



Report about achieving the 2020
Annual Action Plan for Padua College

2020

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Introduction

The following report to the College community provides an overview of the achievements against the goals of the College's 2020 Annual Action Plan. History will show that the COVID-19 Pandemic had an impact globally and Padua was not immune from the human and economic effects of the pandemic. While many will remember the period in Term 2 when learning went online, there were many other adjustments throughout the year as the College adjusted to the rapidly evolving health crisis. While the year was certainly characterised by changes to the calendar of events and in some cases cancellations, the staff worked hard to deliver curriculum and as many of the co-curricular events that the health guidelines would permit.

Given these events, it is pleasing to see that many of the goals of the College's Annual Action Plan have also been delivered. In a year where staff have had to learn new ways of delivering curriculum and co-curricular activities, the achievements outlined in this report are a testimony to their commitment and professionalism.

This report completes the final year of the 2018-2020 'We are Padua' Strategic Plan. The three-year strategic plan provided a clear vision around four priorities areas:

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

This report highlights the dynamic nature of school communities and, this year more than ever, the need for any annual action plan to be accommodating of unplanned actions that require the attention of the College's Leadership Team. It also shows the importance of a College wide improvement agenda that is focussed on improving the opportunities for the students at Padua. The Strategic Plan ensures that we work to a plan, that we are reflective and open to feedback and most importantly, our work continues to be aligned to the vision and mission of the College.

The report does not sit in isolation but forms part of our ongoing story of growth. We already have a lot to be proud of at Padua and this plan builds on the many great achievements and past endeavours. 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, simplicity and peace are fostered. The Padua community aims to offer an academic and social environment of security and affirmation that assists the boys in their growth in self-worth, wisdom and quiet strength, enabling them to contribute positively as committed Christians in the world.



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

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



In this spirit we commit ourselves to:

Building a caring Christian community, which will educate the whole person.

Encouraging members of the community to regularly pray together and celebrate in liturgy.

Respecting the needs of each person, offering joy, peace, warmth and welcome.

Pursuing a dynamic curriculum that draws upon and develops the individual talents of a student leading him to grow in wisdom and knowledge.

Promoting family commitment and involving parents in the life of the school.

Fostering effective communication between all members of the College in order to facilitate closer working relationships.

Nurturing a school spirit and pride that permeates all aspects of College life.

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. Centred around the priority to shape strong, confident young men in the Catholic tradition, this priority area is at the heart of our Franciscan charism and our Catholic Identity.

While not listed as a goal in 2020, the year saw the culmination of the work undertaken over the last 2 years with the endorsement of our 'Catholic Studies' pilot course in conjunction with our LEX Partners – Iona and St Laurence's Colleges. The endorsement process was completed through a presentation to representatives from Brisbane Catholic Education in August. The implementation of the new Catholic Studies Program heralds a new approach to the teaching of Senior Religious Education that is transformational, informative and experiential. The program delivered through our partnership through our Learning Exchange is also an example of the collaborative outcomes of this partnership.

The following is a summary of our goals in Priority Area 1 in 2020

Goal 1 - We will have a developed document using the newly completed 'Religious Life of Padua College' that clearly articulates our vision and actions for the religious life of the College.

The development of a 'Religious Life of the School' Document was developed and implemented during the course of this year. This document outlines 4 main areas of college life:

- Religious Identity and Culture;
- Prayer and Worship;

- Evangelisation and Faith Formation; and,
- Social Action and Justice

In each area is listed the activities and events that can be found at Padua to support each area. The value in formulating this document meant that an audit of all activities that come under the Formation umbrella was achieved, making possible to see where there might be gaps and areas of improvement required.

Another benefit of completing this task was that it became an important part of reviewing our REV Document completed five years ago for Validation of our Religious Education Course here at Padua. The REV Document then became part of our successful application for Endorsement for Catholic Studies by BCE this year.



Establishment of the new Houses at Padua has been a significant development at the College in 2020. Inaugurated late in 2109, this year there has been ongoing work done by House Guardians and Formation in embedding the Houses into the fabric of College life.

Fr John produced a booklet for publication titled 'First Followers' which outlined the story of the first followers of St Francis after whom the Houses have been re-named. The launch of this booklet was held in Term 3 during a Staff Inservice Afternoon. During the afternoon the launch of the booklet was conducted by Fr John who gave an overview of Medieval Italy and Assisi and the rise of the Franciscan Movement during that time. Each House Staff Group then produced a collaborative mural piece that will be used in College assemblies and other events.

In a normal year staff are always invited to attend various in-services conducted by BCE and other providers. COVID-19 saw most offerings stopped or conducted by webinars etc.

The BCE 'Gather' Conference to be held in August to celebrate the 175 years of Catholic Education in Queensland was also cancelled due to the Coronavirus.

After a number of months of consultation and drafting the Franciscan Schools Australian Organisation published its Spirituality Formation Framework.

This Framework emphasizes six 'Living Stones'"

- Life Giving Education;
- Kinship with Creation;
- Peace;
- Embrace;
- Prayer; and,
- Active Service.

The term 'Living Stones' is taken from the event when St Francis hears the voice of the Spirit in the run-down Chapel of San Damiano and San Cosmos. The voice exhorts St Francis "Go rebuild my Church". This exhortation was relevant to Francis in his time just as it is for us today. The 'Living Stones' have their basis in Franciscan tradition, legend and spirituality. This Framework has been shared with the Board of Directors and staff and will be used to inform and direct the work of the Formation from 2021 onwards.

