

COLLEGE REPORT 2023

STRATEGIC PLAN 2021-2023



Strategic Plan 2021-2023

PADUA
COLLEGE





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 of the College. This report outlines the achievement against the 2022 goals which were published to the community in the College's Annual Action Plan at the start of the year.

In 2018, the College began a new Strategic Plan cycle, '*We are Padua*', initially for a three-year period covering 2018-2020. In 2020, the College Board reviewed and extended the plan, with minor adjustments, for a second three-year period covering 2021 to 2023. The College Leadership Team, in collaboration with the staff and the College Board, set annual goals that 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 period of the plan.

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

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

Any review of the 2023 school year highlights the dynamic nature of school communities and the need for any annual action plan to be accommodating of unplanned actions that require the attention of the College's Leadership Team. All schools continued to navigate the effects of COVID-19, with ongoing impacts of high staff and student absences due to illness. While we were excited to see a return to College events that were previously cancelled, the return of activities and events also created new demands around organisation.

In 2023 we announced the first stage of the College's new Master Plan. This, alongside the process of working through the plans around the joint purchase of the Brisbane City Council Precinct with Mount Alvernia, has been a significant aspect of the work of the College Board in 2023.

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

2023 marks the end of the *We are Padua Strategic Plan*. A plan that has been enacted and delivered despite the many challenges that have faced schools over the last three years. This report is the evaluation of the effectiveness of the Annual Action Plan initiatives and goals for 2023. A plan that has guided the College's continual growth while still adhering to the mission and vision that is so much a part of the Padua story. I am most appreciative of the combined efforts of all in our community as the following report represents their dedication and expertise. We are purposeful... we are proud... we are Padua.

Peace and all good
Peter Elmore
Rector

Our Vision

We educate and inspire young men to live in the spirit of the Gospel following in the footsteps of St Francis of Assisi (1182 – 1226).

Padua College is an enriching and nurturing educational community which offers young men the opportunity to discover and develop their individual talents and interests within a vibrant and caring Christian environment.

Together with our Paduan families, we raise young men who are joyous, engaging, confident and possess a quiet strength and character which enables them to achieve and contribute positively to their community and to the world far beyond the College campus.

Through the pursuit of wisdom, faith and service, Padua supports young men to find and develop their individual passions and talents and ultimately become the very best they can be.

Our Mission

We provide a Catholic education that develops young men of wisdom, service and quiet strength.

Our Values

Joy is being grateful for God's gift of Creation. Like St Francis, we are encouraged to celebrate life, recognising the good in everything and everyone.

Courtesy is an attitude of graciousness and openness towards all. Like St Francis, we are called to respect and serve others.

Humility is a way of living that challenges self-promotion. Like St Francis, we are inspired to share our talents for the good of the community.

Simplicity is a way of living that looks past the search for material gain and instead values God's gifts and the relationships we have with others. Like St Francis, we give thanks for what we have.

Peace is a practical application of the Gospel where we demonstrate positive dialogue and engagement with others. Like St Francis, we are called to be instruments of peace and reconciliation in the world.



