



PADUA
COLLEGE

Report about achieving the 2019
Annual Action Plan for Padua College

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Introduction

The following report summarises what has been a very positive year for Padua College. It also reflects the efforts of an extremely productive and dynamic learning community and for this we acknowledge the combined effort of the teaching and non-teaching staff at Padua College. The report outlines the achievement against the 2019 goals which were published to the community in the College's Annual Action Plan at the start of 2019.

In 2018 the College began a new Strategic Plan for 2018-2020. This Report for 2019 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 with four priorities for the next three years:

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

Covering the years 2018-2020, the College Leadership Team, in collaboration with the College staff and the College Board, will set annual goals that will deliver on the priorities in the strategic plan. The Padua College Board will evaluate achievement against these goals via a series of Annual Action Plans that will detail our program over the three years of the plan.

Any review of the 2019 school year needs to recognise the significant work done around the decision to change the House names at Padua. In the context of an annual action plan, this work 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. This said, the College Board and Leadership Team should be recognised for the manner in which the change of House names has been delivered to the College community. Importantly, this report will show it is a significant achievement by the College Leadership Team and staff, that nearly all of the annual goals for 2019 have still been delivered or actioned in part.

2019 marks the midway part of the journey to create and enact the vision of the *We are Padua Strategic Plan 2018-2020*. We already have a lot to be proud of at Padua and this plan builds on the many great achievements and past endeavours. However, all organisations, schools included, need to be reflective around their work and achievements so that we can continue to

improve what we do. Significantly for schools, this improvement agenda is centred on our Mission and Vision and is therefore student focussed. This report is the evaluation of the effectiveness of the Annual Action Plan initiatives and goals for 2019. 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 young men with an education, which is not only Catholic but also distinctively Franciscan. Hence, we try to operate not so much as an institution but rather as a faith community living out Gospel values and placing an emphasis on the Franciscan charism. We emphasise the value of each individual and aim at providing an education which is both relevant and personal.

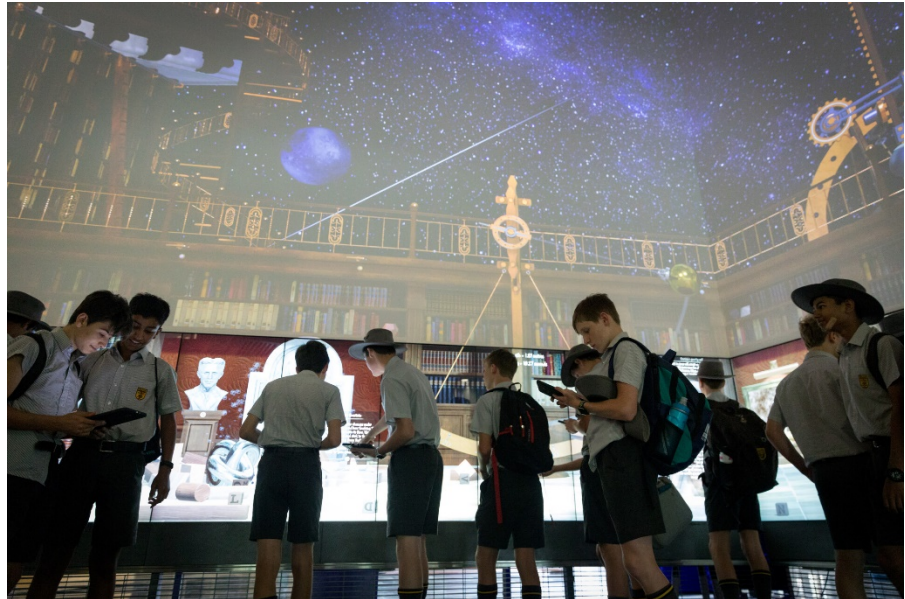
MISSION STATEMENT

Inspired by the life of St Francis, Padua College is a Catholic school community in which the Gospel values of joy, courtesy, humility and peace are fostered. The Padua community aims to offer an academic and social environment of security and affirmation that assists the boys in their growth in self-worth, wisdom and quiet strength, enabling them to contribute positively as committed Christians in the world.