The Formation Framework is accompanied by a second document titled "Living Franciscan Spirituality in a School Community". Both the visual of the Framework and the accompanying paper provide a scaffold for schools to live the Franciscan tradition in their own schools. This paper will form the blueprint for future directions within the Formation Team and then to the wider Paduan Community.



Goal 2 - Deliver a quality religious education program for students in Years 11 and 12 through the implementation of the new Catholic Studies syllabus.

Over the course of three years the three LEX schools of Padua, Iona and St Laurence's College have collaborated together in producing an alternative Senior Religious Education. The need for such a course came out of a decision by the LEX Principals to provide a quality, experiential and engaging RE Course for students moving into the new era of ATAR Studies. In the beginning the three schools formed working parties to produce Course and Unit Outlines. From that, each school developed a course of study that best reflected their particular needs and charism.

During the course of the two years, each school attended meetings with a Panel made up of BCE and RE Educators to track the development of the course. Endorsement of the course was completed after a final meeting with the Panel in September 2020. A follow up meeting post endorsement is being scheduled to reflect on the process thus far, review the recommendations of the panel and look to future collaboration of staff.

A significant development that came out of the Validation and Endorsement Process was the rewriting of the College's REV Document produced 5 years ago. This document is now under review throughout the Archdiocese and because of our recent work in that space we are a good place for that review at this point.

Goal 3 - Through a whole school approach, together with Teaching and Learning and Pastoral Care, develop an overarching Padua 'Embedding A Catholic Identity' Strategy.

This is still a work in progress. With the appointment of a Program Leader RE and Catholic Identity 7-12 to begin in 2021, this will be one of the key areas for development.



Goal 4 - Together with Mt Alvernia, St Anthony's and Kedron Catholic Parish develop a Franciscan Reconciliation Action Plan (RAP) which will drive an enhanced program of engagement and involvement with Indigenous Students.

It was the intention at the beginning of this year that a working party comprising members from St Anthony's, Mt Alvernia and Padua would come together to develop a common Franciscan RAP. In discussion since, it has been decided that each school will develop its own RAP but continue to collaborate in this space and look to find ways of conducting joint events where and when possible. This group has continued to meet each term and will continue to meet in 2021.

In October 2020, a meeting with families of Indigenous students at Padua was held. Special guests at that meeting were Uncle Joe Kirk, Turrbul Elder and Mr Michael Naylor, QATSIF Secretariat Director. Uncle Joe has become a significant link to the development of an Indigenous consciousness at Padua and we hope to develop a strong relationship with him into the future along with Elders such as Auntie Ruth Hegerty and Uncle David Walker. We have strong connection with QATSIF. At the end of the meeting families were informed and invited to join the process of developing a Padua RAP to be completed in 2021.



Goal 5 - By the end of 2020, we will have engaged with and develop a pilot 'Encounter Catholic Youth' program in consultation with Brisbane Catholic Archdiocese.

In 2019 representatives from the Archdiocese approached Padua and Mt Alvernia Colleges to invite us into a Pilot Scheme for developing a Parish based Youth Group called 'Encounter Youth'. Three parishes were invited initially.



In 2019 and 2020 the following has been accomplished:

- Weekly School Visits to Padua from the Team
- Segments on College Assemblies
- A Rally Launch Day involving 5 x 45-minute individual Rallies (Years 7-11) in preparation for the Parish Launch
- A Parish Launch 13 September – 100 students with 150 registered
- Encounter Night #2 on 8 October – 80 students
- Encounter #3 planned for 8 November – 60 students

So far, the events staged have been positive and successful with the aim of continuing them into 2021.

Goal 6 - Use the Catholic Earth Care Australia Framework to support the implementation of the Green Team Project.

In 2020 we have seen the further growth of The Green Team, Padua's Environmental Group. As stated in the Annual Action Plan it was intended that we look to Catholic Earthcare for support. Instead, a new venture Eco Educate which is run by Damon Joseph's Character Builders Organisation was chosen as the framework for the initiative. While they are still developing their programs, the Green Team will look to Eco Educate again in 2021.

This year the Green Team has:

- Met as staff and student groups
- Become a member of the schools Eco Educate program
- Conducted a school wide 10 cent container recycling campaign
- Created an ongoing environmental presence within the College

It is envisaged that the new Service-Learning Coordinator, together with the new Campus Minister will continue the work of the Green Team in to 2021.