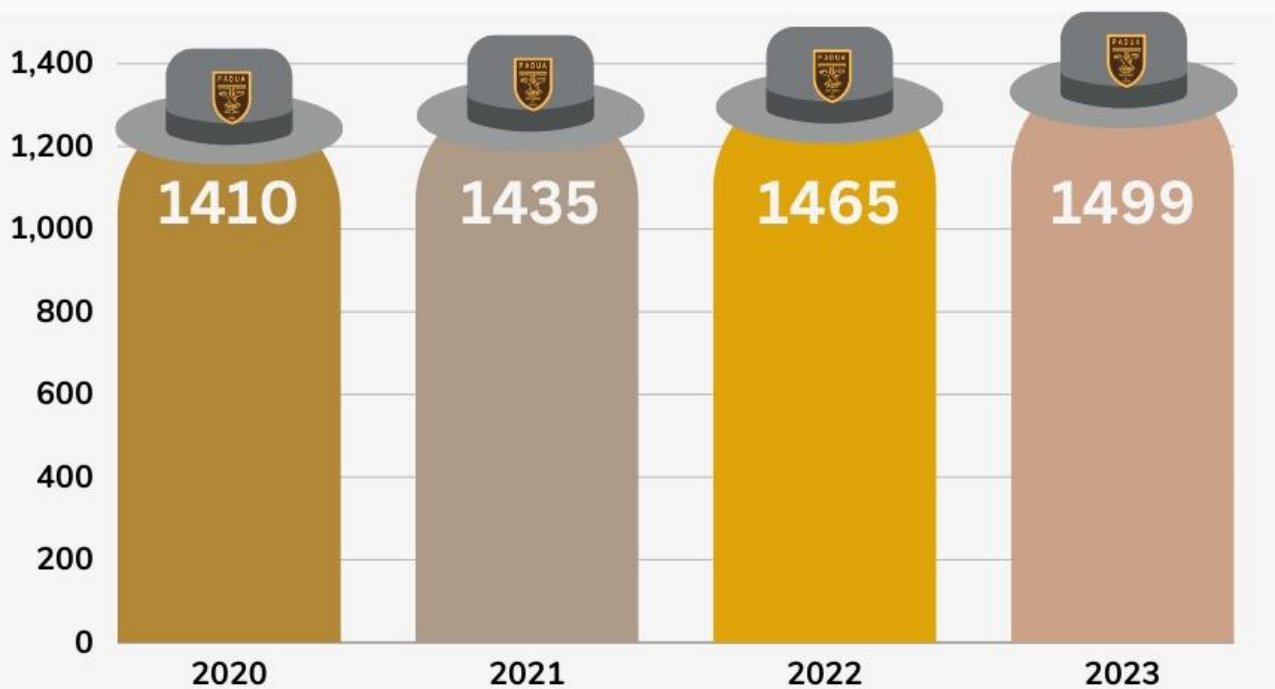
Acknowledgement of Country

At Padua College we acknowledge the Turrbal, Jagera and Gubbi Peoples, upon whose lands our College stands. This land is a place of storytelling, ceremony and the passing on of wisdom from generation to generation. We pay our respects to all the Elders of this country – past, present, and emerging. Padua College is committed to a journey of reconciliation with our First Nations Peoples.

This artwork was created through a series of collaborative workshops with Paduan students for National Sorry Day 2023. The artwork depicts native hibiscus flowers, the National Sorry Day floral emblem, symbolising resilience with the centre flower representing the wisdom and knowledge of Elders connecting with emerging members.



STUDENT ENROLMENT





PRIORITY ONE

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

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

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

The following is a summary of our goals in Priority Area 1 in 2023.

Goal 1 – To continue to develop clarity in *The Franciscan Way* document as a holistic document that captures the various ways the College supports the wholistic development of students.

Work has continued in developing the final document of *The Franciscan Way* that outlines the ways in which various areas of the College support the wholistic development of our students. Two years ago, the Heads of School prepared an outline of the important milestone events that would show the progress and development of students through each Learning Phase. The Phases were themed by the words, 'Belonging', 'Becoming', and 'Being', and these would inform the focus of milestones in each phase. Our milestones include events, rituals, and ceremonies that acknowledge the significant growth in our young men. So far, this process has worked well and has gradually become part of the way in which students are guided through each Phase. The next stage is to complete a preamble and rationale that introduces why we do what we do, and how each milestone fits into the Franciscan charism of the College. This Preamble is at draft stage. This is planned to be completed by the end of Term 1 in 2024.

Goal 2 – Continue the College's overarching strategy for embedding 'Catholic Identity' by working with Teaching and Learning and Pastoral Care teams, to develop a framework for Catholic Identity.

This year through the College's Professional Learning Teams, we have undertaken a review and discussion about the importance and place of embedding Catholic Identity within the curriculum. The professional development of Learning Area Leaders (LALs) will assist them in auditing their units of work to ascertain where elements of Catholic Identity can be embedded. It has been important to stress to LALs and classroom teachers that this process is not onerous and it sits alongside the work that they already do in their classrooms. Brisbane Catholic Education (BCE) and a number of agencies already have processes in place for doing this. A Twilight PD Session was held to look further into embedding Catholic identity along with First Nations' Pedagogy. This is a work in progress and will be continued in 2024.

