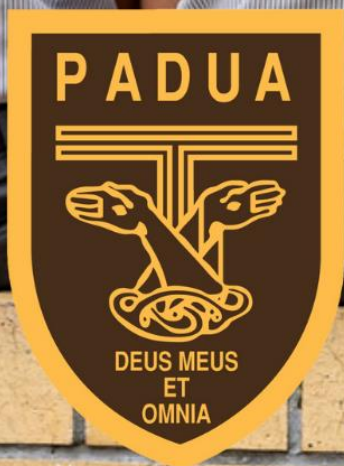


2022 ANNUAL REPORT



PADUA
COLLEGE

CONTACT INFORMATION

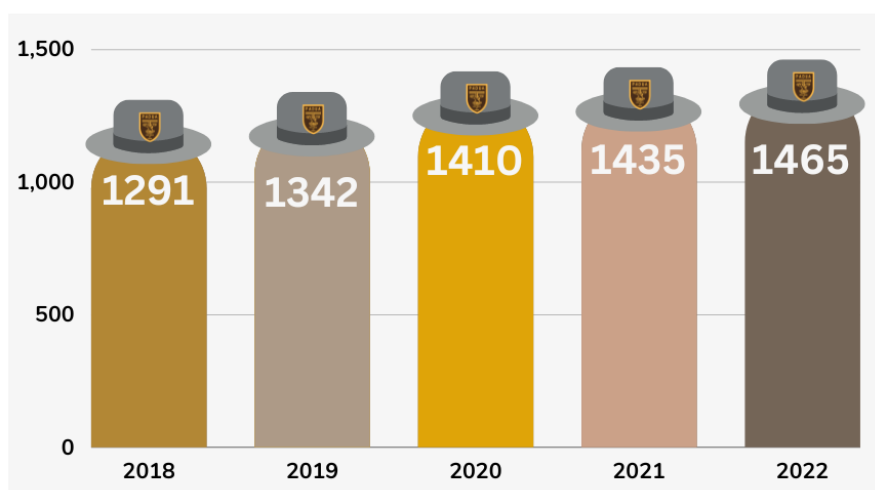
Postal address	PO Box 111, Kedron QLD 4031
Phone	07 3857 9999
Email	admin@padua.qld.edu.au
Webpages	Additional information about Padua is located on the Padua College Website

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 2021	5-12

CHARACTERISTICS OF THE STUDENT BODY

STUDENT ENROLMENT



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, simplicity, 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 2022

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) subjects, Applied (non-ATAR) 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 Religious Education Religion & Ethics (R&E) Study of Religion (SOR) Catholic Studies	Years 5-10 Years 11 & 12 Years 11 & 12 Years 11 & 12	Social Sciences History Geography Ancient History Modern History Economics Legal Studies	Years 5-10 Years 5-12 Years 11 & 12 Years 11 & 12 Years 10-12 Years 11 & 12
Mathematics Mathematics General Mathematics Mathematics Methods Specialist Mathematics Essential Mathematics STEM Extension	Years 5-10 Years 10-12 Years 10-12 Years 11 & 12 Years 10-12 Years 8 & 9	Languages English General English Literature Essential English Japanese	Years 5-10 Years 10-12 Years 10-12 Years 11 & 12 Years 5-12
Industrial Technology & Design Industrial Technology Design Building & Construction Certificate I Construction Certificate II Engineering Pathways Certificate II Electrotechnology Certificate III Engineering (CAD) Furnishing Studies Engineering Studies	Years 7-10 Years 7-12 Years 11 & 12 Year 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12	Business and Technology Business Studies Certificate III Business Digital Technologies Information, Communication and Technology (ICT) Digital Solutions Accounting Certificate III Business Diploma in Business	Years 7-9 Years 10 & 11 Years 5-9 Years 10-12 Years 10-12 Years 10-12 Years 10-12 Years 11 & 12 Years 11 & 12
Science Science Biology Chemistry Physics Psychology STEM STEM Extension	Years 5-10 Years 10-12 Years 10-12 Years 10-12 Years 11 & 12 Year 7 Years 8 & 9	Vocational Education Traineeships / Apprenticeships Work Placement Fitness Certificate Business Certificate Construction Certificate Engineering Certificates Electrotechnology Certificate Diploma in Business Hospitality Certificate Aviation Certificate	Years 10-12 Years 10-12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 10-12
The Arts Music Extension Music Drama Film, TV & New Media (FTV) Art Visual Art Visual Arts in Practice	Years 5-12 Year 12 Years 7-12 Years 10-12 Years 5-9 Years 10-12 Years 11 & 12	Health and Physical Education HPE PE Recreation Studies Cert III in Fitness Cert 1 Recreation	Years 5-9 Years 10-12 Years 10-12 Years 11 & 12 Year 10
Pastoral Care Pastoral Care Strength and Conditioning	Years 5-12 Years 7-9		

THE STUDENTS

ACADEMIC 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
The Learning Nest	Years 7-12
Extension enrichment Activities and Competitions	Years 5 - 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	

CULTURAL ACTIVITIES

Dance lessons with Mt Alvernia plus a Social	Years 7 & 8
Debating	Years 6-12
Public Speaking	Year 5
FCIP Performances – May Fair, QYMA, QCMF, OLA Fete, and Rock Symphony	Years 10-12
Senior Formal	Year 12
Semi-Formal	Year 11
Surf Trip	Years 10-12
Year 5 & 6 Dance with St Anthony's	Years 5 & 6
Theatresports	Years 9-12

SOCIAL OUTREACH ACTIVITIES

Franciscan Appeal for Timor-Leste	Years 5-12
Rosie's Street Van	Years 10-12
RSL Liaison with Kedron-Wavell Services	Years 9-12
Good Samaritans	Year 10
St Vincent de Paul Winter Appeal	Years 5-12
Emmanuel City Mission	Years 10-12
Christmas Food Hampers	Years 5-12
Various Charities	Years 5-12
Lord Mayor's Youth Advisory Council	Year 10

A student wearing a blue shirt and a safety harness is climbing a white rope net. The background is a soft-focus outdoor setting.

