teachers in Years 5 to 12 as a program for consistent and explicit teaching of writing based on diagnostic testing and the analysis of student data. The Literacy Steering Committee have engaged the services of external consultants associated with the Melbourne University and the Auckland University in order to ensure that current research and evidence-based practice underpins Literacy development at Padua. Literacy development is a LEX initiative allowing us to leverage the expertise of the three Colleges. Strategies utilised in this project in 2019 include:

- Engaging with a range of external consultants.
- Targeted and specific professional learning for teachers of English in the *Write that Essay* program.
- The development of the Speech Pathologist role at Padua College
- Coaching for the members of the Literacy Steering Committee
- The development of staff Literacy Champions supported by the Literacy Steering Committee.

Goal 4

By the end of 2019, Padua will have published and implemented a cohesive overview of Inclusive Education at the College including processes for supporting students with needs and nurturing and developing high potential learners.

The National Consistent Collection of Data on School Students with Disability (NCCD) has been the impetus for Padua College to review our practices in regard to supporting students with needs in our community. The introduction in 2018 of Learning Guardians as a central source for wrap around support for students with needs has been fully embedded in 2019. As part of supporting students, a number of strategies to support all stakeholders have been introduced in 2019. These include:

- Professional learning for staff on differentiation in the classroom.
- Professional learning for staff on data and putting faces on the data to know the needs of individual students.
- The development of digital platforms to record evidence for NCCD purposes.
- The increase in in-class support and co-teaching for teachers in supporting students with needs.
- The development of teacher resources for supporting students with needs.
- Increased communication with parents of students with needs.
- A focus on Quality Differentiated Teaching Practice to support the learning of all students.
- The development of a clear referral system for teachers and parents.
- The development of a cohesive approach to supporting students with needs.

PRIORITY 3

Nurture and challenge our young men to become good men by:

- Living our Franciscan values of Joy, Courtesy, Humility, Simplicity and Peace in all aspects of College life.
- Supporting and challenging, in partnership with families, students' growth in learning and self-knowledge and their development of resilience and personal values.
- Offering a range of learning opportunities and formation experiences that enable Paduans to become informed, compassionate, active and global citizens.
- Actively engaging with the wider community to provide opportunities for our students.
- Promoting engagement, physical growth and personal development through participation in co-curricular sporting, service and cultural activities.

Goal 1

Review the success of the Resilience Project in Years 5,6 and 7.

In conjunction with the staff from The Resilience Project, the Pastoral team were able to successfully review the implementation of this Junior School wellbeing program. Now in its third year, the review looked at College results compared against national averages and developmental growth. Specifically, the review focussed on 4 key areas for students:

- Problem Solving, Failure and Risk Taking
- Self-Worth and Confidence
- Empathy and Kindness
- Sleep and Anxiety

In all areas of comparison, students of Padua performed at or above national averages. Highlights of the survey analysis included a growth of 9% (83% increasing to 92%) from Year 5 to Year 6 in a level of feeling safe at school (National average is 86%). Additionally, students at Padua reported an increase in their ability to control worrying and anxious thoughts and increased ability to problem solve personal issues (6% above national averages in 2019).

While the success of The Resilience Project in the Junior Years had become evident, a key finding of the review was the need for a more structured approach to emotional literacy and intelligence in the Middle to Senior school. As a result, inspired by The Resilience Project, the Pastoral team begun to research the concept of gratitude and its link to personal wellbeing and academic success.

It was found that psychologically, people who reflect and reframe their experience from a perspective of gratitude experience more positive emotions, lower levels of stress, and healthier relationships (Duckworth, Steen, & Seligman, 2005; Watkins, Cruz, Holben, & Kolts, 2008; Watkins, Uhder, & Pichinevskiy, 2014; Wood, Joseph, & Maltby, 2009).

As a result, a pilot gratitude program was implemented from Years 5-12. Three mornings per week, students in every Pastoral Care Class take 7 minutes to disconnect from all technology, centre themselves and reflect on focus questions that helped them identify what they are grateful for. This research driven practice aims to build on the positive attributes listed above and increase connectedness and belonging for individuals. Initial responses to the program have been very positive, with many staff also opting to engage in the practice. It is envisaged that the program will be reviewed and improved in 2020 with performance indicators being derived from pre and post program survey results.

Goal 2

Review the role of the wellbeing committee and the implementation of the College Wellbeing Framework and associated initiatives.

This year the Padua College Wellbeing Committee firmly established itself as an advisory group for staff of the College. A review of existing practices by the group, at the beginning of 2019, established two major recommendations to enable the ongoing success of the committee and the successful implementation of wellbeing opportunities in the College.

The first recommendation was that the committee needed to be more specific in its focus and feedback in order to encourage staff uptake of wellbeing. In response to this recommendation, the committee divided into its 6 key sub groups to focus on their individual 'Padua Pillars of Wellbeing.'

