



**PADUA
COLLEGE**

ANNUAL REPORT

**STRATEGIC PLAN
2021-2023**

2022



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The following report summarises what has been a very positive year for Padua College. It also reflects the efforts of an extremely productive and dynamic learning community and for this we acknowledge the combined effort of the teaching and non-teaching staff at Padua College. The report outlines the achievement against the 2022 goals which were published to the community in the College's Annual Action Plan at the start of the year.

In 2018 the College began the Strategic Plan, 'We are Padua', initially for a three-year period covering 2018-2020. In 2020 the College Board reviewed and extended the plan, with minor adjustments, for a second three-year period covering 2021 to 2023. The College Leadership Team, in collaboration with the College staff and the College Board, set annual goals that deliver on the priorities in the strategic plan. Each year, the Padua College Board evaluate achievement against these goals via a series of Annual Action Plans.

The strategic plan provides a clear vision around four priorities areas listed below, and it is these strategic priorities that underpin the Annual Action Plan. This Annual Report reflects our ongoing work to deliver on the strategic intents of the three-year strategic plan. Built around the theme of We are Padua, the plan provides a clear vision underpinned by the four priority areas.

1. To shape **strong, confident** young men in the **Catholic** tradition.
2. To **inspire** and **engage** our learning community.
3. To **nurture** and **challenge** our boys to become good men.
4. To provide an **innovative learning** environment to **prepare** our young men for the future.

Any review of the 2022 school year highlights the dynamic nature of school communities and the need for any annual action plan to be accommodating of unplanned actions that require the attention of the College's Leadership Team. In 2022, we again saw the impact of COVID-19, with a delayed start to the school year and the ongoing impacts of high staff and student absences due to illness. The College is in the process of working through a new building master plan and alongside the joint purchase of the Brisbane City Council Precinct with Mount Alvernia, 2023 will see the announcement of future projects that support the College's strategic plan.

The Annual Action Plan Report should also be read alongside the College's Annual State Government Report, which is published in June each year. This mid-year report fulfills the Queensland and Australian Government obligations required by the Australian Education Act 2013, 77(2) (f), around reporting to the College community. Both reports provide parents and the broader community an insight into the College's goals, aspirations, and achievements.

2022 marked the midway part of the second three-year integration of the vision of the We Are Padua Strategic Plan. We already have a lot to be proud of at Padua and this plan builds on the many great achievements and past endeavours. However, all organisations, schools included, need to be reflective around their work and achievements so that we can continue to improve what we do. Significantly for schools, this improvement agenda is centred on our Mission and Vision and is therefore student focussed. This report is the evaluation of the effectiveness of the Annual Action Plan initiatives and goals for 2022. I am most appreciative of the combined efforts of all in our community as the following report represents the dedication and expertise of all in our community. We are purposeful... we are proud... we are Padua.



Peace and all good
Peter Elmore
Rector

The spirit of Padua College is inspired by the founder of the Franciscan order, St Francis of Assisi (1182-1226). Padua 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 aim is to provide the boys 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 with an emphasis on the Franciscan charism. We focus on the value of each individual and aim to provide an education which is both relevant and personal.

MISSION STATEMENT

Inspired by the life of St Francis, Padua College is a Catholic school community where 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 boys in the growth of self-worth, wisdom and quiet strength, enabling them to contribute positively to the world as committed Christians.

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.



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 Franciscan Schools Australia (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 of this document 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 Learning Area Leaders (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.

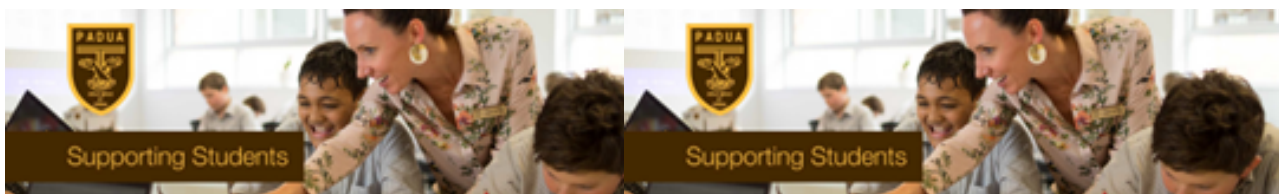
With the constant aim of continuing to improve differentiated support for students across the College, in 2022, we undertook a major review of the College's Learning Management System, My.Padua, with a focus on aligning the platform with the College's Learning Framework to create visible consistency 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 these be academic, personal/social, career/vocational.