VALUE ADDED

Padua College has two campuses – Primary (Years 5–6) and Secondary (Years 7–12), with three distinct phases of learning: The Belonging Phase – Years 5 and 6; The Becoming Phase – Years 7 to 9; and, The Being Phase – Year 10 to 12. Both campuses operate as one school under one Principal (Rector), the three Phases of Learning allow for age-appropriate learning and support. Drawing 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 Social Outreach Activities) for various charities and community organisations with which the College has traditionally been associated (e.g. St Vincent de Paul), 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 Rosie's – Friends on the Street van or supporting Emmanuel City Mission. 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 2023.

TIMOR LESTE SPECIAL RELATIONSHIP

In 2006 Padua signed a special relationship agreement with St Francis of Assisi School to assist 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 to promote the Assisi School, from both an educational and capital perspective. Groups of students and staff visit the school on an ad hoc basis to participate in friendship building and exchanges of professional development.

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 organised 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)

The Franciscan Colleges Instrumental Program is 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.

VOCAL ENSEMBLE

A Vocal Ensemble operates as an extra group within the school. This group performs in competitions and various school functions. There are approximately 40 members in this group.

BENCHMARK RESULTS

Summary Results of NAPLAN Tests 2022

	Year 5		Year 7		Year 9	
	Padua	Aust	Padua	Aust	Padua	Aust
Reading	525.5	609.7	563.8	542.6	605.7	577.6
Writing	486.5	484.3	543.9	529.8	584	559.9
Spelling	514	504.5	562.8	547.2	592.1	576.7
Grammar & Punctuation	504	498.8	554.4	533.2	611.1	573.3
Numeracy	512.2	488.3	580.3	546.3	617.3	584.4

Year 12 Results – QCE

COHORT SUMMARY	2021	2022
Number of students awarded a Senior Education Profile	173	156
Number of students receiving an ATAR, QCE, QCIA or VET Qualification	173	156
Number of students awarded a QCE at the end of Year 12	169	153
Number of students awarded a QCIA	0	0
Number of students awarded a VET Cert I	27	18
Number of students awarded a VET Cert II	60	53
Number of students awarded a VET Cert III	63	68
Number of students awarded a VET Cert IV	1	0
Number of students awarded a Diploma	43	55
Number of students who are completing or who have completed a school-based apprenticeship or traineeship	7	36
Number of students who completed at least one university subject	2	1
Number of students who received an ATAR	116	94
ATAR Rank 98.5 and above	5.5%	6.4%
ATAR Rank 95 and above	13.8%	18%
ATAR Rank 80 and above	56%	70%
ATAR Rank 65 and above	85.3%	95%
Number of Student with 6 A's in General Subjects	10	8
Number of students who attained 100% in a subject	0	0
Percentage of QTAC Applicant receiving and offer	100%	100%

STUDENT ATTENDANCE

On average, the attendance rate of students on any given school day was 90.9%.

RETENTION RATES

Below are listed the apparent retention (difference in number of students from Year 10 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%
2018	170	2020	167	98.24%
2019	178	2021	172	96.6%
2020	158	2022	156	98.7%

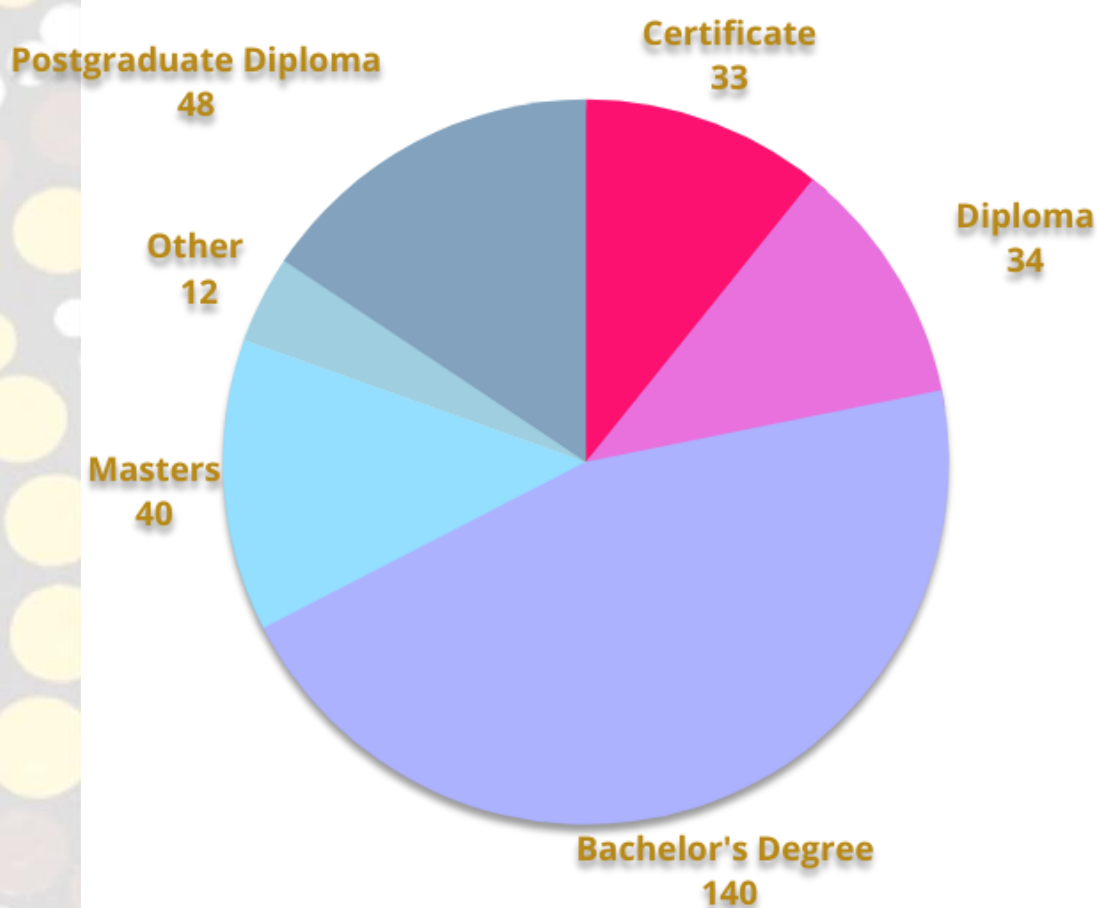
Current Retention Rate: 98.7%

POST SCHOOL DESTINATIONS

The **Next Step Survey** is a government survey which details the post school destinations of Year 12 students in 2022. 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 2022:



STAFF DEVELOPMENT

In relation to staff development, Padua College concentrated on the following areas in 2021:

- Restorative practices and building positive relationships;
- Disability Standards for Education, Differentiation, and the National Consistent Collection of Data;
- Engaging students in the Middle Years through subject specific pedagogies;
- Consolidation of the new Queensland Certificate of Education;
- Embedding Literacy across curriculum areas using Write That Essay as a framework.