The subcommittee's in the areas of; Spiritual, Emotional, Physical, Financial, Social and Staff Voice, all operated independently to provide understanding and experiences that staff could choose to utilise or participate in throughout the course of the year. Examples of these wellbeing opportunities included but were not limited to:

- Staff Eucharist and Reconciliation during the College day.
- On sight access to industry professionals in the areas of diet (dietician) and financial planning (superannuation and personal finance) for staff.
- Influenza vaccinations.
- Staff opinion surveys and staff listening posts.

- Social gatherings for staff and families.
- Access to literature and understanding around developing emotional intelligence and resilience for staff.
- Most recently, the Wellbeing Committee has partnered with a business from the broader community to trial a 24-hour, user pays, healthy alternative meals through a staff meal access program. This trial will begin with the new school year in 2020.

The second recommendation called for the Wellbeing Committee to provide a greater presence within the College and allow staff a more consistent exposure to ongoing wellbeing opportunities. In response to this request, the committee moved to grow both its online and face-to-face presence. A calendar of opportunities for each pillar of wellbeing was published each term. Where possible, a member of each subcommittee (individual pillar), would present their opportunity and any other relevant information at regular staff briefings. Further to this, the Wellbeing Committee created a tile on the College staff portal, where staff could access relevant information pertaining to individual wellbeing.

Throughout this review and action process, the Senior Leadership Team of the College continued to partner the Wellbeing Committee in providing anecdotal and spontaneous wellbeing opportunities for staff. It is foreseeable that in 2020, the 3rd year of the Wellbeing Committee, staff understanding of wellbeing will continue to grow and opportunities for wellbeing will prosper.

Goal 3

Embed and review the implementation of the whole school framework for positive pastoral interventions that respond to the needs of adolescents with consideration to changes to Senior Secondary.

In 2019, the College Pastoral Team embedded the previously created Positive Pastoral Intervention Framework that identified and responded to age appropriate issues for adolescent and maturing young men. The framework worked collaboratively between the Personal and Life Skills Subject, Religious Education and the Health and Physical Education curriculum, to provide informative and relevant preventative understanding for young men. The framework of intervention also encompassed components of wellbeing and leadership. While it could be seen that some components of the framework overlap with the ACARA personal and social capabilities, the direct delivery of content ensured a greater understanding for the students. This document was added to the Student Support Framework as part of the 2019 update.

After actioning the Positive Intervention Framework, the Pastoral Team was able to review the success of their processes and the implementation strategy. One major finding, to provide continued response in this area, was the need to be more targeted in the application of topics to specific age groups. In response, the Pastoral Team has developed a report for analysing the pastoral needs of students and is working with current College data and educational trends to review the placement of intervention topics such as Drug and alcohol education, gaming and digital understanding and personal wellbeing.

Goal 4

Develop a data analysis program for students in Years 7-10 to be implemented by PC Teachers.

The initial concept around a data analysis program for Years 7-10 students aimed to make individual data visible for middle school students and introduce them to a mentoring concept. As this notion was explored the idea of an academic challenge for middle school students was conceptualised. The two concepts eventually morphed.

Led by the House Guardians, the 'Infinity Score' academic challenge has been embedded in year 7 and 8 classes. The challenge is threefold. Firstly, it pairs like achieving students anonymously together with each other. The goal being to better your own academic results in order to surpass your anonymous partner. In doing so, students become aware of their strengths and growth areas as a learner and are able to identify target areas within their own learning.

The second outcome of the academic challenge is a focus on improvement, rather than just ranked outcomes. Using comparative data, Guardians are able to demonstrate individual growth for students. Individuals with positive growth are recognised, regardless of their overall outcomes. This practise has developed motivation and enthusiasm for learning and success.

Finally, classes are able to compete against each other through the use of this same data. Individual growth is tallied to achieve a combined class total. While this analysis can be seen to produce a class competition for extrinsic motivation, the success of the challenge lies in the teacher's ability to use the growth data to target learning design and positive outcomes.

In 2020, this academic challenge will continue to grow and will become an established part of middle school practices.

Goal 5

Implement strategies to support staff with positive learning behaviours and restorative practise for improved pedagogy.

In 2018, staff collaborated to form a shared understanding of positive learning behaviours for student learning at Padua College. These five common goals formed the basis of expectation around learning and behaviour in the classroom. In 2019, these 5 behaviours were officially published and promoted in every teaching room in the College.

Support was given with the expectation around these processes and understanding delivered through house assemblies for students. Further discussions occurred in staff professional learning groups around using the positive learning behaviours within individual classrooms.

Goal 6

Enhance external partnerships for staff and students within the community through the introduction of an external mentor program.

This goal was not completed in 2019 although there were many experiences where the College engaged with the wider community. Our goal to develop an external mentor program for our senior boys is planned for 2020. This program would extend upon the existing mentor programs that are available for our senior boys.

Goal 7

Strengthen the Colleges approach to supporting Year 12 students transition to the new senior schooling from a wellbeing perspective.

With the implementation of the new Senior Schooling System in 2019, it was timely to review and strengthen the College's approach to Senior School Wellbeing. The initial process begun by working in partnership with the Director of LEX (Learning Exchange), Mr Paul Easton to establish an understanding of the Year 12 Year under the new ATAR system. The result of these meetings was the understanding of the 'Milestones' concepts.