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

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



In this spirit we commit ourselves to:

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

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

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

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

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

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

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

PRIORITY 1

SHAPE STRONG, CONFIDENT YOUNG MEN IN THE CATHOLIC TRADITION BY:

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

Our work in the Faith Life of the College has continued to remain a strong part of the Padua experience for our staff, parents and students. Our January Staff Professional Development Days set the agenda for our year with all staff attending a workshop by Fr Richard Leonard on 'What makes a School Catholic?' In his presentation, he spoke about a survey of some 5000 young people aged from 15 – 25 conducted by Australian Catholic University. These young people nominated four things they wanted to see present in the Church:

- A compassionate community, especially for the poor.
- A listening church, especially to their experience of the world.
- A welcoming, inclusive and joyful community.
- A community that practices what it preaches.

These four points became our themes for our formation work for the four school terms in 2019. They also provide us with a powerful reminder as we move towards the Church's Plenary Council, of the need for our Church to be open to listening to the call of her people.

This year we also commemorated the 800th anniversary of the meeting of St Francis with the Sultan of Egypt. In 1219 the armies of the Fifth Crusade besieged the Egyptian city of Damietta. In a bid to stop these destructive and devastating wars, St Francis, against the advice of his friars, decided to travel to Egypt to convert the Sultan to Christianity. While unsuccessful, this great gesture to seek peace and be open to peoples of all faiths provided us with many opportunities to promote these virtues in 2019. The harsh reality of this need was realised when the world was shocked following the terrorist attack on a Mosque in Christchurch. In response, we gathered as a community in solidarity with our sister school, the Islamic College of

Brisbane realising that we, like St Francis, needed to continue our mission to be peacemakers in our world.

Following on, the Third Annual St Bonaventure Lecture was titled, 'Risking the Peace the World Cannot Give: St Francis, The Sultan and Ecclesiastical Disobedience.' It was presented by Fr Daniel Horan ofm, a friar of the Holy Name Province in New York. Fr Horan who is a regular contributor to the National Catholic Reporter, and author of several books including, 'Reading, Praying, Living Pope Francis's Rejoice and be Glad: A Faith Formation Guide', proved to be an excellent choice for the lecture.



Goal 1

We will have developed a document that clearly articulates our visions and actions for the religious life of the college.



The Religious Life of the College at Padua College propels our College Mission. It aims to provide a foundation for community members to become living signs of faith in the world.

Students, staff and parents are challenged to answer the call of Jesus and walk in the footsteps of St Francis, St Clare, and St Anthony of Padua whose vocation motivated them to work with those who were “beyond the walls” of their communities through experiential and transformative learning.

Driving our approach is an embrace of and commitment that ensures an alignment between the Classroom Teaching of Religious Education and the Religious Life of the College. This incorporates four components: Religious Identity and Culture, Evangelisation and Faith Formation, Prayer and Worship and Social Action and Justice. The ‘Religious Life of Padua College’ Document has been produced as an overview as to what is currently offered at the College. It will serve to further develop and integrate classroom teaching with religious practice.

Further to this overview, a revision of the recent Religious Education Validation (REV) Document has been completed to include the newly developed Catholic Studies program offered to Years 11 (2019 and then continuing into Year 12 2020). This revised REV Document outlines changes made to the Religious Education program in the school since validation of the document.

Goal 2

Delivered quality religious education program for students in Year 11 through the implementation of the new Catholic Studies syllabus.



In 2019 a team of staff was involved in developing a new 'Catholic Studies' pilot course in conjunction with our Learning Exchange (LEX) Partners – Iona and St Lawrences Colleges. A program has been developed beginning in 2019 with Scope and Sequence of Subjects that are either Core or Elective Topics to the course overall. This new course is not meant to be a watered-down substitute of the existing Study of Religion and Religion and Ethics Course already on offer at Padua and other schools.

From an initial team of teachers gathered to flesh out units of work, to each individual College developing their own work programs from these units, 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 trial continues into 2020 and our team is working closing with Brisbane Catholic Education as we move towards endorsement of the new subject.

