



PADUA
COLLEGE

2018

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

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Introduction

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 2018 goals which were published to the community in the College's Annual Action Plan at the start of 2018.

In 2018 the College began a new Strategic Plan for 2018-2020. Built around the theme of *We are Padua*, the plan provides a clear vision with four priorities for the next three years:

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.

Over the next three years, the College Leadership Team, in collaboration with the staff and College Board, will set annual goals that will deliver on the priorities in the strategic plan. The Padua College Board will evaluate achievement against these goals via a series of Annual Action Plans that will detail our program over the three years of the plan.

2018 marks the beginning of the journey to create and enact the vision for the We are Padua Strategic Plan 2018-2020. 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 2018. 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 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 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.

PRIORITY 1

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

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

Our work in the Faith Life of the College has continued to remain a strong part of the Padua experience for our staff, parents and students. While not listed as a College Goal, a significant outcome of 2018 was the work around the introduction of Catholic Studies. The subject is to be developed and implemented in 2019 between our LEX (Learning Exchange) Partnership colleges, Iona College, Padua College, and St Laurence's College. In August we were given interim accreditation to introduce this new subject by Brisbane Catholic Education. Following this, the Colleges began to collaboratively plan the program through planning and collaboration days between the religious education teams of the three LEX Colleges.

This new 'Catholic Studies' program provides a unique opportunity to not only enact the mission of each college, but also to achieve the aims of the LEX joint venture. Catholic Studies provides a rich and contemporary religious education experience to prepare the Good Men of Padua for a faith life beyond their days of secondary school.



Goal 1

Review the religious life of the College and publish a Padua Formation Framework which will also incorporate strategies around recontextualisation that will inform our ongoing formation of staff, parents and students.



Padua has a rich and varied religious life that is infused with the charism and tradition of the Franciscans. The process of formulating a Formation Framework has been slower in producing than first thought. The intention is to review all that activities and elements that make up the religious fabric and life of the College and using this information, create a map of what we do here at Padua. The process will align with similar strategies used by Brisbane Catholic Education in its 'Strong Catholic Identity Program'. This Coherence Framework created by Fullan & Quinn (2016) adopts four drivers:

- o Focusing Direction – Knowing Our Story
- o Cultivating Collaborative Cultures – Embracing Our Story
- o Deepening Identity – Living Our Story
- o Securing Accountability – Sharing Our Story

The purpose of this strategy map will be to build a shared depth of understanding and to provide direction through purposeful action, building capacity, naming expected and effective practices, transparency and monitoring progress. Our focus this year has been on preparing for the implementation of Catholic Studies and this work aligns with this goal. We will continue our work in placing Catholic Studies in the context of our whole College Formation Framework in 2019.

Goal 2

Participate in a review of the Spiritual/Formation and have input into the College's Outdoor Education Program.



- Upon consultation with the Rector, the services of Brother Damien Price cfc were engaged in part to assist with the process of overviewing what is offered in our Outdoor Education programmes. Br Damien comes with a wealth of experience in the field of retreat work with young people and creating wholistic spiritual formation programmes suitable for young people. The theory behind Br Damien's work lies in the area of 'Psycho-Cognitive Strength' – we learn when a concept is placed into our Semantic Memory, reflected upon and re-visited several times over a period of time that what we know as 'insight' or 'fact' begins to take place.
- To date, a steering group has met on 4 occasions with Brother Damien Price to consult and collaborate.
- The first action taken from these meetings is to adjust the Year 11 and Year 12 Camp into one combined leadership camp.
- The introduction of a retreat style system to become part of the new Catholic Studies programme that will begin in 2019. These retreats will become part of the 'class' time of the programme.

Goal 3

Complete an updated register of Staff Teaching Qualifications
– in the areas of RE and Theology



- The last register of RE Teacher Qualifications was completed as part of the Religious Education Validation process that all catholic schools in the Brisbane archdiocese was expected to complete by 2016.
- At Padua approximately 60% of available teaching staff are accredited to teach religion in a Catholic School. Many of the teachers accredited to teach RE in a Catholic School have undergraduate or post graduate degrees from the Australian Catholic University with the required 4 semesters of theology. For teachers who are not fully accredited, interim accreditation is given and teachers who intend or who are intending to remain in the RE Faculty have funded access to approved courses, such as REAP and courses at Masters level. Permanent teachers of RE take precedence in this process.
- Padua ensures appropriate RE accreditation is held by classroom teachers by offering non-accredited and interim accredited RE teachers places on such course as BCE's REAP Program. As an Independent Catholic school, the Rector will agree to give formal approval for accreditation to teach RE at Padua only. Teachers must complete three further units to complete the full accreditation requirement. Padua strongly encourages staff to do this to ensure future employment prospects in other Catholic systems and employing authorities. The College offers financial assistance so that this may be achieved and a minimum time period of three years for successful completion of this study.
- This work is incomplete, and we will have an updated register of teacher qualifications finalised in 2019.