The concept of Milestone's for senior students' centres on the understanding of a continuum of achievement and success, through and beyond Year 12. Recognising the importance of checkpoints and guideposts to provide our young men a sense of belonging and connectedness. As a result of this concept, the Year 11 and Year 12 students will see changes to exam blocks, camp and retreat timings. The senior formal has been moved and the College counsellors have begun working collaboratively with different departments of the school to address the specific wellbeing needs of students in Years 10, 11 and 12.

In Term 4, the first edition of 'The Cord' was released. This collaborative, periodical publication provides information for families around senior school concepts, milestones, study and post school transition.

Further to the identified outcomes above, the following were also significant factors within the Pastoral Care program at Padua College in 2019:

- The Outdoor Education Team of Padua College was restructured to a team of 2 full-time staff and associated contractors. Planning has begun to build a new vision for the outdoor education program at Padua and re-map its educational objectives.
- The formation of a 'Heads of Students' AIC networking group began at Padua in Term 4 of this year. As an initiative of our College, representatives from other AIC schools gathered to discuss association matters, Pastoral Care and boys education. An agenda framework has been established and the group will continue to meet in 2020 and beyond.

PRIORITY 4

Provide an innovative learning environment to prepare our young men for the future by:

- Review the Building Masterplan and plan for any changes in enrolments and resourcing needs.
- Centralise all compliance policies and procedures, including Workplace Health and Safety and Student protection, through the integration of the Complispace software.
- Review student protection procedures in line with the findings of the Royal Commission.
- Undertake a review of our College IT Strategy.
- Develop an online enrolment processing application that interfaces with the College's accounting software.

The last two years has seen significant changes to the area of school governance and changes around government funding of schools. Our work in this area of the strategic plan has been for the most part around reviewing and where needed, improving our College processes related to Human Resourcing, Workplace Health and Safety and Student Protection. Our work in this area has also been driven by our strategic decision to increase our Primary School enrolment intake to six stream and associated changes to teaching pedagogy and classroom design. The appointment of a Human Resources and Compliance Officer has provided the College with a more focused approach to the management of the increasing level of governance and compliance related changes that all schools are managing.

The decision to change House names at the College has also been a considerable body of work in 2019. This decision from The College Board and the Definitory has been managed from a pragmatic level at the College. While we listed responding to the Royal Commission as one of our goals in 2019, our initial planning around this goal was more around the legislative and process changes to our student protection practices. The changes to House names and the ensuing practical matters such as uniforms, school paraphernalia and documentation changes will continue into 2020.

Another significant action item in this area was the decision to move laptop ownership from families to the College. The changes associated with this decision will continue into 2020 as we look at refining processes and staffing to support the new model.

This year also saw a review of the College Waste Management processes. An outcome of the review was the implementation of new processes around waste management and an overall plan to address sustainable practices.

Goal 1

Review the Building Masterplan and plan for any changes in enrolments and resourcing needs.

In 2019 the College has focussed on four key projects related to the current needs of our enrolment. These 4 projects to be completed by the end of 2019 are:

- The refurbishment of the Primary Hall and conversion into a Year 6 Learning Space to accommodate for the extra class entering Year 6 in 2020.
- The refurbishment of the Greccio Administration and Learning Enrichment spaces to allow for more student access to support and Pastoral Staff.
- The refurbishment and conversion of the remaining Year 6 spaces into collaborative learning environments.
- The refurbishment of the current Industrial Skills Classrooms to accommodate for changed curriculum needs and the sharing of key resources.

The College, in 2020, will complete an Education Plan which will then set the direction for the preparation of the Building Master Plan. The Building Master Plan will be completed by mid-2020.

Goal 2

Centralise all compliance policies and procedures, including Workplace Health and Safety and Student protection, through the integration of the Complispace software.

A HR / Risk and Compliance Officer was employed by the College and began work in January and has assumed responsibility for the management of all functions associated with Complispace. The key areas of WHS, Student Protection and College Policies have been reviewed and appropriate changes have been made to ensure ongoing compliance with all relevant legislation.

Goal 3

Review student protection procedures in line with the findings of the Royal Commission.

The College continues to partner with In Safe Hands to provide Student Protection Training for all staff, including coaching staff and volunteers, to meet mandatory training requirements.

In 2019 The College conducted its annual update on its Code of Conduct Policy. This update specifically looked at the College's Student Protection policies and practices as they relate to the findings of the Royal Commission.

By the end of 2019, a committee will be formed to review and update as necessary, the Code of Conduct Policy for all Padua Staff.

Goal 4

Undertake a review of our College IT Strategy.

A review of the College IT Department has been undertaken during the year and addressed matters including staffing, resourcing and future directions. Any changes associated with this review will be finalised during 2020.

Develop an online enrolment processing application that interfaces with the College's accounting software.

The new online enrolment processing application is being developed and will be ready for implementation in 2020.