Goal 3

Through a whole school approach, developed a Padua “Sexuality and Relationships” Strategy



In 2019 we planned the beginning of an implementation/integration of a whole school approach to Relationships and Sexuality Education Strategy. We attended a Brisbane Catholic Education (BCE) In-service and follow-up meeting with the Health & Physical Education Faculty occurred. Our takeaway message from the BCE Training day was that we needed to review our strategy. In recognising the place of such a strategy, a much wider context has been realised – Embedding an authentic Catholic Identity into the curriculum and religious practice of the school. With the assistance of material already developed by BCE, a focus on integrating a range of teaching experiences that link the College’s Catholic identity with what is currently being taught at Padua in each Year Level. So not only HPE, but a range of other subjects will be included in this process in the delivery of this action item.



Goal 4

In the light of the changes to the Calendar from 2020 due to the introduction of the new QCE, review the activities, celebrations and ceremonies for Years 11 & 12 students from 2020.



As a result of the introduction of the new QCE system in Year 11 in 2019, a review of all College activities, celebrations and ceremonies for Year 11 and Year 12 from 2020 has been conducted this year. With the timing of the ATAR External Assessment Calendar taking up most of Term 4 and the need to ‘celebrate’ in some way the end of secondary schooling as students know it, Padua will make some changes to our Graduation ceremonies from 2020. This review will recognise the significant milestones for senior students within the new QCE calendar of events.

The most significant of these is the move to early Term 4 of what was traditionally called the ‘Vale’ Liturgy. This will be held to celebrate the end of normal classes. This was normally held in mid-November in previous years. This liturgy will also see the official handover of student leadership.

Post the External Exam Period the College will conduct its annual Prize Giving Night followed by the Senior Graduation Mass and Dinner on the Friday of the final official day for Year 12s.

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.*

2019 saw the culmination of changes from external sources which entailed internal responses to support the community. The National Consistent Collection of Data (NCCD) and the beginning of the New Queensland Certificate of Education (QCE) system for Year 11 signalled a perfect time to reflect on a range of processes and practices at the College. The reflection followed on the successful implementation of the Padua College Learning Framework in 2018 and the extensive increase in supported professional learning for staff that happened in 2018.

The following initiatives outline some of the work undertaken in Teaching and Learning at Padua College in 2019:

- Focus on quality Professional Learning for staff.
- The development of a clear theory of action around professional learning and the implementation of change.
- The development of systems to support NCCD data collection.
- Support for students and families around changes to the Senior System in Queensland.
- A review of the implementation of the New Senior System and the needs of students at Padua College.
- The expansions of platforms to support 24 hour beyond the bell learning for students.
- A focus on student-centred learning and student ownership of learning through goal setting and mentoring.

The following is a review of our achievements against the goals as published in our Annual Action Plan.



Goal 1

By the end of the year, the College will develop documents outlining the specific ways of working and underpinning beliefs for the three Teaching and Learning Phases at Padua College.

Extensive research including a study tour and staff consultation and staff professional learning was undertaken as part of this project in collaboration with the Learning Exchange (LEX) Partner Schools. A framework for the phase documents was created ready to be taken to staff teaching in each phase to have input into the process. The phase documents extend from the Teaching and Learning Framework and provides clarity for decision making and approaches to teaching and learning in each phase. Work undertaken on this project in 2019 includes:

- Embedding agile spaces and flexible learning in Year 5.
- Professional Learning for Year 5 and 6 teachers around pedagogies for agile and flexible learning.
- Preparing for agile and flexible learning in Year 6 in 2020.
- LEX Senior Leadership planning session on learning phases.
- Incorporation of aspects of agile and flexible learning in the Year 7 program.
- Professional learning for teachers in the Middle Phase on the needs of learners and what the data is telling us.
- Developing ways of working in the Senior Phase that respond to the demands of the new Senior System in Queensland.
- Action Research Project on Extended Mathematical Thinking and Reasoning in the Middle Phase through the Queensland Catholic Education Commission (QCEC) in conjunction with the Science of Learning Research Centre at the University of Queensland.