Goal 3 – To complete the Padua College *Reconciliation Action Plan (RAP)* which will drive an enhanced program of engagement and involvement for Indigenous students.

In 2023, the RAP for Padua was completed after consultation with a number of stakeholders over a two-year period. The RAP was formally approved by the Narragunnawali in June this year and was adopted by the College Board and launched with a special College Assembly in early July. Padua's RAP is a living document that is being enacted, filtering into all aspects of College life. A number of the RAP Actions have already been adopted, such as Acknowledgement of Country and flying First Nations' Flags, along with a close association with Queensland Aboriginal and Torres Strait Island Foundation (QATSIF). There are a number of projects yet to be developed, eg. embedding First Nations curriculum in Teaching and Learning, working to create partnerships with organisations for our First Nations students, The Clontarf Foundation, looking to increase the number of First Nations students at Padua; and ultimately look to appointing a First Nations Liaison Officer to support our First Nations students on a daily basis. An archive of RAP achievements will be published as a way of demonstrating what has been completed in the 2023 – 2024 RAP Year.

Goal 4 – To develop a whole school overarching *Padua College Service Learning Framework* that will link Religious Education curriculum with the social outreach of the College.

In 2023, the Service Learning Program continued to develop. Duncan Beattie should be acknowledged as being a driving force in this area. He has prepared a draft Service Learning Program that will be completed in Term 1 2024 for further feedback and adoption. Service Learning is a formal component of Years 11 and 12 Catholic Studies Program. Students in both year levels are asked to complete 20 hours per year as part of their Catholic Studies Course. Many students volunteer for Rosie's or Emmanuel City Mission (ECM), or both, which is organised by the College. Many students also participate in a range of other voluntary organisations which they arrange themselves, for which they seek pre-approval. A Certificate of Completion is awarded at Graduation to those students in Year 12 who have completed these hours.

This year, all Middle Phase students participated in service learning as a part of their Religious Education curriculum. In Term 4, Year 7 were introduced to the concept of service learning during their liturgy and sacrament unit. Links to Catholic Social Teachings were made and the boys studied the history of the nativity and then produced painted representations of the nativity scene on reclaimed wood from Amaroo. These decorations will be handed out to patrons during visits with Rosie's and ECM Outreach. Year 8 linked up with Caritas and Catholic Mission's *Socktober* and participated in a liturgy that focused on Catholic Mission and their work in Timor. Year 9 continued their community involvement through research and support of a number of local organisations like *Reading Dogs* and *Rize Up*.

In Term 4, as part of our Religion Studies, the Junior Phase Year 5 Teachers introduced Year 5 students to the concept of Service Learning. Students were asked to complete an **Act of Service** at home. They did this for a family member, community group or someone in the neighbourhood. Ideas were discussed at school and students acknowledged that an **Act of Service** needed to be more than their normal chores or jobs at home.

Service learning is important for our Junior Phase students as it instils in them a sense of social responsibility, empathy, and a deeper understanding of the world around them. By engaging in service activities, students not only contribute positively to their communities but also develop essential life skills such as teamwork, communication and problem solving. This hands-on approach to learning enables them to connect classroom knowledge to real-world issues, making education more meaningful.

In 2024 the Religious Education Faculty is looking at creating an online Service Learning App so that students will complete their Service Learning activities online.

Goal 5 – Continuing the development of the *Green Team* environmental group to assist in the ongoing promotion and awareness of building a sustainable practice.

The development of a Green Team in 2023 has occurred in an unplanned way. This is one area that demands much attention in 2024. A more structured program of activities needs to be developed across both campuses. At the end of 2023, there was a call-out to staff to assist with the promotion of environmental issues. In addition, adopting a the *Laudato Si'* Environmental Platform will be progressed in 2024.



PRIORITY TWO

Inspire and engage our learning community by:

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

Goal 1 – By the end of 2023, *Personalisation* for student learning is explicit and is embedded in the planning of all faculties.