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

Restorative Practices	Coaching and mentoring early career teachers
Student Engagement (Middle Years focus)	Mentoring beginning Middle Leaders
Cyber Security Training and Awareness	Code of Conduct
Curriculum focussed professional learning and collaboration	Workplace Health and Safety
Disability Standards for Education	First Aid and CPR
Differentiation	Franciscan Spirituality
Inquiry based professional learning – building precision in practice	Literacy across the curriculum – Identifying and embedding literacy practices
Professional reflection and goal setting	

The average expenditure per teacher on professional learning at Padua College in 2022 was \$1073.

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
- Number of teaching staff in August 2020 Census 108.0
- Number of teaching staff in August 2021 Census 120.0
- Number of teaching staff in August 2022 Census 110.9

7 teachers left Padua College between the census dates. Therefore, the retention rate for 2022 was 93%.



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;
- Organising parent engagement events;
- 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.

PARENT SATISFACTION SURVEY

The College undertakes an annual Parents' Satisfaction Survey. The results of this is shared with the College community through the College's fortnightly newsletter as being used by the College Board, staff and College Leadership team to guide decision making and goal setting. The 2022 survey is included as an Appendix to this report.

APPENDICES

Appendix 1 - Next Step post school destination survey

Department of Education

Next Step 2022 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 2021. 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 October 2022.



75.0% response rate
129 out of 172 Year 12 completers from this school responded to the 2022 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2022, 99.2% of Year 12 completers from Padua College were engaged in education, training or employment in the year after they completed school.



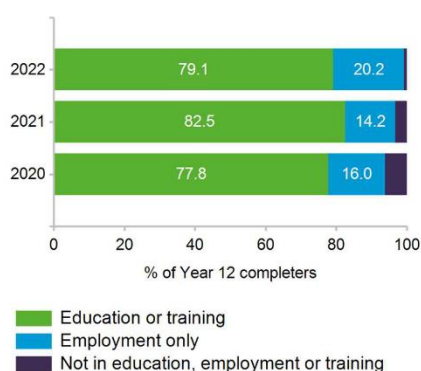
Of the 129 respondents, 79.1% continued in some recognised form of education and training. The most common study destination was bachelor degree.



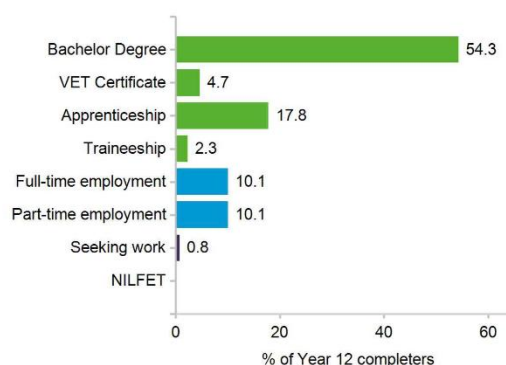
A further 20.2% transitioned directly into paid employment and no further study.

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 2022



Shape strong, confident young men in the Catholic tradition by:

- participating actively in the broader Church community
- providing opportunities for students, staff and families to live out our Franciscan values through prayer, liturgy, ritual, service and outreach programs
- delivering a quality Religious Education Program which strengthens the Catholic Identity of the College
- continuing to provide staff opportunities to enhance their understanding of contemporary Catholic theology
- deepening the work we do in the Franciscan tradition by embedding the Franciscan Living Stones Framework.

Our work in the Faith Life of the College continues to remain a strong part of the Padua experience for our staff, parents and students. Centred around the priority to *shape strong, confident young men in the Catholic tradition*, this priority area is at the heart of our Franciscan charism and our Catholic Identity.

The following is a summary of our goals in Priority Area 1 in 2022.

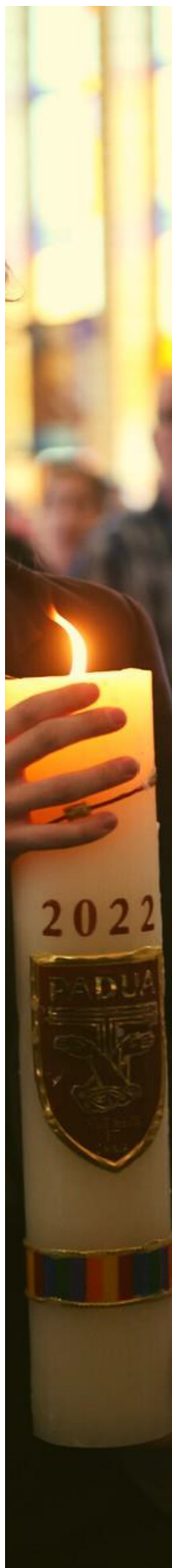
Goal 1 – Continue to develop a clear set of Guiding Principles and ways of working within the new Formation Team.