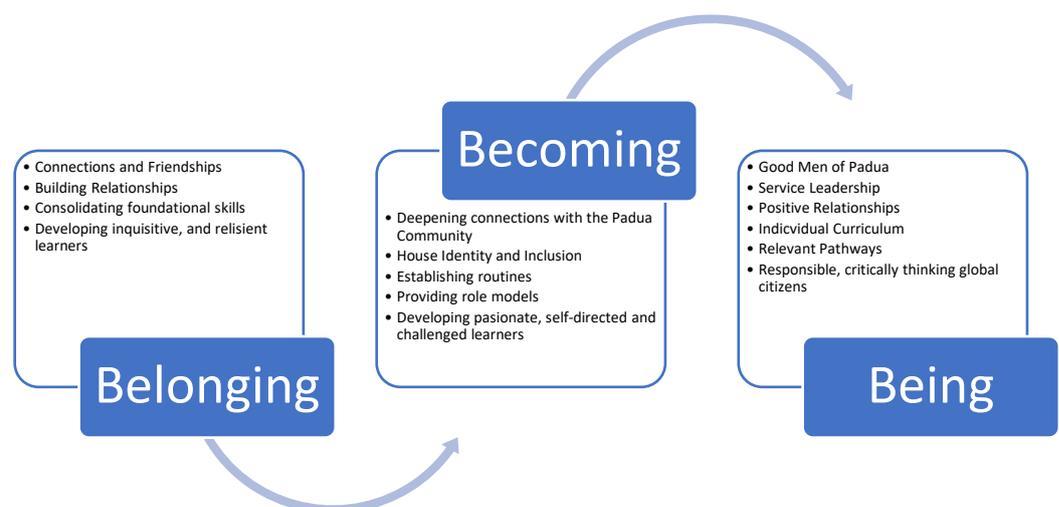
PRIORITY 2

Inspire and engage our learning community by:

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

Goal 1 - By the end of 2020, we will have planned for the implementation of a distinct Middle Phase for 2021.

2020 saw the development and staff consultation of a statement outlining the three distinct learning phases at Padua College. This document outlines our vision for each learning phase and sits as a companion document to the Padua College Learning Framework in directing the work in each phase of learning. The Middle Leadership restructure undertaken and actioned for implementation in 2021 established a clear leadership structure to further support the deepening of the phases of learning with a Head of School and Program Leaders appointed to each phase beginning in 2021. The key vision and focus points of each phase of learning are outlined below.



A partnership with Professor Donna Pendergast from Griffith University was undertaken in Term 3 with Professional Development focussing on teaching in the Middle School occurring in Term 4. A school visit based conference is scheduled for Term 1 of 2021 to consolidate the learning and explore a number of Middle Phase directions being undertaken by schools in Queensland. Action Research and further study opportunities are being explored for 2021.

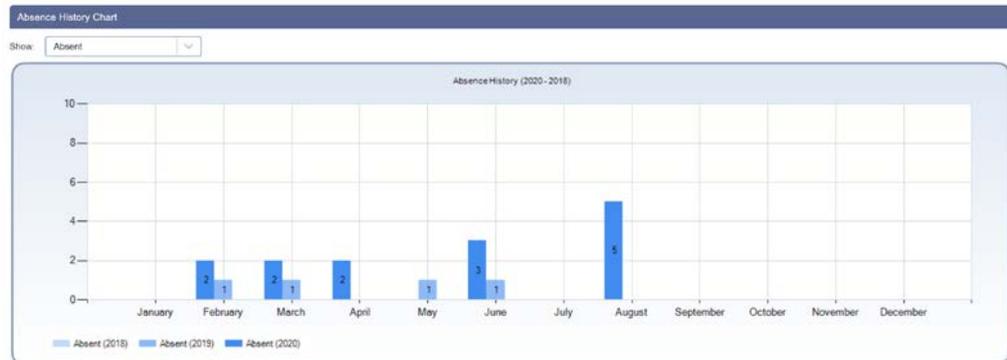
Throughout 2020, the Year 7 Core Teachers have been supported in extending their learning on Middle Phase appropriate inquiry-based pedagogies with room refurbishments occurring over the 2020 Christmas Break to reflect the active learning needs of Middle Phase learners. This process will continue into Year 8 and Year 9 in 2021.



Goal 2 - By the end of 2020, we will have reviewed reporting and feedback processes

The practice of continuous feedback to students and parents/guardians continued throughout 2020 with all faculties moving to using My.Padua as the platform for providing feedback for assessment and learning. The review of criteria in relation to achievement standards as part of this process has ensured alignment between outcomes, learning activities and assessment. COVID-19 provided an increased impetus in the area of feedback for learning, supported by professional learning in this area with single point data entry an ongoing focus for 2021. The Data Analytics Suite has been implemented as part of the SET Plan and Mentoring process for students in Years 10, 11 and 12. The ongoing use of this mechanism will provide access to a comprehensive student profile that provides them with more fine grained learning data than they have previously had access to and provides Staff Mentors with access to longitudinal data to better support the mentoring

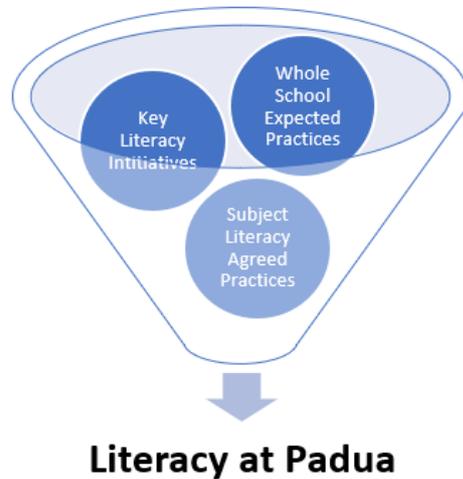
process in the senior years. The road map for the rollout of the Data Analytics Suite sees this rollout extending to the whole school and parents/guardians in 2021. The images below are taken from the Data Analytics Student Profile data.



Goal 3 - By the end of 2020, the Padua whole school approach to Literacy will be ready to roll out for full implementation in 2021.

