

Padua College Report



PADUA
COLLEGE

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

2017

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Introduction

The Australian and Queensland Governments require schools to report to their communities on a number of mandatory and optional criteria. These government initiatives are designed to provide open and transparent reporting on school outcomes.

Much of what you read in this report, you will already know, as it is already reported in a number of other forms of communication. However, there is information on yearly educational outcomes and school development programs, which will be of interest to you.

I trust that you will find this report enlightening and should you want to discuss any aspect of it, please do not hesitate to contact me.

The School

CONTEXTUAL INFORMATION

The Franciscan Spirit

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 school's major 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 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.

SIGNIFICANT ACHIEVEMENTS IN 2017

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 achievement against the 2017 goals which were published to the community in the College's Annual Action Plan at the start of 2017.

In 2017 the College community was consulted on the development of a new Strategic Plan for 2018-2020. This was a key focus of 2017 and the achievements of 2017 provide a good foundation, as well as some clear directions for our work in 2018 and beyond. All organisations, schools included, need to be reflective around their work and achievements so they can continue to improve. Significantly for our College, 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 2017.

KEY PRIORITIES FOR 2017

In 2017 the College had the following four priorities:

Priority 1: Ensure our Catholic school community continues to be inspired by the life of Jesus Christ, the Gospel, St Francis, St Clare and St Anthony - Focus: Building our Catholic Identity – Responding to the Leuven Project.

Priority 2: Promote excellence in Teaching and Learning - Focus: Finalising our Learning Framework and making this part of common classroom practice.

Priority 3: Enhance the Pastoral Care of staff and students - Focus: Enhancing the pastoral care of staff and students.

Priority 4: Develop new strategic directions for the College - Focus: Completing the next three-year strategic plan.

The following pages outline how we have endeavored to meet these priorities in 2017.



Priority 1: Ensure our Catholic school community continues to be inspired by the life of Jesus Christ, the Gospel, St Francis, St Clare and St Anthony - Focus: Building our Catholic Identity – Responding to the Leuven Project.

Our goal in this priority area was to continue our work from the Leuven Project that began in 2016. The focus was staff professional learning to ensure they had a contextual understanding of the key aspects of the Leuven Project, and for this to be reflected in the daily life of the College. The Catholic Identity Project is a major focus in Catholic schools as keystone for the evangelising mission of all Catholic education communities, and in 2017 Padua developed a Formation Action Plan to respond to the survey outcomes of 2016. The Formation Action Plan has the following initiatives in 2017:

- Meetings with the Catholic Identity Team (CIT). In the busyness of the school year, this team did not meet as often as planned but the structures and team are ready to continue their work in 2018.
- Holding a staff Spirituality Day to further in-service whole staff on key Leuven values. A whole staff professional learning day was organised on 10 July. The Catholic Identity Day was supported by Simon Mahaffey from the Brisbane Catholic Education Office. The programme for the day was made up of two key note addresses from Simon Mahaffey and Mark Lysaght (Deputy Director, Campus Ministry Services, ACU) with afternoon workshop sessions.
- Attendance by some staff at the ‘Gather’ Conference in August with key personnel from KU Leuven Project and others, to further update and in-service more staff.
- Hosting teachers from other schools for the Peter Vardy Teaching Seminar on the teaching of Islam. This was a successful day with over 50 attendees and two imams from the Islamic College of Brisbane as our guests.
- Using meetings around our Catholic faith titled Catholic Conversations throughout 2017. These meetings, led by Fr John, were promoted to staff to expand their understanding of contemporary Catholic Theology. Held before and after school, they were on various theological and Church topics. These will continue in 2018.
- Continuing to encourage all staff to attend Mass both on Fridays and throughout the year. This is done through meetings and notices. All teaching staff attended formal College masses through the year with Friday Lunch Time Mass being optional. A growing number of staff, along with students, attend the Friday mass. The numbers attending this mass have grown in 2017 to the extent that we needed to use the church to accommodate the numbers attending.