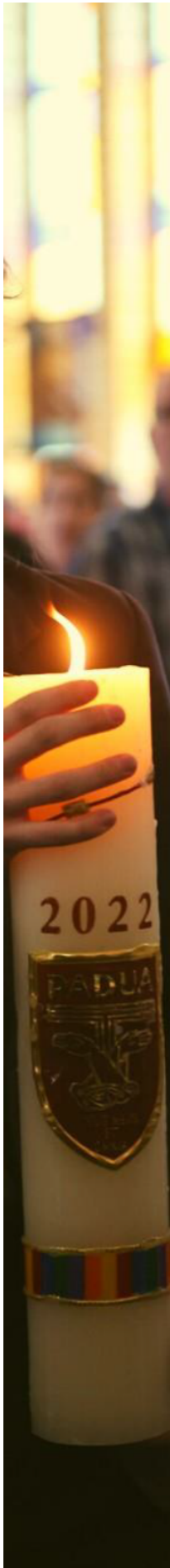
Work in creating the Formation Team has further developed. A major change to the team was the retirement of the longstanding Chaplain, Fr John Boyd-Boland. With enthusiasm, Fr Joe McKay formally joined the team in his new role as Chaplain. This added to the new role of Service Learning Coordinator, introduced in 2022, and the deliberate inclusion of the Learning Area Religion in the Formation Team, with a focus on Catholic Identity across the curriculum. The Formation Team was formed out of the Middle Leadership restructure in 2020, and the focus continues to be on team formation and developing programs.

Goal 2 – Implement the FSA Formation Framework Principles within the curriculum, pastoral, staff and student wellbeing areas of the College.

Implementing the Franciscan Schools Australia (FSA) Formation Framework Principles is still in its early stages and will be ongoing for the next few years as Learning Area Leaders receive further formation in relation to their areas of oversight. Early work on developing a 'Good Man of Padua – Franciscan Way.' Overview has begun. Representatives from Pastoral Care, Formation, Teaching and Learning, College Camps, Sport and Cultural, have met initially to look at what this document could look like. The Heads of School have already begun work on preparing milestones and key events that would likely occur in their Phases using the themes of 'Belonging' (Junior Phase), 'Becoming' (Middle Phase), and 'Being' (Senior Phase). The Franciscan Way will outline the journey of a Padua College student from his first day of Year 5 to his Graduation in Year 12. An early draft document of this is aimed for completion in 2023.

The inclusion of the one of the "Living Stones" of the FSA Formation Framework, 'Embrace', was foundational to the 2022 Staff Spirituality Day in June. A new Living Stone from the FSA framework will be highlighted each year in Staff and Student Formation.





Goal 3 – Coordinate the College’s overarching strategy for embedding ‘Catholic Identity’ at Padua by working with Teaching and Learning and Pastoral Care teams, develop a framework for Catholic Identity.

Following a successful review of the College’s Religious Education Program in October 2021 by Brisbane Catholic Education, an internal review was conducted to further develop the RE curriculum. As a result, further work has been conducted on improving staff understanding of ‘Prayer’.

Initial work had begun in 2022 on working with Learning Area Leaders, assisting them with the embedding of ‘Catholic Identity’ within their curriculum areas. An introductory meeting with LALs was held early in the year. This will be continued in 2023 and will be supported by the Learning Area Leader - Religious Education and Identity.

Goal 4 – The completion of a Padua College Reconciliation Action Plan (RAP) which will drive an enhanced program of engagement and involvement for Indigenous students.

In 2022, the foundation and drafting of the College’s Reconciliation Action Plan (RAP) was undertaken. Consultation was carried out with a number of stakeholders. Part of the process of drafting the RAP was the staging of a Staff Spirituality Day during the June Teacher Professional Development Week. During the Spirituality Day, staff explored and reflected on a number of issues relevant to the inclusion of Indigenous issues in the curriculum mandated by the Australian Government in 2022. A number of keynote speakers and workshop presenters were engaged for the day, which concluded with the staff signing a commitment to support the Uluru Statement from the Heart. Each College gathering now includes an Acknowledgement of Country and, where possible, a more formal acknowledgement including dance and/or Smoking Ceremony. A draft RAP will be completed for further consultation with local First Nations groups with the view to submitting a Padua College RAP in 2023.

Goal 5 – Development of a whole school overarching Padua College Service-Learning Framework that will link the Religious Education Curriculum with the social outreach work of the College.

2022 saw further consolidation of the Service Learning Program as part of the Year 11 & 12 Catholic Studies and Study of Religion Program. Students now complete 20 hours of supervised and validated service learning in each year. A Certificate of Service Learning was included in the Class of 2022’s Graduation Portfolio for the first time, awarded to those students who have completed 40 hours of Service Learning over two years. Community networks have been further developed and strengthened in 2022 with Rosie’s Friends on the Street, Emmanuel City Mission (ECM), St Vincent de Paul, and St Anthony’s School, to name a few.

In 2023, an age-appropriate planned introduction of Service Learning for Years 5 and 7 will be implemented, to complement the program already established in Years 11 and 12.

A Framework remains a work in progress at the end of 2022.



Inspire and engage our learning community by:

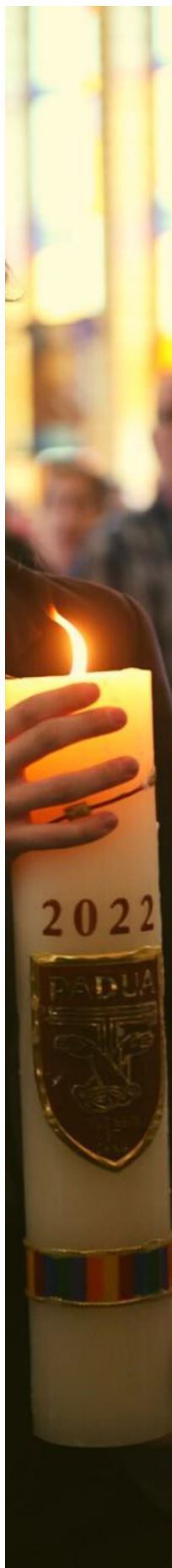
- being leaders in boys' education through a learning culture underpinned by self-efficacy and excellence
- advancing our culture of professional excellence and shared practice through contemporary and relevant professional learning
- delivering dynamic, innovative pedagogy that inspires and engages learners within the three phases of learning
- promoting a positive culture of inclusiveness, personalisation and care.

Goal 1 – By the end of 2022, personalisation for student learning is embedded in the planning of all faculties.