Goal 4

Create an awareness and begin steps to the development of a Padua 'Sexuality and Relationships' Strategy.



In 2018 we began the process for the development of a sexuality and relationships strategy. In 2018 our work included:

- Awareness raising meeting with members of the Head of HPE, Martin Raadschelders, regarding BCE Relationships and Sexuality Framework.
- The Learning Area Leader for HPE has enrolled and completed the REAP course in 2018 as preparation for the beginning phase of implementation.
- Attendance at the BCE Introduction Day to the Relationships and Sexuality Professional Learning Day was missed due to clash of calendar events. This day will be attended when offered as a matter of priority in 2019.
- We have not completed this goal and it remains as a body of work for 2019. A steering committee will be formed in 2018 to undertake the work in 2019.



PRIORITY 2

Inspire and engage our learning community by:

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

As we prepared to implement a significant number of external changes, Padua has reviewed and assessed its current practices in a range of areas. The introduction of the New Queensland Certificate of Education in 2019, the increased focus on AITSL (The Australian Institute for Teaching Standards for Teachers and School Leadership) Standards for Teachers, the implementation of new, skills focussed syllabus documents in Senior and the introduction of the National Consistent Collection of Data (NCCD) on Students with Disability have been the major focus points for the Teaching and Learning team in 2018.

The following initiatives have supported the College's preparations for these changes:

- Restructure of our approach to supporting students with needs.
- The implementation of timetabled, directed professional learning for teacher.
- The implementation of Learning Walks as part of professional reflection.
- Continued involvement in the LEX Learning Exchange.
- Fostering external partnerships with other schools.
- Reviewing approaches to pedagogy based on evidence and research.
- Undertaking a review of Senior Schooling at Padua.
- Undertaking a review of approaches to Learning Enrichment.

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's whole school learning framework (LF) will be finalised, published to the community and be part of daily classroom practice.

After extensive research, testing, staff feedback and professional learning, the Padua College Learning Framework was published to the community in April of 2018. Targeted professional learning and coaching was provided for Learning Area Leaders as they prepared to lead agreed practices in their areas based on the Learning Framework.



The Padua Learning Framework is a conceptual framework for learning that places the learner at the centre of learning, recognises the critical role of teachers, and acknowledges the key role of parents as partners in the education and shaping of their son. The Learning Framework provides clarity around what good learning looks like and the agreed practices that underpin this.

Learning Vision

In accordance with the Melbourne Declaration and relevant regulatory bodies, Padua College will educate and inspire our good men to live in the spirit of the Gospel, following in the footsteps of St Francis of Assisi, providing a Catholic education that develops young men of wisdom, service and quiet strength.

The Vision will be enacted in the following ways:

- Making learning visible
- Establishing a culture of supported, self-directed learning
- Using feedback to inform and support learning
- Empowering students to understand and embrace their role as a learner
- Explicit teaching of skills
- Explicit teaching of problem solving strategies
- Encouraging open communication with students, staff and parents
- Using educational data to enhance student learning and differentiation
- Valuing and catering for diverse learning needs and pathways
- Recognising that academic success takes different forms for different students
- Providing meaningful learning experiences

Learning Statement

Learning requires engagement with a range of appropriately challenging learning experiences, opportunities and self-directed learning scenarios that enable the learner to acquire new knowledge, deepen their understanding, developing mastery of both skills and content, and be confident to independently apply this learning to new and unfamiliar situations.

Enacting the Vision



Agreed Practices





Timetabled professional learning teams were established at the beginning of 2018 to provide staff with the opportunity to work collaboratively in a supported environment to support them with the changes in practice that arose from the implementation of a range of evidence-based practices that support the Learning Framework.



The College's professional learning and reflection process, 'Mastering our Craft' was revised to incorporate professional learning teams and provides opportunities for teachers to engage with and learn about a range of documents and processes including the following:

- The Australian Professional Standards for Teachers;
- Padua College Strategic Directions;
- Padua College Annual Action Plan;
- Padua College Learning Framework;
- Faculty Agreed Practices.