Goal 2

By the end of the year, Padua's processes and pedagogy supporting the New Senior System will be embedded across the College and published to the Padua community.



2019 saw the official start of the New Queensland Certificate of Education (QCE) System in Queensland. This follows a two-year planning process at the College, which saw the introduction of new subjects following a review of senior offerings on both ATAR and Non-ATAR Pathways and a restructure of Year 10 to support the transition of students from the Middle to Senior Phases of learning. As part of the implementation of the new senior system, the following initiatives were undertaken:

- The trialling of Flipped Learning to extend on-line material already available to students digitally through My.Padua.
- The embedding of Cognitive Verbs within all units and across all year levels.
- A review of the end of the school year, including Graduation Week and the publishing of 2020 dates and processes to the College Community.
- Filming videos of practice to support staff professional learning.
- A review of the implementation process to date with parent, staff and student consultation.
- The allocation of 80 days of discretionary release for faculties to plan and prepare for the new system.

- The development and publishing of a Padua College Assessment Policy.
- Student learning sessions around exam skills, exam readiness, drafting processes, feedback and Academic Integrity.
- Parent engagement sessions and regular parent communication.
- The development of Catholic Studies in partnership with our LEX partner schools. Catholic Studies focusses on supporting the growth of our young men in the Catholic Faith.



Goal 3

By the end of the year, the Padua whole school approach to Literacy will be trialled and ready for full implementation in 2020.

A Whole School Approach to Literacy was published to teaching staff for consultation at the beginning of 2019 with a clear Vision and Rationale outlining the purpose of a whole school approach to literacy at Padua College. The key whole school implementation for 2019 focussed on the Faculty Agreed Literacy Practices outlined below.

- Meeting subject syllabus Literacy Requirements (Australian Curriculum and QCAA).
- Planning for Dimensions of literacy as outlined above.
- Teaching of subject specific spelling.
- Creation of subject/unit specific vocabulary word banks.
- Teaching and modelling of assessment text-types.
- Decoding subject specific texts.
- Explicit Teaching of Cognitive Verbs.

Write That Essay (Dr Ian Hunter) was implemented by English Teachers in Years 5 to 12 as a program for consistent and explicit teaching of writing based on diagnostic testing and the analysis of student data. The Literacy Steering Committee have engaged the services of external consultants associated with the Melbourne University and the Auckland University in order to ensure that current research and evidence-based practice underpins Literacy development at Padua. Literacy development is a LEX initiative allowing us to leverage the expertise of the three Colleges. Strategies utilised in this project in 2019 include:

- Engaging with a range of external consultants.
- Targeted and specific professional learning for teachers of English in the *Write that Essay* program.
- The development of the Speech Pathologist role at Padua College
- Coaching for the members of the Literacy Steering Committee
- The development of staff Literacy Champions supported by the Literacy Steering Committee.

Goal 4

By the end of 2019, Padua will have published and implemented a cohesive overview of Inclusive Education at the College including processes for supporting students with needs and nurturing and developing high potential learners.



The National Consistent Collection of Data on School Students with Disability (NCCD) has been the impetus for Padua College to review our practices in regard to supporting students with needs in our community. The introduction in 2018 of Learning Guardians as a central source for wrap around support for students with needs has been fully embedded in 2019. As part of supporting students, a number of strategies to support all stakeholders have been introduced in 2019. These include:

- Professional learning for staff on differentiation in the classroom.
- Professional learning for staff on data and putting faces on the data to know the needs of individual students.
- The development of digital platforms to record evidence for NCCD purposes.
- The increase in in-class support and co-teaching for teachers in supporting students with needs.
- The development of teacher resources for supporting students with needs.
- Increased communication with parents of students with needs.
- A focus on Quality Differentiated Teaching Practice to support the learning of all students.
- The development of a clear referral system for teachers and parents.
- The development of a cohesive approach to supporting students with needs.

PRIORITY 3

Nurture and challenge our young men 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

Review the success of the Resilience Project in Years 5,6 and 7.