The College's goal of continuing to lead the way in differentiated support for students through embedded differentiation and personalisation, saw a number of structural and procedural changes implemented in 2023, supported by professional learning for staff. Across the College, the implementation of Version 9 of the Australian Curriculum commenced well ahead of the 2027 timeline and was supported by structural changes to our My.Padua Learning Management system and tied to our College Learning Framework. Learning on My.Padua for students is differentiated through the agreed practices of Connecting, Acquiring, Deepening and Mastering, which is embedded across our learning platform and evidenced in our Unit Planning. Goal setting, an existing feature in Years 7 to 12, was rolled out into Years 5 and 6 with a focus on students being supported to take ownership of their own learning. This, combined with a cultural shift in our approach to Parent/Student/Teacher Conferencing, means that we have now firmly embedded student voice and agency into the conferencing process. Staff Professional Learning took place in a number of areas in 2023, with one area being the introduction of the Link S Literacy Program for teacher support. The Link S Literacy support model is research based and is designed to support the literacy development of secondary aged students. Ten teachers participated in professional learning in the Link S program, delivered by our Speech Pathologist in 2023, with all staff expected to have participated in this program by the end of 2025.

Goal 2 – By the end of 2023, we will have reviewed and measured the impact of the changes made to *pedagogy and ways of working* within the three Phases of Learning.

With our Experiential Learning Approach to the Junior Phase and Middle Phase having started in 2019, the 2023 NAPLAN Data reinforced the success of this initiative with clear growth indicated in all areas from Year 5 to Year 9 for the initial cohort to undertake this style of learning. In 2023, we undertook a review of the Junior Phase Curriculum, moving all units to Version 9 of the Australian Curriculum and planning to further extend our experiential learning approach in Years 5 and 6 by extending them to specialist subjects in 2024. This change will result in a move from semester length subjects that are assessed on an A-E scale, to term length specialist units that continue to focus on experiential learning and assess student capabilities. This change will see the reintroduction of Italian into Years 5 and 6 and the introduction of Drama. A review of subject offerings in the Middle Phase has seen the creation of a deliberate program to support and extend High Potential Learners, in addition to a program already offered. In 2024, the Middle

Phase will launch the Bonaventure Program for Excellence in Years 7 to 9. This program will include early identification of students as High Potential, a dedicated program designed to extend their abstract thinking and extension subjects that do not provide more work, but a greater degree of challenge to support learners operating in the High Potential space which generally includes those in the top 10% of each cohort. A review of Senior Phase Curriculum has seen the introduction of a number of Non-ATAR or Applied options, to cater for our range of diverse learning with planning underway to extend the formal Student Mentoring Program into Year 10 in 2024.

Goal 3 – By the end of 2023 we will produce an evidence-based professional learning program for teaching staff that develops and recognises a culture of continuous professional improvement and excellence.

Supported Professional Learning and timetabled Professional Learning Teams continued to be a feature in 2023. Extended through the development and rollout of a formalised Learning Walk Process, the Senior Leadership Team and other key staff observed and provided positive reinforcement and constructive feedback for improvement to all teaching staff. This process has reinforced the significant journey of the College in the development of our Mastering Our Craft Professional Learning Program with a focus on staff self-directing their own supported learning goals based on evidence-based practice and practical use of data to inform our teaching.

Goal 4 – By the end of 2023, we will have researched options to best support *High Potential Learners* at Padua, including a High Potential Learners Stream and in-class differentiation to support High Potential Learners and have made a recommendation to the Senior Leadership Team.

2023 saw the creation of an overarching and formalised approach to supporting High Potential Learners at Padua College with each Phase of Learning. The document entitled *High Potential Learners at Padua* is based on current research and focusses on defining a High Potential Learner, identifying High Potential Learners and supporting and extending High Potential Learners. It provides an overarching framework to guide students and families in how High Potential Learners are supported at Padua College in the domains of Academic, Sports and Cultural.

Academic High Potential

Students who are identified in the area of Academic High Potential are supported by the relevant Phase Team and the Head of School. Academic HPL typically sit in the top 10% of their age peers in one or more domains of intellectual, creative, physical, or social aspects of their learning. Identification of Academic HPL at Padua uses a combination of External Assessment such as NAPLAN, PAT and AGAT testing, and internal assessment to determine students who sit in the top 10% of the cohort. Students are then allocated into subjects and may sit in the top 10% of multiple subject areas. HPL eligibility is determined annually.