A range of projects across the College demonstrate faculty responses to the Learning Framework and the effective and agreed practices that underpin the framework. These include:



A Review of Pedagogy in Years 5 and 6;

The implementation of second wave interventions in Mathematics in Years 5 and 6;

Increased diagnostic assessment and data response;

The review of Learning Enrichment at the College;

The introduction of a collaborative problem-based approach in Mathematics in Years 5 to 7;

The use of Design Thinking in creating engaging tasks in Science in Year 7.

The change of focus of the Parent Teacher Interviews to involve students setting their goals and participating as active participants in their own learning, the continuation of the Learning Nest, and a focus on making Learning Goals and Success Criteria visible for students are examples of the strategies implemented to support students in becoming more active agents of their own learning at Padua.

Goal 2

By the end of 2018, the College will have finalised and published our response to the new Queensland Senior System.



In Term 2 of 2018, Year 8, 9 and 10 parents were given the opportunity to attend information sessions outlining the preparation Padua had undertaken in preparation for the new senior system and outlining what that would mean for their son. Considerable effort was concentrated on Year 10 as the first year that would undertake the new system. Senior Education and Training (SET) Plans were undertaken in Term 2 based on the principle of establishing Year 10 as a preparation year for Senior Studies. All information was made available to the Padua Community via the learning portal of My.Padua. To this end, the senior offerings at Padua were reviewed and a number of new subjects and courses introduced. Professional Learning, both inside and outside of the College, a key focus and staff were given time to undertake learning modules for the new senior system developed by the Queensland Curriculum and Assessment Authority (QCAA).



Padua's preparation for the New Senior System included structural changes, preparation programs for students and support staff with professional learning.

Structural changes implemented in preparation for the new senior system include the following:

- The publishing of the Padua Learning Framework.
- Implementation of changes in Years 7 to 10 to prepare students for the new system.
- Changes to the timetable structure and lesson length.
- Implementation of Study Lessons for Years 11 and 12.
- Introduction of timetabled Professional Learning for staff.
- Review of Senior Subject Offerings.
- Introduction of the My.Padua portal.
- Review of pedagogy and approaches in Year 5.
- Development of external partnerships including:
 - LEX Learning Exchange
 - BCE Senior Schooling Forums



Preparing students for the new senior system included the following:

- Padua Learning Framework – Visible Learning
- Implementation of changes in pedagogy in Years 7 to 10
- Timetable and structural changes
- Implementation of study lessons in senior
- The rollout of a comprehensive one stop LMS launched as My.Padua
- A focus on student goal setting
- Year 10 – Instrument Specific Marking Guides
- Year 10 – Preparation Subjects
- Beginning focused Careers Education in Year 9
- The explicit teaching of Cognitive Verbs as transferable skills





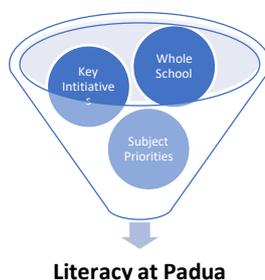
Supporting staff in their professional learning around the new senior system included the following:

- Padua Learning Framework – Agreed Practices
- Timetabled Professional Learning for staff
- Introduction of My.Padua
- Creation and involvement in the LEX Learning Exchange
- The introduction of Data Analytics to inform practice
- Endorsement trial for Mathematics Methods
- External Exam Trial for Chemistry, English and Japanese
- QCAA New Syllabus Professional Development
- Time provided for the QCAA Learning Modules
- Semester 2 Year 10 – Instrument Specific Marking Guides
- Discretionary Planning Days allocated to Learning Area Leaders for planning for the new system
- Increased number of Professional Learning Days and Faculty Meeting Time in 2018

Goal 3

By the end of 2018, the college will have a whole School approach to literacy across the curriculum.

2018 was a year of research for this goal. A team of key staff have researched a range of approaches to literacy and have used the College Learning Data to identify key areas for targeting. The Padua College Literacy Plan includes the main components that tie together Key Initiatives and Subject Priorities under a clear Whole School direction.