In conjunction with the staff from The Resilience Project, the Pastoral team were able to successfully review the implementation of this Junior School wellbeing program. Now in its third year, the review looked at College results compared against national averages and developmental growth. Specifically, the review focussed on 4 key areas for students:

- Problem Solving, Failure and Risk Taking
- Self-Worth and Confidence
- Empathy and Kindness
- Sleep and Anxiety

In all areas of comparison, students of Padua performed at or above national averages. Highlights of the survey analysis included a growth of 9% (83% increasing to 92%) from Year 5 to Year 6 in a level of feeling safe at school (National average is 86%). Additionally, students at Padua reported an increase in their ability to control worrying and anxious thoughts and increased ability to problem solve personal issues (6% above national averages in 2019).



While the success of The Resilience Project in the Junior Years had become evident, a key finding of the review was the need for a more structured approach to emotional literacy and intelligence in the Middle to Senior school. As a result, inspired by The Resilience Project, the Pastoral team began to research the concept of gratitude and its link to personal wellbeing and academic success.

It was found that psychologically, people who reflect and reframe their experience from a perspective of gratitude experience more positive emotions, lower levels of stress, and healthier relationships (Duckworth, Steen, & Seligman, 2005; Watkins, Cruz, Holben, & Kolts, 2008; Watkins, Uhder, & Pichinevskiy, 2014; Wood, Joseph, & Maltby, 2009).

As a result, a pilot gratitude program was implemented from Years 5-12. Three mornings per week, students in every Pastoral Care Class take 7 minutes to disconnect from all technology, centre themselves and reflect on focus questions that helped them identify what they are grateful for. This research driven practice aims to build on the positive attributes listed above and increase connectedness and belonging for individuals. Initial responses to the program have been very positive, with many staff also opting to engage in the practice. It is envisaged that the program will be reviewed and improved in 2020 with performance indicators being derived from pre and post program survey results.

Goal 2

Review the role of the wellbeing committee and the implementation of the College Wellbeing Framework and associated initiatives.



This year the Padua College Wellbeing Committee firmly established itself as an advisory group for staff of the College. A review of existing practices by the group, at the beginning of 2019, established two major recommendations to enable the ongoing success of the committee and the successful implementation of wellbeing opportunities in the College.

The first recommendation was that the committee needed to be more specific in its focus and feedback in order to encourage staff uptake of wellbeing. In response to this recommendation, the committee divided into its 6 key sub groups to focus on their individual 'Padua Pillars of Wellbeing.'

The subcommittee's in the areas of; Spiritual, Emotional, Physical, Financial, Social and Staff Voice, all operated independently to provide understanding and experiences that staff could choose to utilise or participate in throughout the course of the year. Examples of these wellbeing opportunities included but were not limited to:

- Staff Eucharist and Reconciliation during the College day.
- On sight access to industry professionals in the areas of diet (dietician) and financial planning (superannuation and personal finance) for staff.
- Influenza vaccinations.
- Staff opinion surveys and staff listening posts.

- Social gatherings for staff and families.
- Access to literature and understanding around developing emotional intelligence and resilience for staff.
- Most recently, the Wellbeing Committee has partnered with a business from the broader community to trial a 24-hour, user pays, healthy alternative meals through a staff meal access program. This trial will begin with the new school year in 2020.

The second recommendation called for the Wellbeing Committee to provide a greater presence within the College and allow staff a more consistent exposure to ongoing wellbeing opportunities. In response to this request, the committee moved to grow both its online and face-to-face presence. A calendar of opportunities for each pillar of wellbeing was published each term. Where possible, a member of each subcommittee (individual pillar), would present their opportunity and any other relevant information at regular staff briefings. Further to this, the Wellbeing Committee created a tile on the College staff portal, where staff could access relevant information pertaining to individual wellbeing.

Throughout this review and action process, the Senior Leadership Team of the College continued to partner the Wellbeing Committee in providing anecdotal and spontaneous wellbeing opportunities for staff. It is foreseeable that in 2020, the 3rd year of the Wellbeing Committee, staff understanding of wellbeing will continue to grow and opportunities for wellbeing will prosper.