Academic High Potential students at Padua College are supported in a number of ways as outlined below.

- In-Class enrichment
- Maths Extension Classes in Years 5 to 9
- STEM Extension classes in Years 7 to 9
- Bonaventure Program for Excellence in Years 7 to 9
- Pathway support in Years 10-12
- Academic Mentoring
- External workshops and opportunities
- Participation in exams external to the College
- Acceleration as part of a supported plan
- University Subjects in Years 11 and 12
- Support with online and distance education opportunities in areas not offered at the College

Sports High Performance

Students who are identified in the area of Sports High Performance are supported by the Sports Department under the direction of the Head of Sport, with students also supported by the Phase teams. The SALIRE Program for High Performance Athletes facilitates mentoring and academic support for high Performing Athletes. This program is designed to provide a central point of contact for high performing athletes as they negotiate the demands of training, games/fixtures and schoolwork.

Cultural High Potential Learners

Students who are identified in the area of Cultural High Performance are supported by the Cultural Coordinator or the Head of FCIP in collaboration with the relevant Head of School. Cultural High Potential Learners at Padua College are supported in a number of ways including:

- A range of Senior Academic offerings in the Creative Industries
- Extension Music in Units 3 and 4 (Year 12)
- Franciscan Music Instrumental Music Program (FCIP)
- Extension Music in Units 3 and 4 (Year 12)
- A variety of co-curricular offerings
- State Honours Ensemble Program (SHEP) through the Griffith Conservatorium of Music

Goal 5 – By the end of 2023, we will have finalised and implemented our framework around student *learning expectations and visible consistency of behaviour* across the College.

In 2023, planning began around a framework to provide visible consistency around student expectations both at school and at home. This framework extends on the work around Homework Expectations at Padua undertaken in 2022 and 2023 and is currently in draft form for trialling in 2024.



PRIORITY THREE

Nurture and challenge our boys to become good men by:

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

Goal 1: In 2023, we will embed the Franciscan Way across the College. This will include the synergy of the student wellbeing framework, respectful relationships curriculum and outdoor education.

In 2023, we have embarked on a transformative journey to embed the Franciscan Way across our College. This integration involves creating a synergy between our student wellbeing framework, respectful relationships curriculum, and outdoor education. This strategic move is aimed at fostering a holistic educational environment that promotes the physical, emotional, and social wellbeing of our learners.

The Franciscan Way, though still a work in progress, is an educational philosophy grounded in the teachings and values of St. Francis of Assisi. The values of simplicity, humility, joy, peace, and courtesy. It is designed to influence every aspect of our educational delivery and institutional culture.

Our educational approach has always been focused on nurturing well-rounded individuals. The Franciscan Way complements our existing frameworks, such as the student wellbeing framework and the respectful relationships curriculum. The collaboration of these elements creates a comprehensive, well-rounded, and value-based learning experience.

Our student wellbeing framework is an integral part of our educational approach. It is underpinned by our REACH curriculum, focused on supporting the emotional, physical, and psychological wellbeing of our students. The Franciscan Way fits seamlessly into this framework by promoting mindfulness, self-awareness, and respect for oneself and others.

Progress and Future Directions:

The progress made in integrating the Franciscan Way into our college has been significant and detailed. It has brought a renewed focus on holistic development and an enriched learning experience. As we continue to refine and integrate the Franciscan Way, we are committed to maintaining this alliance and ensuring that our educational delivery remains relevant, comprehensive, and in line with our values. The progress achieved thus far gives us confidence in our direction, and we look forward to further deepening our commitment to the Franciscan Way in the coming years.

Goal 2: Develop a positive culture of student wellbeing by reviewing and reflecting on feedback from our community and reemphasise the importance of relationships within the College.

In line with our commitment to fostering a positive culture of student wellbeing, we have implemented various initiatives grounded on evidence-based research and on feedback from our community. This goal provides a comprehensive review and reflection of these initiatives and reaffirms the importance of relationships within the college community.