- Continuing our strategy to encourage staff to complete tertiary study in Religious Education. A number attended the Theology in the City lectures in the city. Some staff completed the ACU Faculty of Theology Short Course Lecture Series offered during the year. Michelle Gatt is on the ASREAP Executive and Michael O'Brien is on the State Executive Committee for AARE. The REAP program was also offered to targeted staff in 2017.
- Daily Prayer continually affirmed and encouraged at staff meetings and Pastoral Care classes. Staff have the choice of using the Daily Prayer put into the notices by Vice Rector – Formation, use of the College Prayer, or use of House Prayers at the weekly House Assemblies. All staff gatherings begin with prayer.

Priority 2: Promote excellence in Teaching and Learning - Focus: Finalising our Learning Framework and making this part of common classroom practice.

As we plan for the introduction of the new Queensland Certificate of Education for our Year 11 students in 2019, the proposed changes have been a big focus for teaching and learning in 2017. The move to a new senior assessment and tertiary entrance system is arguably one of the most significant changes to Queensland education in the last 25 years. In 2017 the College reviewed the implications of the move to a new senior system, including the introduction of external exams. The following initiatives support the College's preparations for this change:

- A change to the timetable that involves moving to a five-period day, allowing deeper learning and less movement between classes.
- A proposal for some shared classes for Year 11 students with Mount Alvernia College, thereby broadening our curriculum offerings.
- Establishment of the *Learning Nest and the Eagle Bulletin* to extend 'Beyond the Bell Learning' so that students are supported to become more independent learners.
- A review of the professional learning program for staff culminating in a decision to increase the number of professional learning days for staff in 2018 and beyond.
- Continuing the work undertaken to implement a whole school approach to pedagogy through agreed practices reflected in a learning framework.
- Reviewing the Year 10 Curriculum to better reflect the new senior pathways and ultimately better prepare our boys for their senior studies.
- A significant achievement was the establishment of a Professional Learning Institute (The Learning Exchange LEX) for staff. By partnering with Iona College and St Laurence's College, the aim of the institute is to improve learning outcomes for students by continuing to develop the professional learning program we offer our teachers. There is much research to support the benefits of



collaboration and partnership, and with all three Colleges undertaking similar learning enhancement programs, there will be much to gain by sharing the journey.

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 have a whole of school Learning Framework that will be published and implemented in classrooms:

Consultation with an external consultant was conducted in Terms 1 and Term 2 for the Senior Leadership Team and Learning Framework Project Team to review research around whole of school learning frameworks and to review the existing draft.

The Draft Learning Framework was revised and published to staff for feedback as part of focused professional learning conducted in consultation with Lisa McDermott from *CPD 4 Teachers*. Staff are now aware of the elements of the Draft Learning Framework.

A team of eight Learning Framework Pedagogy Champions was established in Term 1 and training provided to support them in this role. These Pedagogy Champions joined the existing Pedagogy Champions Teams, focusing on *OneNote* and 21st Century Learning.

Staff, in their Professional Learning Groups, participated in two focused, two-hour professional learning sessions around the following:

- The reason for introducing the need for a whole of school learning framework
- What learning frameworks exist in other schools and on the market
- Learning Goals and Success Criteria
- Feedback for Learning
- Explicit Instruction

The goal was to move the learning from professional development sessions into classrooms in 2017. Learning Goal and Success Criteria magnets are now in each classroom and teaching staff and Heads of Curriculum are discussing how these relate specifically to the units of work and the relevant syllabus in each learning area.

Professional Learning around the AITSL Standards and how a Learning Framework supports staff in meeting the AITSL Standards was also conducted.

Staff feedback on what good learning looks like at Padua and specifically on the Draft Learning Framework was sought and the Draft Learning Framework was revised as a result.

The Learning Framework Draft is now ready for publication to the community.

