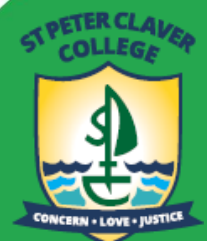


**St Peter Claver College,
RIVERVIEW**

Annual Report 2019

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



Contact information

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Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

School progress towards its goals in 2019

By the end of 2019 we had embedded Catholic perspective throughout Health and PE in the teaching of Relationships and Sexuality. It has also been firmly embedded in the framework of student formation. Religious Education has engaged and embedded with the Catholic perspective across all year levels.

At the end of 2019 we achieved 83% in the Year 10 ELT writing task, in Year 9 72%, Year 8 72% Year 7 60%. The majority of teachers are engaging with a variety of expected and effective practices across Year 7-10 to improve literacy across the College.

Claver Academic Tracker (CAT) is used across the College to notify parents immediately of issues of non-engagement.

The College has improved communication with parents/families through the implementation of a more regularly utilised Facebook page where the community can view the activities and 'Life of the School'. Parents are regularly informed of events, changes to routine etc via frequent email, SMS and Facebook posts.

Whilst not having reached our 90% for 2019, significant improvement has been made from 2018-2019 moving from 59% to 71%. Mentoring programs and QATSIF scholarships have helped in keeping attendance high for our Aboriginal and Torres Strait Islander students in Years 10-12.

Goal	Progress
By the end of 2019 all teachers will consistently use effective and expected practices in the teaching of writing so that 80% of students in years 7 to 10 achieve a total score of 20 to 24 in the writing criteria	
By the end of 2019 Catholic perspective will be embedded across curriculum areas.	
By the end of 2019 90% of our students will have an attendance rate of 90% or above	
By the end of 2019 we will have implemented systems to improve student engagement in their own learning.	
By the end of 2019 we will have increased and improved ways of communicating with parents.	

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in student attendance, improve classroom teaching of Religion, Literacy and Numeracy teaching practices and improved communication with parents and stakeholders.

In 2020, we will continue using incentive-based initiatives such as 'The Attendance Challenge' that will reward students for high percentages of attendance. There will be further education around the importance of attendance provided to all stakeholders within our community. Community consultation will continue around difficulties realised by families preventing attendance. Other measures to improve attendance that will be used are: Beyond Broncos Mentoring Program to improve attendance with Aboriginal and Torres Strait Islander students and regular follow up from Pastoral Leaders and attendance school officers.

There will also be a targeted focus on the writing improvement in the Year 10 Cohort but there will still be a broad focus on all students reaching the 20-24 writing criteria.

Our school at a glance

School profile

St Peter Claver College is a Co-educational Catholic College in the Marist tradition school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2019: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	997	542	455	28

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

St Peter Claver College draws its students from the central and wider Ipswich region and Brisbane western corridor. In 2018 student enrolments in Year 7 came from 44 primary schools in the surrounding area. The College has a strong connection with its Aboriginal and Torres Strait Islander people. The College community acknowledges that St Peter Claver College is built on the traditional lands of the Ugarapul clan, Yuggera Nation.

The overwhelming atmosphere in the College is one of the mutual respect, courtesy and genuine care. This derives from the beautiful nature of the students individually and collectively. They are focussed on their studies and on the care of each other. Consequently, the College is a place where young people feel safe, empowered and genuinely appreciated. They achieve wonderful results whether in the academic domain or the vocational areas, or a combination of both. The College has a strong sporting tradition, excelling in Rugby League and Netball and increasingly becoming competitive in a wide range of emerging sports.

Curriculum delivery

Approach to Curriculum delivery

- Curriculum caters for over 1100 students and 78 teaching staff.
- Seven-line school in Years 9 to 12, eight lines for Years 7 and 8 as they transition from Primary settings:
 - On our smaller lines we coordinate extra Vocational Learning and Developmental experiences including; Tertiary Access, Personal Development, Work Education & Pastoral Care programs.
- 10 day cycle (Week A and Week B) with four periods per day + assemblies on each Wednesday.
- Lesson length varies between 65 mins to 85 mins to facilitate opportunities for extended practical based experiences in many of our subject offerings.
- Highly diverse range of subject offerings within the Middle Years that address all entitlements and provide elective scope that prepares students for Senior school offerings.
- Our Year 10 options provide the foundation for students to select the most suitable and rewarding General, Applied and VET subjects within the new QCE system to allow them to pursue aspirational post-schooling pathways.
- Curriculum mentoring of students happens across all year levels with an intensive focus from Year 10 onwards.

Co-curricular activities

- Theatre Productions
- Dance Eisteddfods
- Cultural Dance
- Drama Club
- eSports
- Debating
- Concert Band
- Instrumental Music Program
- Social Justice Program
- Mathematics Club
- Sports:
 - Rugby League
 - Netball
 - Football
 - Futsal
 - Basketball
 - Touch Football
 - Volleyball

How information and communication technologies are used to assist learning

All students 7-12 have a school device supplied to assist them in accessing teaching and learning at St Peter Claver. The laptop is equipped with Microsoft Office as well as several proprietary programs for specialist subjects. The school utilised Microsoft Teams/OneNote as the backbone of our learning management system (LMS).