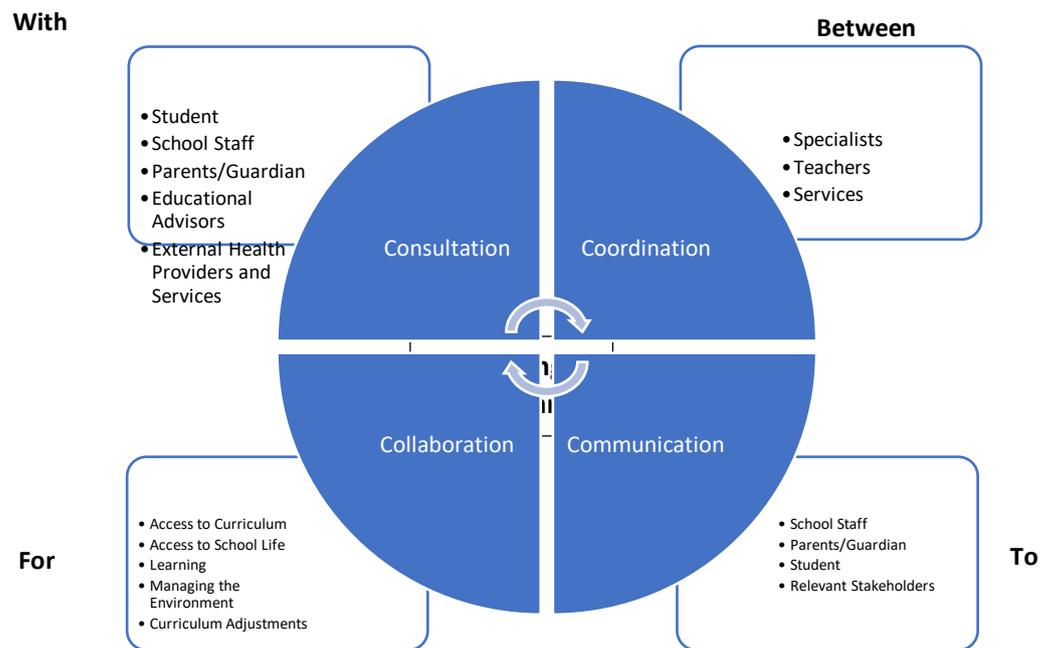


By partnering with the other LEX schools and external partners, we are exploring how to best improve student learning in the areas of writing, reading, visual literacy, digital literacy, spelling and grammar. This is underpinned by the Australian Curriculum and Assessment Authority (ACARA) Literacy Continuum and Literacy General Capabilities and the concept of assessment capable learners.

Goal 4

By the end of 2018, the College will have clearly published processes and procedures around inclusive education that form part of our classroom practice.

2018 saw student advocacy in Learning Enrichment enhanced by the introduction of Learning Guardians. The Learning Guardian facilitates the support process by connecting parents, staff and students in the best interest of the student.



As part of the introduction of this new process for supporting students with learning needs, Padua has reviewed and revised the referral process, the collection of evidence to demonstrate support and strategies and has engaged all teachers of a student with needs in the overall support of their learning and social needs. The goals of this new process are as follows:

- For students to be successful in their learning.
- For the minimisation of obstacles to student learning.
- For all staff to understand the needs of students, the accountability that sits with them and to support them with strategies specific to the need of the student to support learning and participation in College life.
- For enhanced collaboration across all relevant stakeholders.



Nurture and challenge our boys to become good men

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



Goal 1

By the end of 2018 the staff health and wellness program will be published around using a recognised wellness framework and ongoing wellness initiatives.



- Initial progress on this task was strong, with the committee of 17 meeting twice per term to investigate possible frameworks for implementation.
- During Term Two, the committee conducted a literature review that discerned established frameworks from corporate, government and educational organisations across the state.
- The findings from this review clarified the following;
 - 1) Any embedded framework should be specific to the needs of the Padua Community. Regardless of the chosen framework, the formulation of a set of 'Padua Pillars of Wellbeing' should underpin the work of the wellbeing committee.
 - 2) Individuals needed to own their own wellbeing. It is the College's task to describe, not prescribe wellbeing.
 - 3) Staff wellbeing is best supported by strong policy and process, positive human resourcing and designed experiences and opportunities to meet identified pillars of wellbeing.
- As a result of the beforementioned findings and in conjunction with other areas of need, the following strategies are being implemented:



- 1) In consultation with the Rector and to suit both the needs of staff wellbeing and other areas of the College, a HR officer has been employed at Padua College.
- 2) Staff have been surveyed regarding community specific 'pillars' to shape our wellbeing plan. Feedback has indicated identified focus areas for wellbeing at Padua are; spiritual, physical, emotional, social and staff voice.
- 3) The identified components of wellbeing listed above will form the 'Pillars of Padua Wellbeing' and shape the published 2019 wellbeing calendar. The pillars of Padua wellbeing will also be a published document.
- 4) Sub-committees have been formed from within the overall wellbeing committee to work on specifically described components of wellbeing.