Goal 2 - By the end of the year, the College will engage in the effective use of data in support of student outcomes:

The attainment of this goal required a lot of background work with our school IT support system before we could provide learning data to staff. A project team worked on assessing available data analytics packages and assessed their suitability in regard to both staff usability and functionality with our existing school software supplier. A range of other data analytics products on the market was explored by the project

team before deciding on the *Track One* Data Analytics package. For efficiency going forward the three LEX Colleges all agreed to use *Track One* with a view to increased efficiency in training and cooperation.

Track One was trialled in Term 3 and full implementation is underway.

The data analytics package allows a greater level of triangulation of data on students' internal and external data, and in conjunction with the Priority 3 focus on the behaviour entry system, the picture of the whole learner is now much more accessible to teachers.

Data Literacy professional learning for Teaching and Learning Middle Leaders has occurred as part of preparation for informing their 2018 Goal Setting and decision-making processes.

A Data Placemat specific to Padua has been created and we are currently working with *Track One* to have it auto populate and ready for staff in 2018. A standard template will be available in January 2018 and it is that version that we will begin 2018 with until the customised version is available. The Data Placemat will provide teachers with a snap shot of the learning data of their class therefore allowing teachers to differentiate their teaching to better meet the learning needs and strengths of the students in their class.

Further Professional Learning around *Track One*, Data Placemats and Data Literacy is planned for the end of 2017 and the beginning of 2018 Professional Learning Days.

Another significant achievement was the preparation for the move from *Blackboard* to *Schoolbox* as the College's Learning Management System. *Schoolbox* provides a single point landing page for all staff IT systems under the banner of My.Padua, and includes *Track One*. A lot of background work was completed in 2017 for the implementation of *Schoolbox* and the system is set for a full launch in 2018.

Associated with this introduction, Learning Enrichment Staff have been working on systems to allow teachers better access to the learning needs of students. This will be completed by the end of 2017.

Goal 3 - By the end of the year, the College will implement and review the Mastering Our Craft Program:

The *Mastering our Craft* Program was first introduced in 2016 to support teachers with their pedagogical practice. The program deprivatises classrooms with teachers able to look at best practice in other classrooms. This program was undertaken in a limited capacity in 2017 given the focus on the Learning Framework. For 2017, the revised program focussed on teachers creating goals for 2018 that focus on the three professional learning areas targeted in 2017. Namely - Learning Goals and Success Criteria; Feedback for Learning; Explicit Instruction. While the *Mastering Our Craft* program in 2017 did require goals to be set for 2018, it did not require meetings with an SLT Mentor or Classroom Observations. Professional Learning around AITSL standards and the links between the *Mastering Our Craft* program and the Learning Framework have been a constant reminder at staff meetings in 2017 with a focus on ensuring the relevance of *Mastering Our Craft* program as part of our ongoing professional learning agenda. The program will form a key part of the 2018 goals to support teaching staff with the pedagogy of the College's Learning Framework.

Priority 3: Enhance the Pastoral Care of staff and students - Focus: Enhancing the pastoral care of staff and students.

By the end of the year, the College will have created and implemented a formalised staff pastoral care program.

The following actions were taken in 2017 to meet this goal:

- A key outcome has been the formation of a formalised Staff Wellness Committee. The goal is for the committee to meet regularly and it currently consists of 16 staff members from across different areas of the College.
- One of the first actions of the committee was to survey staff on their current state of wellness, asking them to identify the items that they believed required more immediate action and what should shape future wellness at Padua College. These findings were presented to the College SLT.
- The Wellness Committee is currently redefining their long-term vision and goals.
- In 2018, the Committee will review and implement a recognised framework for wellness and continue ongoing wellness initiatives.
- The Committee aims to be driven by concepts that improve overall wellness of staff and goes beyond the ad-hoc and materialistic/superficial examples of wellness that are common to many workplace environments.