Identifying Student Support

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



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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.

HOMework 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.

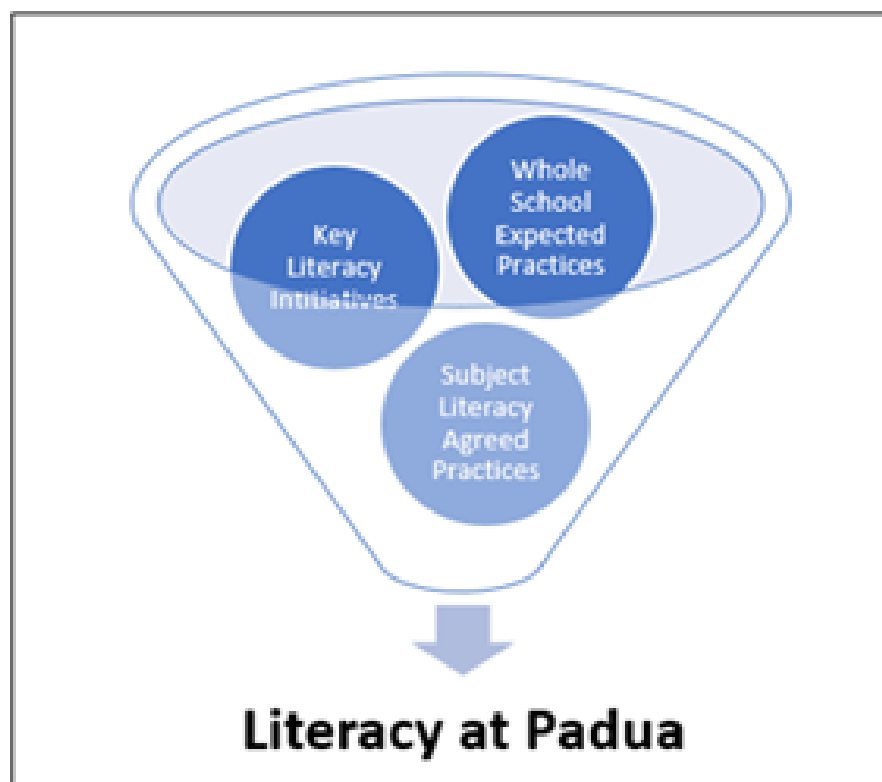


Goal 5 – Continuing developing the three Phases of Learning at Padua College will be developed into distinct, age-appropriate learning phases.

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.