2020 saw the gradual release of the Padua College Whole School Literacy Plan to teaching staff with opportunities provided for staff input into the final incarnation of the document. The Learning Exchange Staff Professional Learning Day in January launched the literacy focus across all three schools, with expert presenters discussing data trends and the need to target literacies specific to each subject as part of an overall literacy strategy.

Literacy professional learning continued in Term 3 through the Professional Learning Teams focussing on reviewing our literacy data. This was supported by a 'Write That Essay' whole staff professional learning day in three groups to extend this part of the literacy strategy to all staff.



Literacy blocks in Years 5 and 6 continued in 2020 with a focus on collaborative teaching and differentiating for the range of learning needs in each class. This was extended into Year 7 with the establishment of a Literacy-based Core Teacher structure in Year 7 increasing the focus on literacy in the Middle Phase and this structure is rolling into Year 8 in 2021. Targeted literacy interventions based on the learning data began in Years 7, 8 and 9 and underpins literacy support for Middle Phase Learners.

The Term 3 Professional Learning focus reinforced the need for Faculties to determine further strategies for literacy development as a focus for 2021, moving this project into full implementation, supported by a team of Literacy Champions.

Goal 4 - By the end of 2020, we will have mapped the curriculum across the College, focussing on cognitive verbs and text-types.

Cognitive Verbs underpin the strategy for explicitly developing skills for learning and are embedded in all units through explicit teaching. Learning Goals and Success Criteria provide the vehicle for making cognitive verbs explicit in the classroom and have allowed for the delivery of skills and content collectively. A map of Cognitive Verbs in units was developed in Term 4 and provides a platform to review the scope of cognitive verbs across the College in 2021, including the progression of cognitive verb teaching from Years 5 to 12 and its relationship to Literacy.

Goal 5 - By the end of Semester 1 2020, we will have published clear processes for identifying and supporting High Potential Learners.

Australian College of Educational Research (ACER) testing was extended to Year 10 in 2020, giving increased access to diagnostic testing from Years 5 to 10. A move to online testing in 2020 has provided greater insight into diagnostic test results and will provide more granular longitudinal data into the future in order to better support the identification of students with a range of learning needs, including High Potential Learners. Led by the Learning Enrichment Department and in collaboration with Learning Area Leaders, a clear map of a range of activities and opportunities was planned for the beginning of 2020. While most of these events were cancelled due to COVID-19, the plan is ready and will be re-rolled out in 2021. The front ending of differentiation in units of work is a Professional Learning Focus for 2021, supported by the RI/PJP Inclusive Education Consultant. Continued involvement in the Gifted and Talented Association of Queensland, collaboration across the Learning Exchange Network and collaboration with the RI/PJP Inclusive Education Consultant ensures an outward looking focus in this space.



Goal 6 - By the end of semester 1, 2020, we will have recommitted to and consolidated Learning Goals and Success Criteria as our agreed classroom practice.

As a central feature of the College's Learning Framework and commitment to Visible Learning, Professional Learning Teams in Term 1 refocused staff commitment to planning, implementing and effectively using Learning Goals and Success Criteria to support student self-directed learning. Learning Goals and Success Criteria in units were reviewed and continue to be reviewed as part of the process on enhancing alignment between the syllabus, assessment and lesson activities.

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 - Provide clarity and intent around phases of Pastoral Care aligned with phases of learning at Padua College.

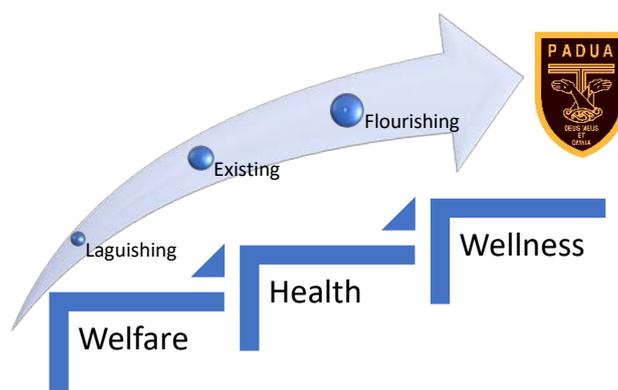
In understanding the intent of Pastoral Care at Padua College within the newly formed phases of learning, it became evident that there was a necessity for Pastoral Care to be aligned with a Wellbeing Framework within the College.

Research around student wellbeing and engagement was undertaken by members of the Pastoral team during the course of 2020.

Similarly, Padua College has now registered with the Positive Education Schools Australia Association (PESA) and is a now recognised PESA school.

Through this investigation of both research and practice, The Pastoral staff at Padua College have proposed a wellbeing program that integrates all components of student wellness to allow students to 'flourish' as they REACH for optimal wellbeing.

The Padua College Wellbeing Framework is depicted in the following graphic:



With a desire to have our students and staff REACH their optimal wellness, Padua College has broadly defined its definition of wellbeing. Based on the work of Martin Seligman and the science of positive psychology, we know that those with high levels of wellbeing perform better in all functions of life.