By the end of the year, the College will review processes around student protection and the pastoral care of students:

- The most significant factor in the review of student protection and the pastoral care of students was the writing of the student support framework. This document was recently externally approved and now sits as a public document on the College website. The document summates all components of student support at Padua College and aligns with the College's Student Protection and Procedure document.
- The Student Protection and Procedure document was also reviewed and updated to include minor amendments suggested by QCEC (to the College Student Protection reporting form).
- The review of student protection and pastoral care processes has expanded to include capabilities for collecting data for the NCCD and the development of a formalised case management process at the College.

- The capacity to digitally record strategies for pedagogical differentiation and the collection of supporting evidence for the NCCD has been created as a shared project between Pastoral Care and the IT department.
- The case management of students involves numerous stakeholders and is an ongoing project, with finalisation expected to occur in early 2018.

Professional Development:

- At the start of the year there was a presentation to staff on brain-based education and improving student pastoral care and learning. This drew positive feedback from staff.
- We continue with professional learning on the *Resilience Project* – with presentations to staff, students, and the parent community. Implementation was originally in Year 5 and 6 and in 2017 the decision was made to include Year 7.



The College is now a formally recognised *Resilience Project* school and moving forward in 2018 we will introduce resources such as the *Resilience Project* Diary/Planner and the *Resilience Project* App to continue building resilience and overall wellness in our Year 5, 6, and 7 students. Furthermore, these students will be surveyed in 2018 for initial testing around their increased capacity to retain resilience.

- Brett Lee – Internet Safe Education, presented to parents and staff. This project was completed by both staff and students and provided ongoing cyber safety awareness training for the community.
- QCEC presentation to staff on student protection processes – This PD was well received by staff and formed part of the College’s ongoing commitment to the annual professional development requirements in relation to student protection.
- In 2017, the Pastoral Care Team became qualified in Youth Mental Health First Aid. This accreditation is directly linked to their daily work and provided a formalised framework for the College’s response to student mental health. The accreditation qualified the College as a Youth Mental Health First Aid School.
- The College has created a formalised staff Code of Conduct that reflects the values of the College and the broader community.

- This year we introduced an early career teacher mentoring program aimed to support staff in the early years of their teaching degree. An outside support person meets with teachers in the program once per week.
- A successful and ongoing homework mentoring club has been formed 'The Learning Nest'. Planning Days to address future Pastoral Care initiatives and issues have been scheduled for the final weeks of 2017. This planning will begin to address: Future Issues in Pastoral Care at Padua College; a review of positive intervention strategies across the College; the Case Management of students; absenteeism and the capacity to build resilience; behaviour management support for staff.

Priority 4: Develop new strategic directions for the College - Focus: Completing the next three-year strategic plan

A major undertaking in 2017 was the consultation and development of a new strategic plan. Following on from the Padua as One Strategic Plan, 2017 saw consultation with many stakeholders around the strategic directions of the College from 2018 to 2020. The Rector, along with Damien Brennan, met with the following stakeholders—in some cases more than once—as we endeavoured to involve all in the community in the process of shaping the College's future directions:

- The College's Senior Leadership Team
- Friars at Adele Street
- Friars on the Definitory
- Students
- Teaching staff
- Support staff
- Parents
- The College Board

There were a number of drafts sent for consultation as part of the process. The College's Strategic Direction for 2018-2020 themed to 'We are Padua' will be sent to all families in the final weeks of the 2017 school year.



DISTINCTIVE CURRICULUM OFFERINGS

CURRICULUM AT PADUA 2017

From Years 5-12, Padua College organises 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	

Whilst the school is not structured on a Middle and Senior School basis, middle school principles are a feature of the Years 5-9 curriculum and Year 10 is used as the beginning of the senior phase of schooling. Thus, all students are offered a broad, general education up to the middle of Year 10 to provide a platform from which to plan their own pathways for the Senior Phase of their education and training.