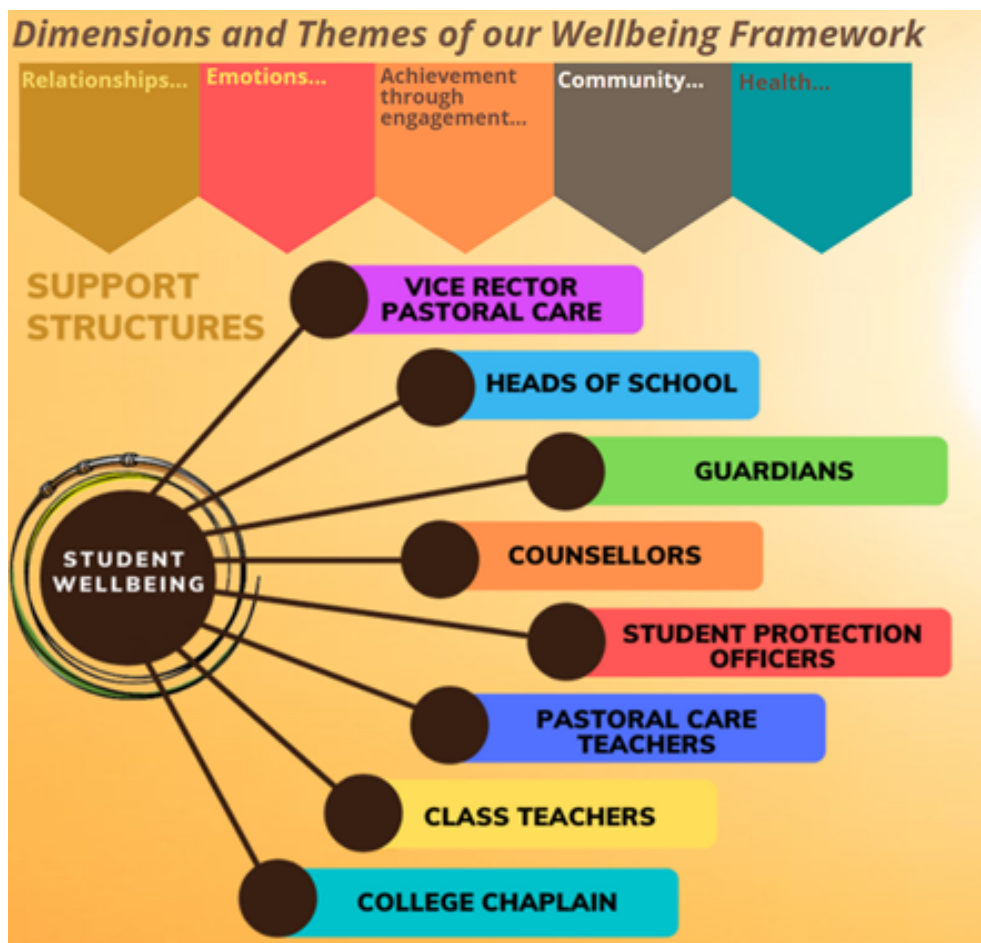



Nurture and challenge our boys to become good men by:

- 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.

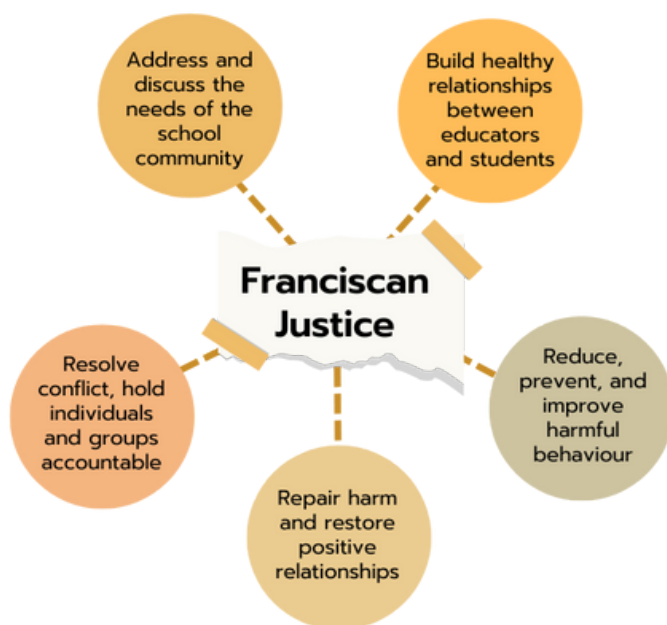
The Tell Them from Me (TTFM) student, parent and teacher survey was introduced in 2021 to the Padua Community and was used for the second time in 2022. The survey provides data on a range of aspects of school life, practices, and procedures, from the perspectives of students, parents and teachers. This 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 finalising 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 without adverse or negative action.

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.



Acronyms used within this text:

ACER - Australian Council for Educational Research;
 CMET - Communication, Marketing, Enrolments Team;
 ECM - Emmanuel City Mission;
 FSA - Franciscan Schools Australia;
 LAL - Learning Area Leader;
 NAPLAN - National Assessment Program - Literacy and Numeracy;
 NSIT - National School Improvement Tool;
 NSSAB - Non-State Schools Accreditation Board;

PAT - Progressive Achievement Tests;
 RAP - Reconciliation Action Plan;
 REACH - Relationships, Emotions, Achievement through engagement, Community, Health;
 SLT - Senior Leadership Team;
 STEM - Science, Technology, Engineering, and Mathematics;
 TTFM Survey - Tell Them From Me Survey;
 WHS - Workplace Health & Safety