At Padua, we understand wellbeing to be both a combination of high levels of health and happiness, strongly supported by Gospel values and the mission and values of St Francis of Assisi. At Padua, we align ourselves with the understanding of what student well-being is, by referencing the Australian Government Student Wellbeing Hub. Implemented through an understanding of positive psychology and positive education, wellbeing at Padua “is a multi-faceted concept involving much more than just physical health. It’s a combination of a person's emotional, mental and social health and it also reflects how they feel about themselves and their life in general. Wellbeing is linked to improved academic achievement, enhanced mental health and responsible life choices. Helping students to feel connected and engaged in their learning, and collaborating effectively with parents, will enable students to develop the social and emotional skills to grow into happy, respectful, well-balanced and successful members of their school and wider community.” <https://studentwellbeinghub.edu.au/>

Using a contextual and customised approach based on Martin Seligman’s PERMA model for positive psychology, the proposed model is titled ‘REACH.’ REACH is an acronym to describe the focus on Relationships, Engagement, Achievement and Health as key domains for teaching and living wellbeing. REACH holds the 5 Franciscan Values of Peace, Joy, Simplicity, Courtesy and Love as central to the implementation of positive education and the teaching of individual character strengths.

The REACH wellbeing program at Padua College is intended to encompass the Spiritual, Academic, Pastoral, Formative, Service Learning and Outdoor Education and Leadership components of learning at the College to provide students an opportunity to optimise their own individual wellbeing.

Research tells us that students learn best when they REACH optimal wellbeing. Holistically, the statements of Becoming, Belonging and Being, previously created and adapted by the Junior, Middle and Senior phases of learning have been directly applied to the Wellbeing Framework. This provides cohesion and identity between learning, wellbeing and student growth.

The Heads of School are currently working through the implementation stage of this wellbeing framework as it is applied to their own relative phase of learning. It is envisaged that in 2021, the implantation and embedding of the REACH framework will be a joint partnership between the Vice-Rector Pastoral Care and the Heads of School. Padua is positioned well to demonstrate continued growth in student wellbeing.



Goal 2 - Review the Year 12 Milestones and the journey of the first senior cohort through the ATAR system.

In consultation with the College leadership team and the senior student leaders, a series of checkpoints have been mapped to provide framework for the cycle of the year 12 school year.

The series of checkpoints considers significant and meaningful milestones on the journey to graduation.

Titled “20 inTwelve,” the document captures whole cohort experiences of a spiritual, academic, pastoral, formative and social nature, culminating with a journey that concludes at the senior graduation.

The concept of a milestone map aligns with the proposed wellbeing framework for the College. Building on the need for belonging to improve student engagement and providing a sense of purpose, direction and achievement for the Senior Class.

The 20intwelve document has been thematically presented to represent the journey of St. Francis through the Rieti Valley to his home in Assisi. This walk

now regularly completed by pilgrims, is said to provide each traveller with a truly unique and rich Franciscan experience.

Commonly known as the 'St Francis Walk,' the journey provides a great metaphor for the life of a senior student at Padua, where all are encouraged to immerse themselves in the Franciscan charism as they reach for personal success.

This document has been graphically reproduced and will become part of one of the many symbols used in the life cycle of the College.

The intention will be for this process to be backward mapped into Year 11 in 2021.



Goal 3 - Re-map an outdoor education framework for students from Year 5-12.

As a joint project with the Outdoor Education and Formation teams, the College Outdoor Education program has been reviewed and modified to produce an Outdoor Education Framework.

The framework provides an overarching statement of intent that encompasses the pastoral, spiritual and educational themes of all programs.

The Core values of the program are directly aligned with the 5 College values and allow themes to flow from the classroom to the outdoor learning environment. An example of this can be found in the value of simplicity: "Simplicity – Outdoor Education at Padua practices a minimalistic approach; a way of living that looks passed the search for material gain and places value on experience rather than on materialistic items. With this approach students experience interaction and connection with the natural world around them." (Padua Outdoor Education Framework 2020).

To further cement the Outdoor Education Framework as a thread of wellbeing for students, the theme of each year level will directly mirror the year level theme of the proposed wellbeing framework.

Key year level themes from the wellbeing framework will be synchronized to the outdoor education framework and will be explicitly taught in both the classroom and outdoor environments through integrated experiences and key language use.

The program is sequential and allows for a developmental experience for Years 5-12.

In its final published form, the Outdoor Education Framework will serve as an easily accessible overview for families and potential marketing tool for the College.



Goal 4 - Review and redevelop an enhanced leadership framework for all students.

In 2018 the Gonski Report (Through Growth To achievement) proposed a set of impactful and practical reforms to help achieve continued student growth in schools. These reforms were evidenced based strategies for educators and school leaders.

The report outlined the need for students to be involved in decision making and critical thinking around their learning culture and community environment. “Encouraging student agency through decision making can improve the wellbeing of students at school by providing them with communication channels to engage with teachers on things that matter to them,” the report says.

In line with this report, the College undertook a review of it’s Student leadership program and opportunities for student agency. Findings from this

review noted that the school offered many leadership experiences across different areas of the College, but there were only two points of formalised leadership, being Year 9 and Year 12. These formalised opportunities included the College Senior Student Leaders, The PC Eagles, The Eucharistic Ministers, The Academic Committee, The Green (Environmental) Team and The Year 9 Leaders Program.

The recommendation of the Pastoral Team who completed the review was that there needed to be a more consistent approach to formalised student leadership across the newly defined phases of learning. Additionally, there needed to be a greater provision of student agency opportunities through the belonging and becoming phases of learning.

In 2020 the College adapted the model of the senior PC Eagle student mentoring group to provide the Greccio campus a formalised leadership program. The “Eaglets” program chooses 12 leaders from Year 6 each term to run student centred programs and initiatives for the Greccio Campus. The Eaglets meet with their teacher mentors and the senior Eagles to consider ways to support other students, encourage a sense of belonging and advocate for student related matters. The program has been extremely popular and allows almost one third of Year 6 students an opportunity to experience formalised leadership in their early years at Padua.