Goal 3

Embed and review the implementation of the whole school framework for positive pastoral interventions that respond to the needs of adolescents with consideration to changes to Senior Secondary.



In 2019, the College Pastoral Team embedded the previously created Positive Pastoral Intervention Framework that identified and responded to age appropriate issues for adolescent and maturing young men. The framework worked collaboratively between the Personal and Life Skills Subject, Religious Education and the Health and Physical Education curriculum, to provide informative and relevant preventative understanding for young men. The framework of intervention also encompassed components of wellbeing and leadership. While it could be seen that some components of the framework overlap with the ACARA personal and social capabilities, the direct delivery of content ensured a greater understanding for the students. This document was added to the Student Support Framework as part of the 2019 update.

After actioning the Positive Intervention Framework, the Pastoral Team was able to review the success of their processes and the implementation strategy. One major finding, to provide continued response in this area, was the need to be more targeted in the application of topics to specific age groups. In response, the Pastoral Team has developed a report for analysing the pastoral needs of students and is working with current College data and educational trends to review the placement of intervention topics such as Drug and alcohol education, gaming and digital understanding and personal wellbeing.

Goal 4

Develop a data analysis program for students in Years 7-10 to be implemented by PC Teachers.



The initial concept around a data analysis program for Years 7-10 students aimed to make individual data visible for middle school students and introduce them to a mentoring concept. As this notion was explored the idea of an academic challenge for middle school students was conceptualised. The two concepts eventually morphed.



Led by the House Guardians, the 'Infinity Score' academic challenge has been embedded in year 7 and 8 classes. The challenge is threefold. Firstly, it pairs like achieving students anonymously together with each other. The goal being to better your own academic results in order to surpass your anonymous partner. In doing so, students become aware of their strengths and growth areas as a learner and are able to identify target areas within their own learning.

The second outcome of the academic challenge is a focus on improvement, rather than just ranked outcomes. Using comparative data, Guardians are able to demonstrate individual growth for students. Individuals with positive growth are recognised, regardless of their overall outcomes. This practise has developed motivation and enthusiasm for learning and success.

Finally, classes are able to compete against each other through the use of this same data. Individual growth is tallied to achieve a combined class total. While this analysis can be seen to produce a class competition for extrinsic motivation, the success of the challenge lies in the teacher's ability to use the growth data to target learning design and positive outcomes.

In 2020, this academic challenge will continue to grow and will become an established part of middle school practices.

Goal 5

Implement strategies to support staff with positive learning behaviours and restorative practise for improved pedagogy.



In 2018, staff collaborated to form a shared understanding of positive learning behaviours for student learning at Padua College. These five common goals formed the basis of expectation around learning and behaviour in the classroom. In 2019, these 5 behaviours were officially published and promoted in every teaching room in the College.

Support was given with the expectation around these processes and understanding delivered through house assemblies for students. Further discussions occurred in staff professional learning groups around using the positive learning behaviours within individual classrooms.

Goal 6

Enhance external partnerships for staff and students within the community through the introduction of an external mentor program.

This goal was not completed in 2019 although there were many experiences where the College engaged with the wider community. Our goal to develop an external mentor program for our senior boys is planned for 2020. This program would extend upon the existing mentor programs that are available for our senior boys.

Goal 7

Strengthen the Colleges approach to supporting Year 12 students transition to the new senior schooling from a wellbeing perspective.

With the implementation of the new Senior Schooling System in 2019, it was timely to review and strengthen the College's approach to Senior School Wellbeing. The initial process begun by working in partnership with the Director of LEX (Learning Exchange), Mr Paul Easton to establish an understanding of the Year 12 Year under the new ATAR system. The result of these meetings was the understanding of the 'Milestones' concepts.

The concept of Milestone's for senior students' centres on the understanding of a continuum of achievement and success, through and beyond Year 12. Recognising the importance of checkpoints and guideposts to provide our young men a sense of belonging and connectedness. As a result of this concept, the Year 11 and Year 12 students will see changes to exam blocks, camp and retreat timings. The senior formal has been moved and the College counsellors have begun working collaboratively with different departments of the school to address the specific wellbeing needs of students in Years 10, 11 and 12.