With the constant aim of continuing to improve differentiated support for students across the College, in 2022, we undertook a major review of the College's Learning Management System, My.Padua, with a focus on aligning the platform with the College's Learning Framework to create visible consistency across the College. Through this, Learning Area Leaders have worked to ensure a consistent experience for all users across all subjects and Year Levels and to ensure that Unit Planning is aligned to the Learning Frameworks Agreed Practices around Active Learning.



The refinement of units to reflect the agreed practices means that differentiation and personalisation is built into units by design, and further empowers students to take ownership of their own learning. As we prepare to implement Version 9 of the Australian Curriculum in 2024, with 2023 being the planning and development year, this project has set us up to ensure that personalisation is designed into units and that there is visible consistency across My.Padua for all users.





Goal 2 – By the end of 2022, the whole school process for Supporting Students at Risk across the College will be visible, evident and embedded as practice.

In continuing to support students, 2022 saw the College undertake a comprehensive review of what supporting students entails across all internal stakeholders. This project included establishing the College's Student Care Team Model as an example of best practice across the state, with the team presenting at the Religious Institute Inclusive Education Network Professional Learning Day in September. The supporting students document clearly outlines the definition of a student considered to be at risk for all internal stakeholders across all levels of leadership and function and then clearly outlines how each stakeholder should action that definition based on their role. The parent education around this process will occur in early 2023.



Identifying Students At Risk

An at-risk student means any identified student who requires temporary or ongoing Intervention. Commonly, they are not meeting or not expected to meet the established goals of the educational program whether those be academic, personal/social, career/vocational.

Identifying Student Support

A student is considered at risk in the following cases and contexts:



Identifying Students At Risk

An at-risk student means any identified student who requires temporary or ongoing Intervention. Commonly, they are not meeting or not expected to meet the established goals of the educational program whether those be academic, personal/social, career/vocational.

Identifying Student Support

A student is considered at risk in the following cases and contexts:



Goal 3 – By the end of 2022, we will have a clear process of identifying, tracking and supporting High Potential Learners through both curricula and extra curricula programs.

In parallel with Goal 1, 2022 saw us review our differentiation across the College, specifically focussing on opportunities for High Potential Learners. Our consistent approach to using external diagnostic testing across Years 5 to 10 in triangulation with NAPLAN results and internal assessment data, has meant that we have established clear processes for identifying High Potential Learners. Within the three Phases of Learning, a number of calendar events provide opportunities for High Potential Learners beyond Padua. 2022 saw the STEM Extension subject in Years 8 and 9 move to full year courses and the introduction of STEM in Year 7 for all students. In 2023, the focus will be on investigation and researching further options to support High Potential Learners at Padua College. The creation of the new role of Head of Business Intelligence and Professional Learning, further supports the identification and monitoring of High Potential Learners at the College.



Goal 4 – By the end of 2022, we will have developed a clear framework around student learning expectations, ‘beyond the bell learning’ and student self-efficacy.

The defining of what *at-home study* looks like was combined with a structure roll-out of Goal Setting across all year levels at the College. Students know their goals for each subject and have a clear process for working at home to meet those goals. This goal will be extended in 2023 with an increased focus on the use of the homework diary as a communication tool and partnering with parents around consistent approaches and language.

HOMWORK EXPECTATIONS AT PADUA

4 Steps to Homework Success

- Revision of the work covered in class that day including reviewing the Learning Goal and Success Criteria of the lesson.

- Set Homework given that day by the teacher.

- Working on assessment tasks a little each day - assignments should be started as soon as they are received and worked on progressively.

- Reading ahead and Wider reading - read ahead in the textbook to get a start on the next topic or do some independent reading related to a topic of study.



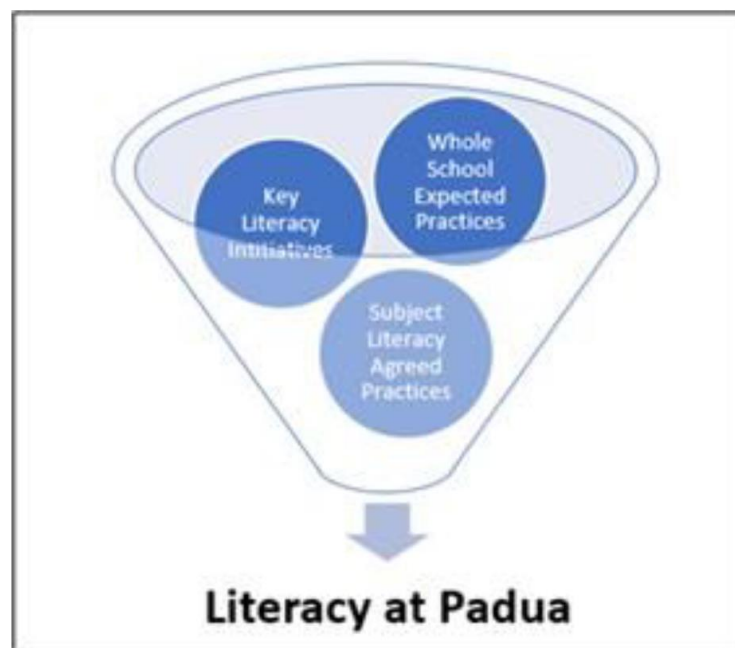


Goal 5 – Continuing developing the three Phases of Learning at Padua College will be developed into distinct, age-appropriate learning phases.

The distinct learning phases at the College were further defined and embedded in 2022. The development of a mapped sequence of milestones and the introduction of clear rites of transition across and within the Belonging, Becoming and Being Phases of Learning, have further reinforced the distinct identity of each phase. Clear ways of working for each phase have been established and continue to be embedded as a guide for decision making. External Partnerships with Griffith University, the Parramatta Arch Diocese, and a number of training organisations in the Senior Phase, have further supported the identity of each phase and the opportunities within each. The introduction of the Discovery Program in Year 7, the continuation of Literacy Blocks in Years 5 to 7, Numeracy Blocks in Year 5, Careers Support in Year 9, the Kokoda Experience in Year 9, and a review of camp programs across the College, exemplify the continued work in this space.