In the Senior Phase of the Curriculum at Padua, students select one of three Pathways, comprising six options each. An 'option' may be an Authority subject or an Authority-registered subject offered at Padua, a Vocational Certificate Course offered at Padua, at a TAFE or a private training company (RTO) or a school-based traineeship or apprenticeship. The options taken by students will depend on their chosen 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

<p>Religious Education</p> <ul style="list-style-type: none"> Religious Education Years 5-10 Years 11 & 12 Religion & Ethics (R&E) Years 11 & 12 Study of Religion (SOR) Years 11 & 12 	<p>Social Sciences</p> <ul style="list-style-type: none"> History Years 5-10 Geography Years 5-12 Ancient History Years 11 & 12 Modern History Years 11 & 12 Economics Years 10-12
<p>Languages</p> <ul style="list-style-type: none"> English Years 5-10 Senior English Years 11 & 12 English Communication Years 11 & 12 Japanese Years 5-12 Years 11 & 12 	<p>Business and Technology</p> <ul style="list-style-type: none"> Business Education Years 11 & 12 Business Studies Years 8-10 Certificate III Business Years 11 & 12 Certificate IV Business Years 11 & 12 Years 5-12

<ul style="list-style-type: none"> Film, TV & New Media (FTV) 	<ul style="list-style-type: none"> Information, Communication and Technology (ICT) Years 11 & 12 Information Processing and Technology (IPT) Years 10-12 Year 12 Accounting Diploma in Business
Mathematics <ul style="list-style-type: none"> Mathematics Years 5-9 Mathematics A Years 10-12 Mathematics B Years 10-12 Mathematics C Years 11 & 12 Pre-Vocational Mathematics Years 11 & 12 Core Mathematics Years 5-10 	Industrial Technology & Design <ul style="list-style-type: none"> Design & Technology Years 8-10 Graphics Years 8-12 Technology Studies Years 11 & 12 Certificate 1 Years 11 & 12 Construction Years 11 & 12 Certificate II Years 11 & 12 Engineering Pathways Years 11 & 12 Furnishing Studies Years 11 & 12 Engineering Studies Years 11 & 12
Science <ul style="list-style-type: none"> Science Years 5-10 Core Science Years 9 & 10 Biology Years 11 & 12 Chemistry Years 11 & 12 Physics Years 11 & 12 Science 21 Years 11 & 12 	Vocational Education <ul style="list-style-type: none"> Traineeships / Apprenticeships Years 10-12 Work Placement Years 10-12 Fitness Certificates Years 11 & 12 Business Certificates Years 11 & 12 Construction Certificate Years 11 & 12 Engineering Pathways Certificate Years 11 & 12 Diploma in Business Year 12
Health and Physical Education <ul style="list-style-type: none"> HPE Years 5-10 PE Years 11 & 12 Recreation Studies Years 11 & 12 Certificate III in Fitness Years 11 & 12 	Personal Development/ Pastoral Care <ul style="list-style-type: none"> Personal and Life Skills (PALS) Years 8-12 Pastoral Care Years 8-12 Research and Technology Years 5 & 6
Performing Arts <ul style="list-style-type: none"> Music Years 5-12 Extension Music Year 12 Drama Years 7-12 	Visual Arts <ul style="list-style-type: none"> Art Years 5-10 Visual Art Years 11-12
Research & Technology <ul style="list-style-type: none"> R&T Years 5-9 	

THE STUDENTS

CO-CURRICULAR ACTIVITIES

Spiritual Celebrations

College Eucharists	3	Years 5-12
House Eucharists	6	Years 5-12 Each student attends 1

Outdoor Education

Year level camps	1 each year level	Years 5 -6, 8 -12
	1 year 7	
Student Leaders weekend Year 12	1	