College policy and practise will continue to be reviewed on an ongoing basis. It should be noted that throughout 2018, the wellbeing committee and the SLT have continued to provide opportunities for situational and ad-hoc wellbeing. These will continue in 2019 and will support the progress of the Staff wellbeing committee.

A further identified achievement indicator in support of staff wellbeing was the delivery of professional development around behaviour management and student management for staff. In 2018, the College delivered an ongoing professional development program that centred on realigning our practise with our current procedural theory. This process combined collaborative, staff lead professional development with an external consultant. In June, the College engaged the services of Mr Maurizio Vespa, an expert in the delivery of Restorative Practises, to work with our staff for a day on reinvigorating an understanding of restorative practises and how they align with our Franciscan values. During this process, Mr Vespa also conducted an audit of our procedural documentation and provided very positive comment.

Further staff feedback from this process has resulted in the co-construction of a set of Padua Positive Learning Behaviours that represent the behaviour, attitude and application of a positive learner in a Padua classroom. These behaviours have become an ongoing discussion topic in the College's professional learning teams and are currently being taught to students. The availability of large-scale posters in each classroom, stating the positive learning behaviours, will serve as both a classroom tool for teachers and a way of embedding positive practise with students.

This process of collaboration and co-construction was found to supersede the teachers need for an online library of behaviour management resources, as mentioned in the initial Action Plan.

Goal 2

By the end of the year we will have, collaboratively developed a draft whole school framework for positive pastoral interventions that respond to the needs of adolescents with consideration to changes to Senior Secondary.



- The Pastoral team has worked collaboratively across Term 4 to map a program of Pastoral Intervention Strategies offered to the students of the College.
- Sitting mostly separate to the ACARA personal and social capabilities standards for students (which are delivered across different curriculum areas), the Padua College Pastoral Intervention Framework distinguishes distinct personal and life skills learning at age appropriate times in a student's schooling life.
- Covering areas such as drug and alcohol education, anti-bullying, resilience building and technology etiquette, the framework has been formed upon the evaluation of existing practise and the recognition of further capabilities.
- At a macro level, the framework will provide an overview of all of the pastoral interventions covered by the students. On a micro level, the framework will detail each year levels specific activity, with a House or Pastoral Guardian responsible for the delivery of this program to a specific year level.

- The broad framework document will be finalised and published on the College website and in the student support framework for the start of the 2019 school year, while the specifics will be published internally and remain a fluid document due to possible environmental and external changes.
- Additionally, investigations have begun into the needs of students in relation to changes to Senior Secondary. The Pastoral Team has met with representatives from Mt Alvernia College and Mr Paul Easton (as a LEX representative and former NSW Educator) to discuss the impact these changes may have on our community. Internally, work is consistent and ongoing in response to the before mentioned changes.

Additionally, the College has begun working with the Parents and Friends' Association and other key stake holders to implement a community mentoring program for aspiring Year 11 students. While still in its infancy, it is foreseeable that this program will commence in Term 2 of 2019.

Goal 3

This year we will begin a review of our outdoor education program to identify the links between Pastoral Care, Curriculum, Spirituality and Formation at the College.

- Initial investigation into the review of the Padua Pastoral Care program began with conversations with Queensland's leading Outdoor Education bodies and associated academics from Queensland universities.
- Upon consultation with the Rector, the focus of these conversations changed, and the services of Brother Damien Price were engaged.
- With the intention now shifting to include a more wholistic review of current processes and with a focus on the development of an identity profile for the students of the College, this project remains ongoing.
- To date, a steering group has met on four occasions with Brother Damien Price to consult and collaborate.

- Two retreat experiences have been added to the Year 12 component of the calendar. These retreats will form the basis of a positive milestone for the boys as they begin the transition process in moving from Padua into the broader community.
- Additionally, after consultation with the Pastoral Guardians and the Head of School (5-9), the Year 5 camp has increased to a 3-day experience. The camp has also been moved to later in Term 1. This extension and time change enabled the Guardians and Learning Leaders to build on the work completed during the Year 5 Transition Program.



Goal 4

This year we will undertake steps to strengthen our approach to inclusive education through the collaborative development and implementation of a successful case management system for the care of students.

- In collaboration with the Teaching and Learning Department, 2018 has seen the successful implementation of a case management system of care for students.
- Involving the review of both the Personalised Learning Plan and Student Wellbeing processes, modifications were made to allow staff to provide a 'wrap around' approach to managing student support.