In Term 4, the first edition of 'The Cord' was released. This collaborative, periodical publication provides information for families around senior school concepts, milestones, study and post school transition.

Further to the identified outcomes above, the following were also significant factors within the Pastoral Care program at Padua College in 2019:

- The Outdoor Education Team of Padua College was restructured to a team of 2 full-time staff and associated contractors. Planning has begun to build a new vision for the outdoor education program at Padua and re-map its educational objectives.
- The formation of a 'Heads of Students' AIC networking group began at Padua in Term 4 of this year. As an initiative of our College, representatives from other AIC schools gathered to discuss association matters, Pastoral Care and boys education. An agenda framework has been established and the group will continue to meet in 2020 and beyond.



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

PRIORITY 4

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

- Review the Building Masterplan and plan for any changes in enrolments and resourcing needs.
- Centralise all compliance policies and procedures, including Workplace Health and Safety and Student protection, through the integration of the Complispace software.
- Review student protection procedures in line with the findings of the Royal Commission.
 - Undertake a review of our College IT Strategy.
- Develop an online enrolment processing application that interfaces with the College's accounting software.

The last two years has seen significant changes to the area of school governance and changes around government funding of schools. Our work in this area of the strategic plan 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 has also been driven by our strategic decision to increase our Primary School enrolment intake to six stream and associated changes to teaching pedagogy and classroom design. The appointment of a Human Resources and Compliance Officer has provided the College with a more focused approach to the management of the increasing level of governance and compliance related changes that all schools are managing.

The decision to change House names at the College has also been a considerable body of work in 2019. This decision from The College Board and the Definitory has been managed from a pragmatic level at the College. While we listed responding to the Royal Commission as one of our goals in 2019, our initial planning around this goal was more around the legislative and process changes to our student protection practices. The changes to House names and the ensuing practical matters such as uniforms, school paraphernalia and documentation changes will continue into 2020.

Another significant action item in this area was the decision to move laptop ownership from families to the College. The changes associated with this decision will continue into 2020 as we look at refining processes and staffing to support the new model.

This year also saw a review of the College Waste Management processes. An outcome of the review was the implementation of new processes around waste management and an overall plan to address sustainable practices.

Goal 1

Review the Building Masterplan and plan for any changes in enrolments and resourcing needs.

In 2019 the College has focussed on four key projects related to the current needs of our enrolment. These 4 projects to be completed by the end of 2019 are:

- The refurbishment of the Primary Hall and conversion into a Year 6 Learning Space to accommodate for the extra class entering Year 6 in 2020.
- The refurbishment of the Greccio Administration and Learning Enrichment spaces to allow for more student access to support and Pastoral Staff.
- The refurbishment and conversion of the remaining Year 6 spaces into collaborative learning environments.
- The refurbishment of the current Industrial Skills Classrooms to accommodate for changed curriculum needs and the sharing of key resources.

The College, in 2020, will complete an Education Plan which will then set the direction for the preparation of the Building Master Plan. The Building Master Plan will be completed by mid-2020.



Goal 2

Centralise all compliance policies and procedures, including Workplace Health and Safety and Student protection, through the integration of the Complispace software.

A HR / Risk and Compliance Officer was employed by the College and began work in January and has assumed responsibility for the management of all functions associated with Complispace. The key areas of WHS, Student Protection and College Policies have been reviewed and appropriate changes have been made to ensure ongoing compliance with all relevant legislation.

Goal 3

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.

In 2019 The College conducted its annual update on its Code of Conduct Policy. This update specifically looked at the College's Student Protection policies and practices as they relate to the findings of the Royal Commission.

By the end of 2019, a committee will be formed to review and update as necessary, the Code of Conduct Policy for all Padua Staff.

Goal 4

Undertake a review of our College IT Strategy.

A review of the College IT Department has been undertaken during the year and addressed matters including staffing, resourcing and future directions. Any changes associated with this review will be finalised during 2020.



Develop an online enrolment processing application that interfaces with the College's accounting software.

The new online enrolment processing application is being developed and will be ready for implementation in 2020.