Sporting Activities

Cricket	Years 5-12	Volleyball	Years 8-12
Swimming	Years 5-12	Rugby Union	Years 5-12
Football (Soccer)	Years 5-12	Cross Country	Years 5-12
Athletics	Years 5-12	Tennis	Years 5-12
Basketball	Years 5-12	Chess	Year 5 & Years 8-12
AFL	Years 8-12	Water Polo	Years 8-12
Golf	Years 8-12	Rugby League	Years 10-12
Hockey	Years 8-12	Rugby Union Tour	Years 10-12
House Sporting Carnivals	Swimming/Cross Country/Athletics		Years 5-12

Academic Activities

Mathematics, English, Computing, Science, Chemistry, Geography, Economics, FTV competitions	Years 5-12
Gifted and Talented group	
Days of Excellence	
World of Trivia	Years 5-7
UQ Science Competition	
Readers' Cup	Year 8
Maths Team Challenge	Year 8
Growth Mindset Seminars	Year 7
Junior Space Design Competition (JSDC)	Years 5-8
Australian Space Design Competition (ASDC)	Years 9-12

Cultural Activities

Dance lessons with Mt Alvernia plus a Social	Year 8
Debating	Years 7-12
Public Speaking	Years 6
Bond University Mooting Competition	Years 11 & 12
Senior Formal	Year 12
Ski Trip – Snowy Mountains	Years 10-12
Surf Trip	Years 10-12
Year 5 & 6 Dance with St Anthony's (postponed)	Year 7
AYDP Leadership	Years 8 & 12
Japanese Exchange Students	Postponed to 2017
Cultural Tour of Japan	
Theatre Sport	

Music Activities

Concert Band, Strings Band, Percussion Band, Guitar, Choir	Primary Years 5-7
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 8-12
Qld Catholic Colleges' Music Festival	

Social Outreach Activities

Franciscan Appeal for East Timor	Years 5-12
Rosie's Street Van	Years 10-12
RSL Liaison with Kedron/Wavell	Year 9-12
Good Samaritans	Yr 10
Red Cross Blood Bank	Years 11 & 12
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

Introduction

Padua College is a school divided into two campuses – Primary (Years 5–6) and Secondary (Years 7-12). This division creates 'two schools within a school' with both campuses operating separately for the most part. However, 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.

The majority of students who make up the school population are Catholic and from English/European heritage. A small number of students in recent years have an Asian background. There are very few identified indigenous students within the school population.

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 traditions. 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 each time usually following 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. Diabetes Australia, 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 or 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 Street Van. Students engage in conversation activities with clients of both these services. 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 2018.

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 has been carried out with over \$40 000 being raised in this year.

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, Student 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 both Padua and Mt Alvernia Colleges 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 and accompanied by Mr Ben Sitarz and Sarah Landis, 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 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
Number of students awarded a Senior Education Profile	160	148	157	149	163	169	170	173
Number of students awarded a QCIA	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
Number of students awarded one or more VET qualifications	53	44	55	59	80	61	76	57
VET Cert I	6	2	3	2	0	4	9	9
VET Cert II	35	33	21	19	27	36	9	9
VET Cert III	5	17	31	64	85	72	51	51
VET Cert IV	N/A	N/A	N/A	N/A	31	28	6	6
Diploma	N/A	N/A	N/A	N/A	5	8	24	23
Number of students who are completing or who have completed a school-based apprenticeship or traineeship	28	9	20	3	13	23	12	13
Number of students who completed at least one university subject	N/A	N/A	N/A	3	0	5	3	0
Number of students who received an OP	93	97	116	110	117	103	103	121
OP 1-5	23	16	23	25	25	20	30	30
OP 6-10	29	38	25	25	35	34	43	43
OP11-15	32	20	41	34	30	27	35	35
OP 16-20	9	20	26	21	25	22	13	13
OP 21-25	0	3	1	5	2	0	0	0
Number of students not receiving OP, QCE, QCIA or VET	1	2	2	1	0	0	0	0
Percentage of students with an OP 1-15	90%	76%	77%	76%	77%	79%	86.4%	89.3%
Percentage of students who were awarded a SAT, QCE, VET or OP qualification	99%	98%	97%	99%	100%	98%	100%	100%
Percentage of QTAC applicants receiving a tertiary offer	99%	98%	96%	98%	97%	99%	98.3%	99%

STUDENT ATTENDANCE

On average, the attendance rate of students on any given school day was 94.5%.