- The development of an improved case management system of care focused on;
 - The facilitation of increased education and understanding of staff around inclusive practices. This occurred through whole staff professional development and small team collaboration.
 - The employment of a speech pathologist at the College
 - The unification of process and practices across various teams within the College, particularly the Learning and Enrichment team, the College Counsellors, the newly appointed College Speech Pathologist and the House/Pastoral Guardians.
 - Ease of accessibility for staff to register and record information relating to inclusive practises, through the establishment of central, electronic databases and easily accessible student information.
 - Increased internal collaboration around inclusive practises, differentiation and the need for record keeping around evidence of classroom adjustments for students. This was all achieved by the provision of time and resourcing from the College Senior leadership team.
 - Building stronger partnerships with parents/guardians in this process and where applicable, incorporating student voice.
- While it should be acknowledged that this process may require review and enhancement in 2019, the significant work of the teaching staff, Guardians and Learning Area Leaders has formed the basis of future development.

Finally, it should also be noted that the achievement indicator associated with the review of The Resilience Project and resilience capabilities for students has not been possible to finalise due to the availability of comparative data. While initial surveys were conducted across the Year 5 and 6 population, the most accurate findings will come at the end of 2018 / start of 2019 when we have access to comparative data for the first time.



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



PRIORITY 4: 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 goals.
- Proactively and transparently managing our administrative, financial, legislative and compliance requirements.
- Monitoring and reviewing our current processes, structures and resourcing allocations to respond to emerging educational developments.





Goal 1

By the end of the year, the College will have undertaken a full review of the Workplace Health and Safety (WHS) policies, procedures and processes and implemented any subsequent recommendations.

The College has continued to review WHS procedures and processes with the assistance of an outside consultant. Of significance this year was the development of the ***Padua Work Health and Safety Management System (WHSMS)***, a 19-page document which outlines the systematic methodology used to address and control work, health and safety risks at the College. It will inform and instruct the continuation of performance and compliance activities within Statutory Legislation, Regulations, Codes of Practice and Australian Standards. For most items in the WHSMS are part of the ***Monitor and Review*** process – areas that have been addressed but need to be revisited to ensure that processes are operating effectively within the compliance requirements of the *Plan*.

There is a positive change in the WHS culture and active compliance in the WHS areas within the College. The focus in 2018 has been around reviewing our WHS practice around activities including camps and sport.



Goal 2

By the end of the year, or whenever required, the college will review student protection procedures in line with the findings of the royal commission.



This year the College student protection training went online through *In Safe Hands*. The course has been completed by all staff including coaching staff and it meets the mandatory training requirements and provides participants with the skills and knowledge to keep our boys safe.

The College has also recently purchased a software package called *Complispace* which over the course of 2019 will help ensure that we review and update as necessary our required policies, procedures and work practices to ensure they meet the required legal and authority obligations. It will allow for a centralised and coordinated approach to policies and procedures and it will ensure that they are maintained and updated in line with legal, regulatory and best practice changes.

A HR / Risk and Compliance Officer will commence employment mid-January 2019 and this person will assume responsibility for the management of all functions associated with Complispace.



Goal 3

By the end of the year, we will have reviewed administration and it's staffing and resourcing to prepare the college in light of emerging educational developments.

In 2018 as a College goal, we undertook a review of our administration and grounds administration. The review was undertaken by an external consultant and it involved meetings and feedback from all support staff. An outcome of the review was the decision to appoint the following new roles.

- Compliance (including WHS) and Human Resource Management Role – Appointed for a start in 2019
- An Administration Support Role for Sport- Appointed in September 2018.
- The development of Administration Support Teams – Firstly a CMET – Communication Marketing and Enrolment Team. This move involves four identified staff, who are currently located in three different locations across the College office facilities into one shared workspace. Work is planned to start on the necessary office refurbishments in December 2018.

A review of IT staff roles and position descriptions will be carried out prior to the commencement of the 2019 school year.

Goal 4

By the end of the year, the college will have reviewed the building masterplan and planned for any changes in enrolments and resourcing needs.

In 2018 we have planned for the introduction of another class of Year 5 students beginning in 2019. The refurbishment of Greccio teaching spaces will see 6 air-conditioned teaching spaces for 2019. These spaces have been designed to support the implementation of the College's Learning Framework. The focus on 21st Century Learning and a student-centred learning model calls for flexible classroom furniture to support this pedagogy. Included in the range of pedagogical approaches used in Year 5 will be opportunity for co-teaching in some units of work. The classroom refurbishments and furniture will provide more contemporary classrooms that will support a greater range of classroom learning experiences.