Goal 6 – Continue to embed literacy practices across the phases of learning through faculty areas and provide access to resources to support the consistent teaching of literacy by all.

NAPLAN and PAT (Progressive Achievement Tests) Data reinforced an improved growth in Literacy continuing into 2022. The implementation of Power Writes and a continued focus on literacy across the College, means that each unit of work has a clear focus on literacy skills and each faculty has a literacy goal to continue to focus on improved literacy specific to each learning area. 2023 sees a focus on continued professional learning on accessible language and the accessibility of task sheets across faculties.





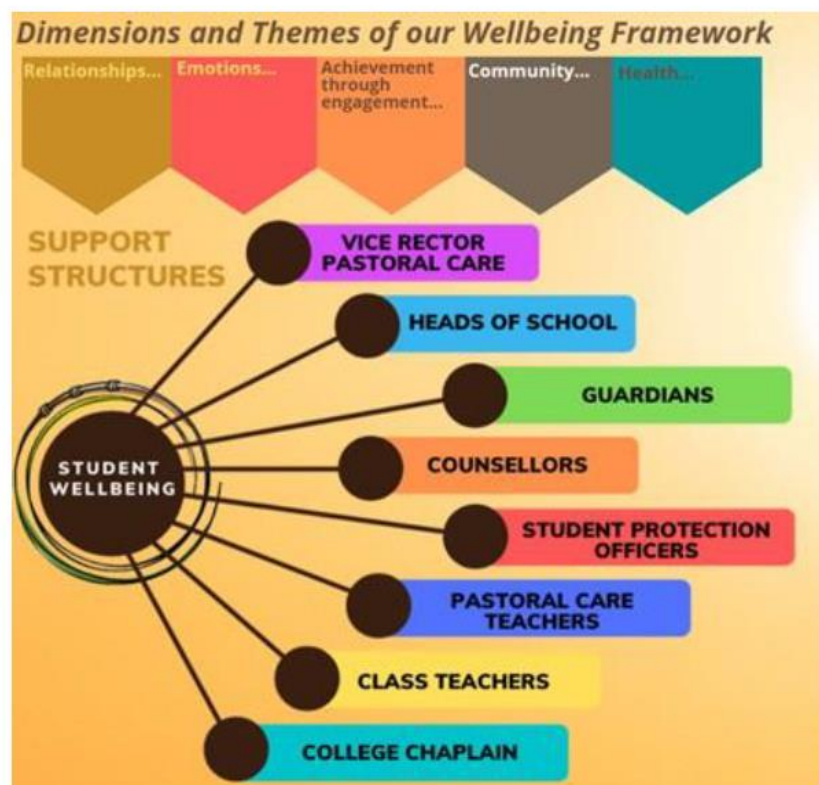
PRIORITY 3

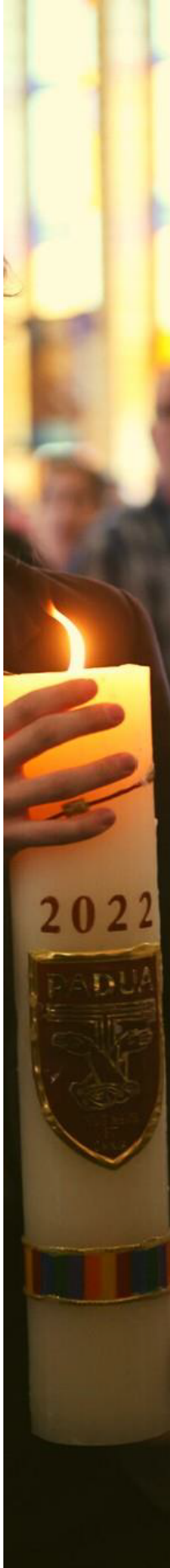
Nurture and challenge our boys to become good men by:

- living our Franciscan values of Joy, Courtesy, Humility, Simplicity and Peace in all aspects of College life
- promoting engagement, physical growth and personal development through participation in House, co-curricular, sporting, music and cultural activities
- optimising individual wellness through the implementation of an integrated wellbeing program
- offering a range of learning opportunities and formation experiences that enable them to become informed, compassionate, active global citizens.

Goal 1 – In 2022 we will work to strengthen the Wellbeing Framework based on the Franciscan charism and Positive Education so that our Reach Program covers all phases of learning.

With the implementation of REACH in 2021, we have continued to drive the focus on wellbeing and relationships in the ever-changing world we live in. Clear focuses for each phase have been set and students are able to clearly articulate the stage of learning they are at, regarding their wellbeing and where they sit along this continuum. 2022 has seen the development of the Student Wellbeing Framework in consultation with students, staff and the wider community. This framework will be formally launched and implemented in 2023, with REACH at the heart. The framework supports our students with strategies to manage their own wellbeing and importantly, to contribute to the wellbeing of others. It improves learning outcomes, engages learners, and clarifies support structures that allow everyone in our community to thrive.





Goal 2 – This year we will continue to review existing experiences and create and link a series of connected rituals, events, and ceremonies relevant to each Learning Phase to support the young men of Padua.

In 2021 the three Phases of Learning created a visible continuum of rituals and milestones that develop an identity of each phase. In 2022 students connected to their phase 'Belonging, Becoming, Being' and were able to identify their phase of learning and connect with the milestone journey of that phase. The College walk with St Francis signifies the beginning of the journey at Padua that culminates in graduating at the conclusion of Year 12.

The connected rituals, beginning in Year 5, builds a sense of belonging as St Francis' followers identified as being uniquely Franciscan in their mission. Through the development of an initial connectedness with Padua, the boys will grow to understand the call to service and contributing to the community.

This continues in Year 7 with a focus on transitioning into the Middle Phase and recognition of becoming more deeply connected with the Padua community and our Franciscan heritage. By engaging in a range of phase-specific events, students will be empowered to develop a better sense of who they are becoming as a man, both individually and as part of their cohort.