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 8-12 Apparent Retention Rate (%)
Year	Enrolled	Year	Enrolled	
2010	167	2012	159	95.2%
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%

POST SCHOOL DESTINATIONS

The post school destinations of Year 12 students in 2016 are included as an appendix to this report. The appendix contains some of the more relevant pages appropriate to the Padua College context. *The Next Step Survey 2016* (a government survey) will arrive in August and will be published in a subsequent Bulletin and included in the 2017 Report.

THE STAFF

STAFF QUALIFICATIONS

Qualification	Number
Certificate	32
Diploma	35
Bachelor's Degree	126
Masters	35
Doctorate	2
Postgraduate Diploma	34
Other	11

STAFF DEVELOPMENT

In relation to staff development, Padua College concentrated on the following areas in 2016:

- values and pastoral care;
- development of ICT competencies;
- 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 | ▪ Industrial Relations |
| ▪ Behaviour Management | ▪ Specialist curriculum areas such as Mathematics, Physics, English etc |
| ▪ Religious Education | ▪ Workplace, Health and Safety |
| ▪ Leadership | ▪ Teaching and Learning |
| ▪ Career Education | ▪ Technology |

The average expenditure per teacher on professional learning at Padua College in 2016 was \$912.00

STAFF ATTENDANCE

On average, the attendance rate of teachers on any given school day was 96.14%.

STAFF RETENTION

Number of teaching staff in August 2012 Census 75.2

Number of teaching staff in August 2013 Census 82.2

Number of teaching staff in August 2014 Census 90.9

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

Six teachers left Padua College between the census dates. Therefore, the retention rate for 2017 was 93.8%.

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;

Parents also have had the opportunity to contribute to the strategic planning of the College, mainly through the P & F Association.

APPENDIX 1

Next Step

2018 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 2017. 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 2018.



89.0% response rate

153 out of 172 Year 12 completers from this school responded to the 2018 survey. *Results may not be representative of all Year 12 completers at this school.*

Post-school destinations



In 2018, 94.8% of Year 12 completers from Padua College were engaged in education, training or employment in the year after they completed school.



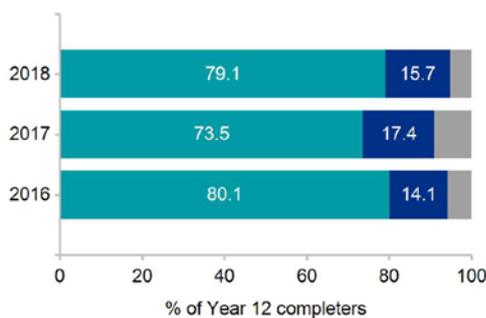
Of the 153 respondents, 79.1% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 15.7% transitioned directly into paid employment and no further study.

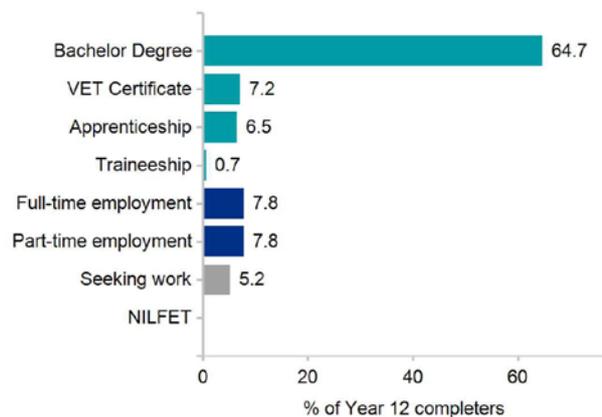
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training
■ In employment
■ Not in education, training or employment

Main Destination in 2018



Queensland Government