In 2021 this program will expand to allow the formation of student advocacy committees that are run by the Eaglets and include Year 5 students. The intent is to encourage student advocacy across the becoming phase while also allowing for Year 5s to successfully transition into the role of student leader in Year 6.

Similarly, almost half of our Year 10 students now participate in a formalised buddy program with our year 5 students. Commencing this year, participating year 10 students get to become a leader and mentor for our youngest Paduans. The connection provides not only a structured leadership opportunity, it facilitates organic development of culture, pride and spirit amongst our boys.

With the Year 9 leaders program already embedded within the College, work has been undertaken to expand this leadership experience and opportunity for student voice, across the becoming phase. Directly linked to the proposed wellbeing framework, in 2021 the Year 9 student leader program will become the Middle School Student Representative Council (MSRC). The MSRC will be driven and lead by the students of year 9, however committees will be formed inclusive of year 8 and year 7 students. The intention of the MSRC will be to encourage student agency within the becoming phase within a formalised leadership structure.

The revised framework for student leadership at Padua College will be:

Year 5 – Eaglet Committee Opportunity / Being Buddy Program

Year 6 – Eaglet Leader

Year 7 – MSRC

Year 8 – MSRC

Year 9 – MSRC Leader

Year 10 – Being Buddy Program Leader / Year 10 Camp Leadership Certificate

Year 11 – PALS Student Leadership Program and Catholic Studies Leadership Diploma

Year 12 - College Senior Student Leaders, The PC Eagles, The Eucharistic Ministers, The Academic Committee, The Green (Environmental) Team.

Goal 5 - Complete the national Student Wellbeing Hub, Wellbeing Check Survey for Schools.

During the course of 2020, it became apparent that the National Student Wellbeing Hub survey check for schools was not going to meet the need of supplying individual baseline data for Padua College to work with in 2021. While wanting to remain consistent with the goals of this framework and align with the national governments understanding of wellbeing, it was decided that a separate survey would be conducted, however the definition of wellbeing at Padua would be adapted directly from this resource.

During the latter half of the year, students were surveyed around their overall, general wellbeing. This survey data will be analysed and further used to provide direction and understanding around work in the field of student wellbeing into the future. Initial analysis of this data suggests that student wellbeing levels at Padua College are holistically, at a very strong level.

Goal 6 - Embed and review the Gratitude Project across the College.

In it's second year of implementation at the College, The Gratitude Project is now a part of routine in Pastoral Care classes 3 or more times per week.

In 2020, the program was supported by a sizeable donation from the Parents and Friends Association of the College who enabled the shift away from paper booklet recording of gratitude reflections through the purchase of formal gratitude diaries from the Resilience Project.

Comparative survey data from 2019 and 2020 has provided the following statistically significant feedback around the implementation of the project:

1. The number of students who really enjoy engaging with the gratitude project has increased by 12% within the 12-month time frame.
2. The number of students who feel they have 'so much to be thankful for' has grown from 90% to 93%. With only 2% of students disagreeing with this statement in 2020.
3. 90% of students are grateful to a wide variety of people. An increase of 2% from last year.

It should be noted that a much larger sample of students were surveyed in 2020 compared to 2019, providing more accurate statistical representation. While the majority of gains sit around the 3-6% range, this is still a very positive gain considering the general high levels of gratitude that remain within students at the College.

Encouragingly, the most significant statistic to be drawn from the comparative data shows that every category surveyed reflected that positive gratitude had increased in a 12-month period. An amazing statistic given the uncertainty and anxiety that often enveloped society in 2020.

In 2021, the timing of the gratitude project implementation will be reviewed to further enhance student and staff engagement. Specialised gratitude journals will again be purchased for all students, with an opportunity also provided for staff to have journals also. Further to the gratitude project, longitudinal data was also obtained through use of a survey conducted by the Resilience Project. This survey focussed on more in-depth analysis of an understanding of gratitude, empathy and mindfulness across our Year 5,6 and 7 students.

From this survey, it was exciting to note in every age group across 5-7, our students are able to identify teachers who care for them and their learning. This trend, from the relationships criteria of the survey, is extremely positive, highlighted by the Year 7 students who are over 15% above the national norm data. We often note the fact that young men learn teachers, before they learn content and connection, is at the base of all good learning. To know that students can identify with their teachers and feel connected to their learning in this way at Padua is a great platform for success.

Also, of note from this same survey is that The Good Men of Padua in Years 5-7 read for fun, care about their College, try hard at school and do their homework beyond the levels of the male students surveyed nationally. This

statement is also confirmed through the Protection / Learning Engagement component of the survey. Coupled with connection, a desire to learn and a longing for self-improvement, also provide a good platform for success.



Goal 7 - Consolidate and enhance the identity of the new House system at the College.

The Publication of “The First Friars” by Fr John Boyd-Boland allows an understanding of who the early followers of St Francis were, providing the community with insight and understanding to the new House names. Through the use of this booklet and the retelling of history, students have a newly embedded understanding and appreciation of the founder of their House and the values the House stands for. All students were given free House shirts in the theme of their new House. This was an extremely popular decision with the student body.