The AMAYDA Resilience Program was implemented in Year 7 for 2023 is designed to empower students by developing their resilience, self-esteem, and personal strength. Feedback indicates that the program has been well-received by students and has had a positive impact on their mental health. The program's success can be attributed to its focus on building resilience and self-confidence, which are crucial for mental wellbeing. However, we recognise the need for ongoing evaluation to ensure the program continues to meet the needs of our students and will develop this program further in conjunction with our Year 7HPE curriculum to provide our students with an in-depth comprehensive program for 2024.

Therapy Dog Proposal and Training:

In response to student feedback, research, and staff consultation, we have completed a proposal and training program for the introduction of a therapy dog in clinical counselling sessions starting 2024. Research shows that therapy dogs can have significant benefits for student overall wellbeing, including reduced stress and increased feelings of calm and comfort. We anticipate that this initiative will enhance the therapeutic process and contribute to a positive culture of student wellbeing.

PC Wasp Initiative:

The PC Wasp Initiative aims to enhance our gratitude program and its resilience elements aligns with the AMAYDA project in Year 7 and Resilience Project in Year 5 & 6. Again, exposing students to the benefits of practicing positive wellbeing and being able to overcome hurdles along the way.

By encouraging students to express gratitude, we hope to promote positive attitudes and emotional wellbeing. Since the strengthening of this initiative, we have noticed an increase in the level of positivity among students doing something good for someone else within the school or wider community. It has also fostered stronger relationships within the college community i.e., with our support staff, as expressions of gratitude often lead to increased feelings of connectedness and mutual respect.

Relationships within the college community form the cornerstone of student wellbeing. Our initiatives are designed to foster these relationships and create an environment where every student feels valued, supported, and connected. By focusing on resilience, support, and gratitude, we aim to strengthen interpersonal relationships and enhance the overall wellbeing of our students.

Our commitment to student wellbeing remains unwavering. We will continue to review and reflect on feedback from our community to ensure that our initiatives meet the needs and expectations of our students. As we move forward, we will maintain our focus on fostering a positive culture of student wellbeing and emphasising the importance of relationships within the college community.

Goal 3: This year we will develop a holistic Pastoral Care induction program for our new teachers to Padua to enhance the teacher's capability in pastoral care while improving the experience for our students.

Padua College has always valued the importance of pastoral care in supporting the holistic development of our students. As part of our commitment to further enhance our pastoral care system, we have developed a pastoral induction program and mentoring for new teacher supported by our House Guardians. The aim is to equip them with the necessary skills and knowledge to provide effective pastoral care, thereby improving the experience for our students. In conjunction the Deputy Rector has also conducted a comprehensive mentoring program for new staff to the College.

It is designed to nurture the teachers' capability in pastoral care with focus on student wellbeing, behaviour, and the understanding of the unique pastoral care processes offered within Padua College.

Professional Learning Teams (PLTs) in Term 2 focused on upskilling our teachers on student wellbeing and behaviour. This initiative has been successful in creating a shared understanding of pastoral care and behaviour management/interventions among the teaching staff.

Stakeholders, including staff, students, and parents, are increasingly aware of the importance of pastoral care in the school environment. They understand the pastoral care processes, the shared responsibilities, and the common expectations within the College. The feedback from all parties has been positive and supportive, reinforcing the need for a structured induction program.

Goal 4: This year, in consultation with the Learning, Phases, and Formation Teams, we will implement the respectful relationships curriculum across all phases.

The importance of respectful relationships in educational settings is increasingly being recognised as a significant contributor to the overall wellbeing and academic success of students. Padua, in alignment with the principles and values of the Queensland (QLD) government's scope and sequence, has embarked on a journey this year to integrate a comprehensive respectful relationships curriculum across all phases of learning. This initiative has been formulated in close collaboration with the Learning Area Leaders, Phase Teams, and Formation Teams.

The objective of this initiative is to foster a school culture where respect, empathy, and understanding are the cornerstones of all interactions. To achieve this, we aimed to:

1. Embed the respectful relationships curriculum across all phases of learning, ensuring its integration within the existing academic framework.
2. Develop a respectful relationship across various Key Learning Areas (KLAs), enabling students to experience this curriculum across multiple subjects and activities.
3. Enhance student engagement and foster an environment conducive to learning through the promotion of respectful relationships.