A mock-up the new rooms and furniture.

This year we have also undertaken to do a refurbishment of the Banyo – Canteen, Function Room and Dressing Rooms. The work will see a new facility in operation by the start of the 2019 sporting season.

DISTINCTIVE CURRICULUM OFFERINGS

Curriculum at Padua 2018

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

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

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

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



KEY LEARNING AREAS

Religious Education <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> History Geography Ancient History Modern History Economics 	Years 5-10 Years 5-12 Years 11 & 12 Years 11 & 12 Years 10 - 12
Languages <ul style="list-style-type: none"> English Senior English Literature English Communication Japanese Film, TV & New Media (FTV) 	Years 5-10 Years 11 & 12 Years 10 - 12 Years 11 & 12 Years 5-12 Years 10 - 12	Business and Technology <ul style="list-style-type: none"> Business Studies Certificate III Business Certificate IV Business Information, Communication and Technology (ICT) Information Processing and Technology (IPT) Accounting Diploma in Business 	Years 7-10 Years 11 & 12 Years 11 & 12 Years 5-12 Years 11 & 12 Years 10-12 Year 12
Mathematics <ul style="list-style-type: none"> Mathematics Mathematics A Mathematics B Mathematics C Pre-Vocational Mathematics STEM Extension 	Years 5-9 Years 10-12 Years 10-12 Years 11 & 12 Years 11 & 12 Years 8 & 9	Industrial Technology & Design <ul style="list-style-type: none"> Design & Technology Graphics Technology Studies Certificate I Construction Certificate II Engineering Pathways Cert 2 Electrotechnology Cert 3 Engineering (CAD) Furnishing Studies Engineering Studies 	Years 8-10 Years 8-12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12
Science <ul style="list-style-type: none"> Science Core Science Biology Chemistry Physics Science 21 STEM Extension 	Years 5-10 Years 9 & 10 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 8 & 9	Vocational Education <ul style="list-style-type: none"> Traineeships / Apprenticeships Work Placement Fitness Certificate Business Certificates Construction Certificate Engineering Certificates Electrotechnology Certificate Diploma in Business Hospitality Certificate 	Years 10-12 Years 10-12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Years 11 & 12 Year 12 Years 11 & 12
Health and Physical Education <ul style="list-style-type: none"> HPE PE Recreation Studies Cert III in Fitness 	Years 5-10 Years 11 & 12 Years 11 & 12 Years 11 & 12	Personal Development/ Pastoral Care <ul style="list-style-type: none"> Personal and Life Skills (PALS) Pastoral Care 	Years 5-12 Years 5-12
Performing Arts <ul style="list-style-type: none"> Music Extension Music Drama 	Years 5-12 Year 12 Years 7-12	Visual Arts <ul style="list-style-type: none"> Art Visual Art 	Years 5-10 Years 11-12

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

CULTURAL ACTIVITIES

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

MUSIC ACTIVITIES

Concert Band, Strings Band, Percussion Band, Guitar, Choir	Primary Years 5-7
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
Rosies Street Van Years 10-12
RSL Liaison with Kedron/Wavell Year 9-12
Good Samaritans Year 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



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

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

CAMPS

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



SOCIAL JUSTICE ACTIVITIES

As a Catholic Franciscan school, the values of social justice are seen as a critical part of the curriculum taught in the classroom (the formal Religious Education program) and as part of a range of extra-curricular activities offered to students.

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

EDUCATIONAL: Often with many of the fundraising activities, an associated educational program is added to enhance the activity. This includes guest speakers to classes and assemblies or the inclusion of specifically designed lessons that complement the activity. These lessons are included in the Religious Education program 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 Rosies street van. Students engage in conversation activities with clients of this service. Year 10 assist with the local parish 'good Samaritan' group who provide a weekly respite activity for elderly residents within the local area.

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

TIMOR LESTE SPECIAL RELATIONSHIP

In 2006 Padua signed a special relationship agreement with St Francis of Assisi School to assist it with its current rebuilding and staffing program. This school is administered by the Franciscan Friars and, therefore, shares a common mission with Padua. A designated fundraising and educational campaign 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, House or class activities. They reflect the religious, cultural and historical dimensions of the school and its patrons (St Anthony of Padua and St Francis of Assisi).