These core values are embedded through the use of key language use, creative deconstruction and symbolism around the College. This is prominent in House assemblies, House productions and Pastoral Competitions. This concept is extremely well supported and facilitated by the House Guardians. The Padua House competition was rebranded to be indicative of both the founders of the College and the early followers of St Francis, being named the Friar’s Cup. The complete review and replacement of all symbolism across the College to reflect our new House patrons has provided a clear visual representation for students and allowed them to align with their House colour, name and motto. The creation of House prayers offered student voice and engagement as seniors constructed prayers for the boys of their House in the spirit of the earlier followers.

The 2020 Padua College Dash provided a unique opportunity to show case the new Houses as it was live streamed to the community. The dash began with a student led production, introducing their Patron to the community

through the eyes of a Paduan. The concept was engaging for both those involved and those viewing and created a community understanding around our new identities.

Subsequent carnivals and competitions continued the growth of the new House spirit and culminated with Angelo House being crowned inaugural winners of the Friar's cup.



PRIORITY 4

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

- By the end of the 2020, the College will have finalised the Strategic Directions 2021 - 2023
- By the end of the 2020, the College will have reviewed the Building Masterplan and planned for any changes in enrolments and resourcing needs.
- By the end of the 2020, the College will complete the Non-State Schools Accreditation Board's compliance review program.
- By the end of the 2020, the College will finalise the review of all middle leadership positions.
- The College will maintain continual review of the Workplace Health and Safety policies, procedures and processes and implement any subsequent recommendations.
- By the end of the 2020, or whenever required, the College will review student protection procedures in line with the findings of the Royal Commission.
- By the end of the 2020, the College will have reviewed IT staffing and resourcing in light of emerging educational developments.
- By the end of the year, the College will review processes associated with the NCCD
- By the end of the year, the College will have reviewed our marketing and communications strategy

For all schools, the last few years have been a period of significant changes to the areas of school governance and government funding of schools. This has been a priority area for the College's strategic plan as we work to ensure that available resourcing provides the best learning opportunities for students while at the same time meeting the compliance and mandatory requirements around school governance. Our work in this area is to ensure that we have strong, vibrant and forward-looking systems and processes that enable Padua to continue to deliver a contemporary Franciscan education.

Our work in this area of the strategic plan in 2020 has been for the most part around reviewing, and where needed, improving our College processes related to Human Resourcing, Workplace Health and Safety and Student Protection. Our work in this area this year has also been through the lens of preparing for our External Review by the Non-State Schools Accreditation Board (NSSAB). The Review was scheduled to be undertaken in 2020 but it has been postponed to early 2021 due to COVID-19.

Goal 1 - By the end of the 2020, the College will have finalised the Strategic Directions 2021 - 2023

The current three year 'We are Padua' Strategic Plan 2018-2020 ends at the end of this year. In 2020 the College Leadership team and the College Board led a review of the current plan. This included staff and parent consultation led by Damien Brennan as well as workshops with the Extended Leadership Team and the College Board. From this, there was universal support and endorsement for the framework of the current Strategic Plan and a strong view that the four priority areas and the elaborations of each area still have currency as we look for direction for the next three years. This being the case, the new three-year plan will look very similar to the current plan.

Therefore, the 2021-2023 'We are Padua' Strategic Plan builds on the foundations and directions of the 2018-2020 Strategic Plan. It confirms the goals and improvement agenda from the last three years and honours the embedded initiatives by maintaining a commitment to the original four priorities to:

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

The consultation with the Padua community in 2020 endorsed the directions and growth of the first three years and acknowledged the significant achievements made in all four priority areas under the current Strategic Plan. Furthermore, there was a strong view that these directions need to be further developed over the next three years. There was also recognition of the impact that the COVID-19 Pandemic had on the final year of the three-year plan. The new 2021-2023 'We are Padua' Strategic Plan will be published early in 2021 and it provides our College, and the broader community, with continuation of a plan that reflects our vision and hopes for Padua.

Goal 2 - By the end of the 2020, the College will have reviewed the Building Masterplan and planned for any changes in enrolments and resourcing needs.

In 2020 the College completed an Education Brief. This document was written to provide a framework to inform the decision making around future school planning and the development of a new College master plan. The Education brief provided an in depth look at our community, educational context, learning and teaching profile and the organisational profile of our College. The plan provided a framework so that future planning decisions would be ecologically integrated, purposefully and sensitively designed, pedagogically and educationally appropriate, and aesthetically pleasing and coherent with the overall College vision.

Following a review process, the College Board appointed ABM Architects to complete the College master plan with a due date for completion by the end of Term 1 2021. Term 4 has seen the establishment of the College Project Control Group and the process of consultation and discernment around the key components of the master plan are underway.

Goal 3 - By the end of the 2020, the College we will complete the Non-State Schools Accreditation Board's compliance review program.

The Non-State Schools Accreditation Board's external review process has been delayed until Term 1 2021 due to COVID-19. The College has continued to liaise with NSSAB throughout 2020 as well as undertaking preparations for the review.

Goal 4 - By the end of the 2020, the College will finalise the review of all middle leadership positions.

In 2020, in line with the Enterprise Agreement, the College established a Middle Leadership Consultative Committee to review the structure and the allocation of middle leadership positions at the College. This process occurs at the end of the eight-year middle leadership contract period and it provides an opportunity to ensure that the middle leadership positions support the College's strategic directions as well as any changing or emerging educational needs. All Middle Leaders undertook an appraisal of their work as part of the end of process. A revised Middle Leadership structure was announced beginning in 2021 and all positions were advertised internally. The interview process occurred during Term 3 and the new Middle Leadership team was announced to the staff and the community at the end of Term 3.