The respectful relationships curriculum has been seamlessly integrated into the existing pedagogical framework, in line with the QLD government's scope and sequence. The wellbeing team also delivered a comprehensive respectful relationship/behaviour during House Assemblies across a Term. This approach ensures that the principles of respect and empathy are not standalone lessons but are ingrained in all aspects of learning. Our phase teams received comprehensive training at the end of 2022 and resources to enable the effective delivery of this curriculum across all phases.

We are committed to regularly reviewing and adjusting this initiative based on feedback from our teachers, students, and broader school community to ensure its ongoing effectiveness. We look forward to seeing the positive impact that these respectful relationships curriculum will have on our school community.



PRIORITY FOUR

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

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

Goal 1: By the end of 2023, we will have implemented changes to our communication processes as identified by the 2022 communications review.

Throughout 2023 the Communication Marketing Enrolments Team (CMET), supported by IT, worked to secure recommended changes to the College app. The original changes grew to include deeper integration between the College app, My Padua and Clipboard, which would allow for student absence reports to flow through all. This delayed the implementation but will result in efficiencies and improvements in College communication processes. By the end of 2023 an update to College App was released in a planned Stage 1 roll out. The full implementation of changes, as identified by the 2022 communications review, will be implemented in January 2024. This Stage 2 roll out will include training for staff and parents on the most effective use of the app.

Goal 2: By the end of 2023, the College will have reviewed the College's marketing strategy.

The review of the College's marketing strategy was undertaken by the CMET team in 2023. Staffing changes within the CMET team resulted in more expertise and skill in marketing and so the review was done internally. This allowed new staff to gain knowledge of past practice, analyse its effectiveness and start to make recommendations for change. The review included an analysis of the effectiveness of our current advertising partnerships, website, social media, open day and Rector's tours.

A full marketing strategy, based on these reviews, will be implemented in 2024.

Goal 3: By the end of 2023 the College would have implemented the outcomes of the 2023 Franciscan Colleges Instrumental Program (FCIP) Review.

Much work has been done across the three Franciscan schools to improve the governance, structure, economy and delivery of the FCIP to make it a more effective service to our community. Michael Kearney (LEX Consultant) has chaired the process where the leadership and governance of FCIP has been analysed and a greater understanding of the policies and processes surrounding the program have been achieved. This process has sought to understand the staffing and timetabling of lessons, its leadership structure, financial protocols, enrolment consistencies and its public relations and marketing strategies. Consequently, whilst the leadership of the three schools have garnered this information recommendations around the review have yet to be fully materialised and will continue into 2024.

Goal 4: By mid-2023 the College will have designed a process related to the recognition of outstanding teacher practice and commitment at the annual Celebration of Excellence Awards.

A process for the recognition of outstanding teacher practice was fully implemented in 2023. A committee was formed, allowing for staff input, and fortnightly meetings occurred. As a result, staff were nominated for, and received awards from, multiple associations including office professionals, QCT and Catholic Education.

The committee also introduced the Robert Out Awards for Excellence in the Delivery of Franciscan Education. Over 14 nominations were received and 5 staff received the inaugural awards at our annual Celebration of Excellence evening.

Two past board members, Mark McSweeney and Gerard Sammon also received the prestigious Franciscan medal on the same event.

Goal 5: By then end of 2023, Padua will have formalised and advertised a number of external stakeholder partnerships.

The College has reached out to the Australian Catholic University and TAFE Queensland to partner with them and develop a free flow of targeted pre-service teachers, students from finance and business, health and sport / recreation, marketing and public relations as well as information technology. These students would gain practical training at the College whilst benefiting from the services offered by these students which could lay down frameworks for future employment opportunities. Sponsorship Ready will be working with the College in 2024 to analyse our sponsorship needs and develop a plan to build capacity within our current suppliers, parent networks and alumni to enhance our sponsorship profile. Together with Mt Alvernia College, we continue to explore possible partnerships around the development of the Masterplan for the shared precinct. Our sporting program is positioned well to land partnerships with peak sporting bodies in Queensland and overseas to enhance the experience and opportunities for our students. (MW)