FRANCISCAN COLLEGES INSTRUMENTAL PROGRAM (FCIP)

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

VOCAL ENSEMBLE

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



BENCHMARK RESULTS

Summary Results of NAPLAN Tests 2018

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

Summary Results of NAPLAN Tests 2017

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

Summary Results of NAPLAN Tests 2016

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

Summary Results of NAPLAN Tests 2015

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

Summary Results of NAPLAN Tests 2014

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

Summary Results of NAPLAN Tests 2013

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

Summary Results of NAPLAN Tests 2012

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

Summary Results of NAPLAN Tests 2011

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

Summary Results of NAPLAN Tests 2010

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



YEAR 12 RESULTS

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

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

STUDENT ATTENDANCE

On average, the attendance rate of students on any given school day was 94.8%.

RETENTION RATES

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

	Year 10		Year 12	
Year	Enrolled	Year	Enrolled	Year 8-12 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%

POST SCHOOL DESTINATIONS

The **Next Step Survey** is a government survey which details the post school destinations of Year 12 students in 2018. This is included as an appendix to this report. The appendix contains some of the more relevant pages appropriate to the Padua College context.



THE STAFF

Staff Qualifications

Qualification	Number
Certificate	36
Diploma	33
Bachelor's Degree	134
Masters	38
Doctorate	1
Postgraduate Diploma	43
Other	21

STAFF DEVELOPMENT

In relation to staff development, Padua College concentrated on the following areas in 2018:

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

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

- | | |
|-----------------------------|---|
| ▪ First Aid | ▪ 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 |
| ▪ Differentiation | ▪ Data Literacy |
| ▪ Professional Goal Setting | ▪ Coaching and Mentoring Early Career Teachers |

The average expenditure per teacher on professional learning at Padua College in 2018 was \$1095.00.

STAFF ATTENDANCE

On average, the attendance rate of teachers on any given school day was 96.3%

STAFF RETENTION

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

Number of teaching staff in August 2018 Census 94.1

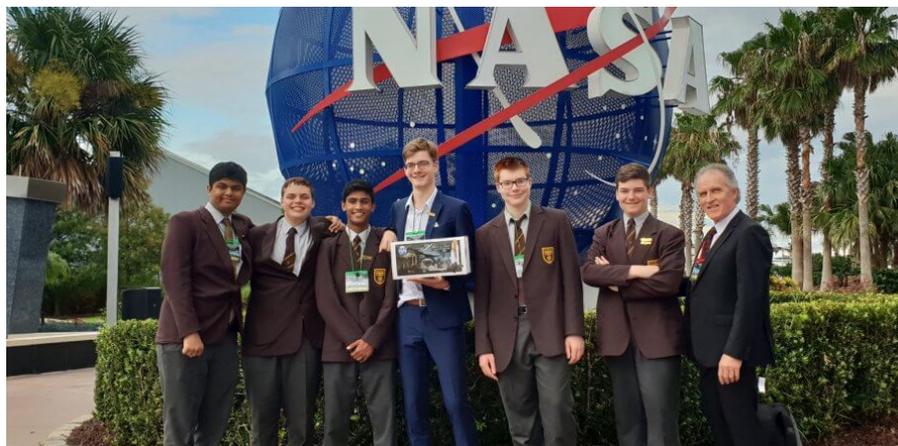
Eleven teachers left Padua College between the census dates. Therefore, the retention rate for 2018 was 88.4%.

THE PARENTS

PARENTAL INVOLVEMENT

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

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



APPENDIX 1

Next Step 2019 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 2018. 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 2019.



78.5% response rate

128 out of 163 Year 12 completers from this school responded to the 2019 survey. *Results may not be representative of all Year 12 completers at this school.*

Post-school destinations



In 2019, 93.8% of Year 12 completers from Padua College were engaged in education, training or employment in the year after they completed school.



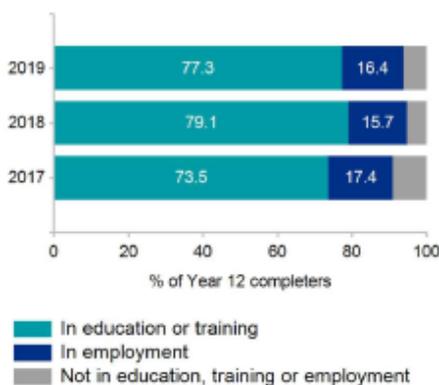
Of the 128 respondents, 77.3% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 16.4% 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 2019