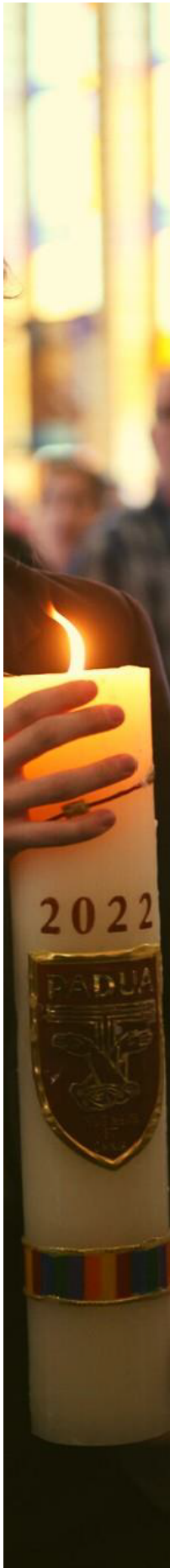
The journey continues in Year 10, focusing on the transition into the Senior Phase and recognition of being deeply connected with the Padua community and our Franciscan heritage. Through the development of strong connectedness with Padua, our young men will grow to understand the call to service and ways to contribute to the community.

Goal 3 – This year we will implement the new PC School Wellbeing Module in pastoral care and counselling areas.

Student wellbeing remains the key element in the development of successful students, and the most effective way for this to happen, is to ensure that it is embedded in school culture, because as we know — learners thrive in a connected community. In 2022, we implemented a new Pastoral Care Module in our school information system. This dedicated Pastoral Care Module is able track the behaviour of students including academic achievement, attendance, and detention. This wholistic view of each and every student, with the specialised student profile page, provides teachers access to family information, and what academic and extra-curricular endeavours a student is involved in, whilst parents can view their child's calendar and timetable, upcoming due work, as well as current academic achievement levels.

Goal 4 – This year we will develop a whole school approach to promote positive partnerships with families and external agencies, to enhance student engagement based on feedback from the TTFM (Tell Them from Me) survey data.

The Tell Them from Me (TTFM) student, parent and teacher survey was introduced in 2021 to the Padua Community and was used for the second time in 2022. The survey provides data on a range of aspects of school life, practices, and procedures, from the perspectives of students, parents and teachers. This data has provided valuable insights that has informed school planning and decision-making. The development of positive partnerships with families and external services to support our students with mental health needs, has been critical. Since the pandemic, nationally we have seen an increase in mental health concerns and the wait times to external services, increase astronomically. Linking with local specific agencies is designed to support the student, family, and school, for a sustainable change. The partnership with local services/psychologists has provided practical ways to strengthen supports between families and school staff, and promote improved learning outcomes for students,

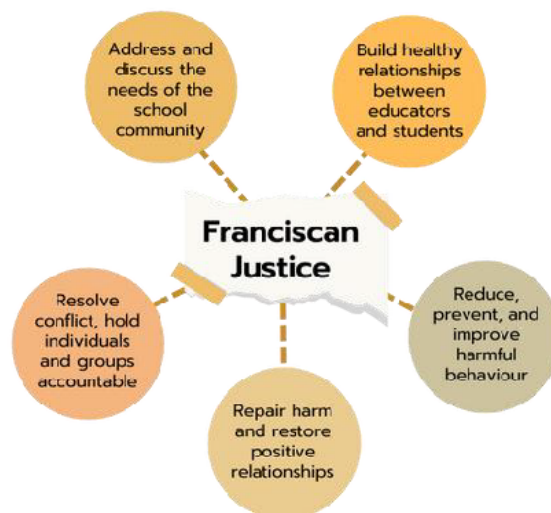


Goal 5 - This year we will revisit and re-emphasise restorative practises and positive learning behaviours for both staff and students.

Restorative practice is a whole school teaching and learning approach, which encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

In 2021 the College revisited professional development for all staff, in restorative practice. In 2022, this was further developed into Franciscan Justice, in which all teaching staff participated in professional development conducted by the pastoral team. Franciscan Justice focuses on building and maintaining a healthy and positive relationship between a teacher and a student. Franciscan Justice supports building the capacity that encourages students to self-regulate behaviour and contributes to the improvement of learning outcomes. At its core, Franciscan Justice is about:

- Helping a student understand the impact he has caused through his behaviour (positive or negative)
- Ensuring the student understands and appreciates the outcomes of his actions Using
- conversation or consequence to restore any broken relationship that has occurred between a teacher and student.



Goal 6 - This year, in consultation with Teaching and Learning and Formation, map and document the education students receive in respectful relationships.

In 2022 we mapped and formally documented the education our students receive in respectful relationships. With the three Heads of School, the Vice Rector Teaching and Learning, and the Vice Rector Formation, we were able to perform a gap analysis. With the Education Queensland announcement of the respectful relationship framework and program, we completed professional development, to ensure our students will receive in 2023, the respectful relationship education as outlined by the government. By implementing the respectful relationships program, we will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk, and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to: improved social and emotional skills; self-concept; bonding to school; less disruptive classroom behaviour; aggression; bullying and delinquent acts; reduced emotional distress such as depression; stress or social withdrawal.

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

- prudently planning for and resourcing the College's future directions in alignment with our Franciscan heritage and the attainment of our strategic priorities
- proactively and transparently managing our administrative, financial, legislative and compliance requirements
- considering the needs of our community as we plan for emerging educational and economic changes
- building a culture of professional excellence through the recruitment and retention of outstanding staff
- developing and implementing a vision for ecological sustainability and practices

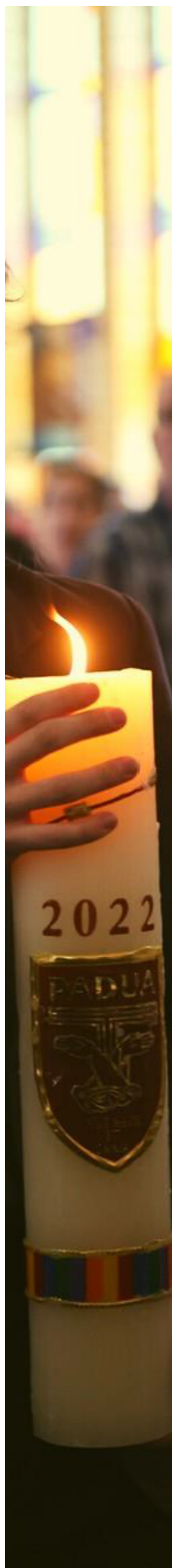
Goal 1 - Implementation of the College Services Team model with a focus of building the capacity of teams and the continual improvement of College operations in the areas of compliance, WHS, Student Protection, and organisational policies and procedures.