2023 saw us review existing partnerships and Memorandums of Understanding in order to ensure best fit for the College and our students. In addition, we developed a number of new and exciting partnerships beyond the College. The Junior and Middle Phases partnered with Adolescent Success to run a project designed to strengthen our pastoral and formation focus in those phases, culminating with a highly successful presentation to the Adolescent Success International Conference around Padua's journey of pedagogical change in the Junior and Middle Phases. More broadly, we entered into an exciting partnership with the Australian Catholic University joining their Connect Teach program which saw education lecturers visit Padua to observe best practice in the classroom in order to better support undergraduate teachers and strengthen their education programs. This partnership with ACU extends into a two-way reciprocal partnership around supporting pre-service teachers while at the same time identifying specific teaching area needs of Padua in order to secure up and coming young professionals as part of the Padua family. (JP)

Goal 6: By the end of 2023, we will have fully implemented the new College Services Structure.

The new College Services Team began the year with a retreat in Term 1. The two-day retreat had a dual purpose of building the team dynamic as well as deepening their understanding of our Franciscan charism. The retreat was led by Fr Joe and Michael O'Brien and followed a similar retreat model that was completed by the College Leadership Team in January. The new team structure, led by the Corporate Services Manager (Michael Cosgrove), now includes a Human Resources Compliance and Administration Manager (Claudette Perrett), Finance Manager (Matthew Holland), ICT Services Manager (Rama Chintapalli), Facilities Manager (David Lomulder), and Marketing and Community Engagement Coordinator (Robyn Dunsford). These managers have continued to explore common approaches across teams for staff and leadership development, ensuring team alignment with the College's strategic plan.

Goal 7: Continue to explore the implementation of the College Masterplan.

The College announced the first stage of the new Master Plan in 2023. The project will include a three-level extension to the existing La Cordelle Hall. The project will see the hall size increase by over 50 percent and expand seating capacity to around 2500. The project also includes air conditioning of the hall. The second level will consist of three new learning spaces for Engineering, Design, and STEM subjects, as well as outdoor seating space for students. The ground level will provide two dedicated construction classrooms. This year we have worked with staff around the design of the spaces. The project will go to tender early in 2024 with an anticipated start time of early July.

The College has continued to work with Mount Alvernia College around the Master Plan for the Shared Precinct. While the outward signs of developments are few, much work has been done by the Project Control Group in working through the various complexities of preparing the site for educational use. There are positive signs as we close off 2023, that there will be announcements of projects on the site in 2024.

Goal 8: By the end of 2023, we will have finalised the Workforce Planning Model.

As part of our LEX Partnership, we have engaged the services of People Bench who work with schools and other organisations to develop workforce strategy. Whilst it is still in its embryonic stages, we have begun to plot the resiliency of our people at work and debriefed their survey results with our partners and People Bench. In 2024 a full Workforce Planning Model will be developed.

Goal 9: By the end of 2023, Padua College is committed to developing a strategy for improving health and wellbeing outcomes for our professional community (all staff)

In 2023 the College established a Wellbeing Committee according to Committee Guidelines. Part of the responsibility of this group was to establish a framework for staff wellbeing. This was delivered after an extensive process of research, analysis and consultation. In 2024 the College is looking to deepen, embed and enrich this framework via a partnership with the Wellness Strategy led by Amy Green. Additionally, Padua has partnered with People Bench to implement a Workplace Strategy which is designed to cater for the wellbeing of staff via supporting them through their various stages of work engagement and career development. The College continues to provide staff with personalised physical training emanating from the Wellbeing Committee, we celebrate Wellbeing Week with a number of initiatives that targeted wellbeing such as art workshops, spiritual guidance, financial counselling and planning, free coffee and breakfasts. Termly Conviviums build community and collegiality amongst our staff. The Staff Social Club continues to provide staff with social events that are inclusive and supportive in addition to the EAP Access counselling service provided free to all staff when needed.

Goal 10: By the end of 2023, Padua College will embed a holistic Governance, Risk and Compliance (GRC) Enterprise Framework to plan.

Attempts have been made this year to engage Complispace to assist with the long-term storage of private information gathered as part of operating as a school. The College is still pursuing an appropriate provider of this service. The Head of HR and Compliance is working within our LEX network to share best practice in policy and processes. The College has embarked on the process of developing a Risk Register which assesses and maps the risk of all College activities.