A significant change to the Middle Leadership Structure was the appointment of dedicated middle leadership roles in the middle years and the move to broaden the scope of Learning Area Leaders to cover Years 7-

12. The structure also incorporates more middle leadership support to the Catholic Identity and Religious Formation Team.

Head of School – Senior Phase	Paul Mansfield
Senior Phase Program Learning Leader	Jon O’Driscoll
Senior Phase Program Learning Leader	Michael O’Rourke
Learning Area Leader - English 7-12	Rosanna Potter
Learning Area Leader - Maths 7-12	Annabel Purvis
Learning Area Leader - Science 7-12	Adam Mueller
Learning Area Leader - HASS 7-12	Evan Donaghue
Learning Area Leader - HPE 5-12	Marty Raadschelders
Learning Area Leader - Bus/IT 5-12	Cathy Walsh
Learning Area Leader - IS 7-12	Neil Davissen
Learning Area Leader - Creative Industries 5-12	Marian Coe
Learning Area Leader - Differentiated Learning	Hailey Hoey
Head of School - Middle Phase	Luke Emlyn-Jones
Middle Phase Program Learning Leader	Matt Hardy
Middle Phase Program Learning Leader	Jill Jorgensen
Middle Phase Program Learning Leader	Danny Jackson
Head of School – Junior Phase	Brendan Downes
House Guardian - Junior Phase	Chris Webb
House Guardian - Junior Phase	Chris Humphrys
Primary Program Learning Leader	Megan Moffatt
Primary Program Learning Leader (Acting 2021)	Andrea Murphy
House Guardian - Rufino	Paul Garufi
House Guardian - Quintavalle	Vacant
House Guardian - Angelo	Dan Cull
House Guardian - Leo	Chris O’Shea
House Guardian - Cattani	Craig Nicholson

House Guardian - Maseo	Aimee Asimus
Head of Sport	Scott Maguire
Assistant to Head of Sport	Michael Out
Head of Pedagogy and Learning Innovation	Tanya Anderson
Program Leader Innovation and Information Services	Vacant
Head of Cultural Activities	Dan Allen
Religious Education and Identity Program Leader	Michelle Gatt
Service-Learning Coordinator	Duncan Beattie

Goal 5 - The College will continue to review the Workplace Health and Safety policies, procedures and processes and implement any subsequent recommendations.

The year of COVID-19 has certainly placed a real focus on our safety and compliance in 2020. The College has worked closely with the Queensland Catholic Education Commission, to ensure that our response to the pandemic has been in line with the government's response. This initially involved the development of a College COVID Safe Plan and associated guidelines and procedures as we worked to keep staff and students safe during the year. COVID-19 implications still continue to be a factor in College operations and the implications of COVID Safe plans will be part of all activities for the foreseeable future.

The College also more broadly continued its WHS improvement agenda with a focus on the creation of better systems and processes. This included further work to implement the Complispace program to ensure that there was a WHS system that was operational across the relevant areas of the College. The College has also initiated contact with Workplace Health and Safety Queensland to begin the Injury Prevention and Management (IPaM) program. The IPaM program is a joint initiative between Workplace Health and Safety Queensland and WorkCover Queensland that involves a dedicated IPaM advisor assisting the College to improve health and safety outcomes for workers by undertaking consultation with staff and a review of current processes.

Goal 6 - By the end of the 2020, or whenever required, the College will review student protection procedures in line with the findings of the [Royal Commission](#).

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

Goal 7 - By the end of the 2020, the College will have reviewed IT staffing and resourcing in light of emerging educational developments.

The rapidly changing use of technology in schools and in particular the introduction of the College owned laptop program at Padua were major considerations as we undertook a review of our IT services in 2020. The review was undertaken in collaboration with Warren Armitage and Jennifer Adams. Jennifer was previously the Business Services Manager at Brisbane Catholic Education and Warren was the Chief Information Officer. The outcomes of the review will assist our preparation for our NSSAB review in 2021. It will also cover and provide feedback to inform the following - Information Management systems; risk register; staff training materials – developed and delivered; privacy breach data; documentation relating to communication processes as well as reviewing the role descriptions and reporting lines of the IT Services Team. The review will be completed by the end of Term 4.

Goal 8 - By the end of the year, the College will review processes associated with the NCCD

In 2020 the College continued to review, and update processes associated with supporting students who required educational adjustments that were recorded through the National Consistent Collection of Data. Professional learning was delivered to teaching staff through our Professional Learning Groups as well as dedicated time for staff to record educational adjustments. A significant improvement was achieved through the improvement of the PC School NCCD Module making it easier for staff to upload evidence. There was also a refinement of the NCCD Review Team.

Goal 9 - By the end of the year, the College will have reviewed our marketing and communications strategy



While there was no formal review of our marketing and communications strategy there were some notable achievements made by the College's Communication, Marketing and Enrolment Team (CMET). The COVID-19 pandemic put an emphasis on the need for clear communication and the feedback from the College through our annual satisfaction survey was very positive around the College's communication. With COVID-19 limiting access to the College, the CMET also produced a virtual tour that will be used as part of our ongoing marketing program.