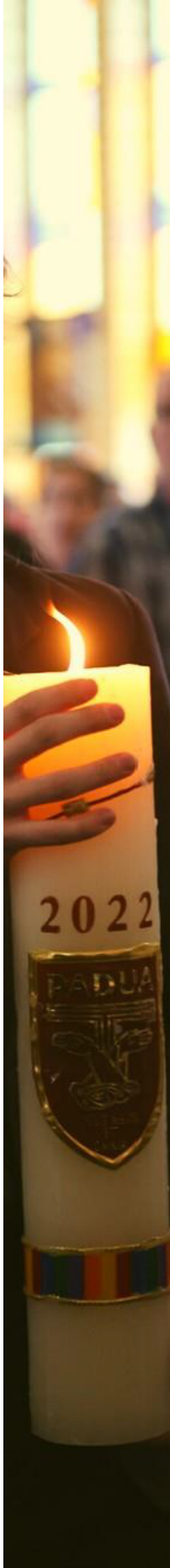
In 2022, the Padua Services Team worked with a facilitator to build teams and operational procedures created in 2021. The Padua Services Model was implemented through team meetings. The College examined recommendations from the IT Review and findings from the Non-State Schools Accreditation Board (NSSAB) review. Meeting structures were reviewed to streamline operations and improve communication between teams. Operational procedures were clearly articulated and Terms of Reference published for each team.

Goal 2 - By the end of the year, the College will have reviewed the College's marketing and communications strategy.

Through the use of external professional learning, the CMET Team (Communication, Marketing and Enrolments Team) workshopped Digital Marketing and Adobe InDesign. As part of the marketing and communications strategy, a review was carried out of current strategies and social media posts, with a full review of the College's communications. Strategy became the focus after feedback from the P&F, data from NSIT (National School Improvement Tool developed by ACER), and the Tell Them From Me Survey. Changes were implemented and reported back to P&F, with changes continuing through to 2023. Parent Handbooks were reviewed and updated, with staff and parents provided with education on forms of communication and how to access. A redesign of the College App was carried out and will continue into 2023, with work to be implemented by app providers, Digistorm.

Following the CMET Teams' review of communication in 2022, a review of the College's marketing strategy will be reviewed in 2023.





Goal 3 - By the end of 2022, the College will have formulated a Masterplan inclusive of College Grounds and the Shared Precinct, formerly known as the Council Depot site.

Visits to other schools and sites were carried out and staff consultation and surveys were completed. A presentation was made to staff on possibilities and alignment to Education Brief with a Masterplan Consultative Committee formed. Input was invited from Learning Area Leaders and staff around design of new buildings with the intended outcome being to publish the Masterplan. Draft Masterplans have been finalised for the Greccio and Assisi campuses and Amaroo. Work is continuing with Mount Alvernia to finalise a draft masterplan for the Shared Precinct.

Goal 4 - By the end of 2022, the College will have fully implemented the Facilities software management system - Asset Where FM.

The College began the process of using Asset Where FM to better manage our facilities operations and maintenance programs, and Professional Learning was provided to facilities staff and training for all staff on the use. Asset Where FM was implemented to ensure it was operational across relevant areas of the College. A review of staff position descriptions was conducted on facilities and compliance ensuring appropriate oversight of asset management system. The cost effectiveness and capabilities of Asset Where, will be monitored in 2023 to determine if the package is best suited to Padua's requirements for facility and contractor management.

Goal 5 - By the end of 2022, we will have increased the use of Clipboard to support Co-curricular records and recognition of student participation in areas other than sport.

The College has continued to implement the Extracurricular Management System (EMS), Clipboard. Further work is being undertaken as we fully explore its full use in the areas of co-curricular, pastoral care, photography, and The Paduan. Clipboard was utilised to produce an annual co-curricular report for teachers, eliminating the labour extensive calculation process in our reporting cycle.

Goal 6 - By the end of 2022, the College will create a HR cycle of information, embedding the teacher life cycle with planned professional development and workforce planning.

As part of workforce planning, training was provided for SLT in trending and data analysis. Following collaboration with key stakeholders, HR policy and procedures related to each phase was developed and publicised.

In 2022, the HR function worked closely with the school leadership team to embed an improvement agenda around best practice in HR as part of the College's strategic priorities, by using research, data and informed practice to identify where the College is meeting best practice, and what continuous improvement reflects HR best practice, including:

- workforce planning;
- induction and onboarding;
- recruitment, employment and retention;
- succession planning;
- transition to retirement; and
- training and development including professional development and appraisal systems.

Fulfilling the College's legislative role by ensuring that planning and practices reflect College guidelines and community expectations, including:

- Flexible working arrangements;
- Inclusion and diversity;
- Salary/wages and conditions of employment;
- Complaints and harassment; and
- Health, safety and wellbeing.



This work has included looking at the teacher and staff lifecycle, primarily in relation to managing the risk of an aging workforce. The current percentage of staff over 50 is between 29% and 31%; over one quarter of staff in total, are over 50.

As a result, there will be a focus in 2023 on finalizing our workforce planning including our teacher lifecycle. Over the next three- to-five-year cycle, the College needs to work proactively in Stage 1 and Stage 4 to ensure best practice in continuity of teaching and provide frameworks for both stages to enter and exit the lifecycle

Goal 7 - By the end of 2022, we will have engaged with the National School Improvement Tool in order to set future priorities.

Training was conducted on the use and processes associated with the National School Improvement Tool (NSIT). NSIT was presented to staff and a key contact appointed with required staff trained on the processes of the NSIT review. Publication of the NSIT Report was achieved with Padua College consistently sitting in the High and Outstanding levels.