Through Teams, teachers can provide content and collaborate with students for quality teaching and learning, both within the classroom environment and beyond. Students have access to a central repository of content for each subject/class, as well as their own individual class notebooks for individual learning. Through this system, teachers can assign work and monitor the progress of students throughout the teaching phases.

Students are also provided with BCE email addresses to communicate and collaborate with staff and fellow students across the College.

Additional eLearning opportunities are provided to students across various Key Learning areas to enhance learning in areas such as Music (design and production), Film and Television (design and production) and Sport (analysis and performance).

Social climate

Overview

St Peter Claver College has a responsibility and commitment to provide an educational and physical environment that promotes the dignity and respect of every person. Students always have the right to feel safe and this right is legally protected (Student Protection Processes Catholic Education Archdiocese Brisbane 2019 – Education (General Provisions) Act 2006).

The College has committed to an internal process to eliminate bullying and harassment in all forms through the Gospel values that form the foundation of the College. St Peter Claver College is a 'Hands off' school and students who breach this expectation of non-violence will have their behaviours dealt with emphatically through behaviour support procedures. The implementation of the Bullying and Harassment Policy is under the supervision of the Assistant Principal Pastoral who determines, in conjunction with the relevant Pastoral Middle Leaders, and College Leadership Team members how the policy is maintained and enacted throughout the College.

Students at St Peter Claver College belong to one of four Houses and they meet daily in the Home Classes which belong to these houses. Home Classes are a vertical system where older students look out for their younger peers. In this system students build strong and lasting relationships that connects students across age, gender and cultural groups.

The College operates a Responsible Thinking Classroom to support students in their behaviour choices. Based on Perceptual Control Theory the RTC optimises learning opportunities for all students while providing a caring and supportive space for students to reflect on their choices as they learn to develop responsible behaviours.

It further reflects the dedication to the ideal of Positive Behaviour for Learning (PB4L), rights, responsibilities and consequences where students are encouraged to value the importance of building and sustaining positive relationships.

Students are supported through their holistic education by Pastoral Leaders, Home Class teachers, Counselling staff, Teaching staff and Learning Support staff. This support is at the core of the Pastoral nature of a Catholic school and the unique nature of Marist schools.

Parents, families and the wider community are provided with many opportunities throughout the school year to engage with the College and become part of the St Peter Claver community. Open Days, Parent/Teacher interviews, Education information nights, Graduations and Liturgies provide the wider College community with an opportunity to engage with the College and experience the motto of 'Concern, Love and Justice'. Newsletters, the College Facebook page and the College website provide information about the College and alert the community to all events at St Peter Claver College.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	73.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	78.8%
Religious Education at my school is interesting and engaging	49.8%
I see school staff practising the values and beliefs of my school	70.9%
My school looks for ways to improve	87.9%
Students at my school are encouraged to voice their concerns or complaints	76.0%
Teachers treat students fairly at my school	70.6%
Teachers recognise my efforts at school	79.5%
I feel safe at school	81.6%
My school helps me to respect the needs of others	86.2%
I am happy to be at my school	79.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	89.1%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	96.0%
Religious Education at this school is comprehensive and engaging	91.5%
I see school staff practising the values and beliefs of this school	95.9%
This school is well managed	88.0%
My concerns are taken seriously by the school	83.7%
This school is a safe place to work	98.0%
This school has an inclusive culture	98.0%
This school has a culture of striving for excellence	94.0%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	98.1%
Overall, I am happy with my decision to work at this school	95.9%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

- Fundamental to the growth and development of the College in 2019 has been a strong partnership with parents and carers. This has been exemplified in the following ways:
- Membership on the College Board.
- Attendance and/or membership at Parents and Friends Association.
- Volunteering in our tuckshop.
- Assistance in extra-curricular activities including Sport, Dance, Music and Drama.
- Participation in Parent Forums.
- Interaction through Parent Portals that promote effective and timely communication and participation.
- New College Facebook page.
- The Claver Academic Tracker is utilised to increase the flow of communication between the College and parents. The system automates communication home via email for a number of instances of academic progress or concern. This system speeds up the notification home, as well as notifying all stakeholders substantially faster to allow for a quicker response for the implementation of appropriate support measures for students.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

In 2019 the College was in consultation with Hydro Terra and completed a whole campus ERAMP report to consider ways of reducing the carbon footprint.

Our electricity usage of 145235 kWh is lower than 2018 indicating we are moving in the right direction. With significant building works planned over the coming years due to the continuation of the College Master Plan and increased enrolments, it would be anticipated electricity usage increases again.

With this in consideration, in 2021 the College has budgeted significant funds to allow a rollout of LED lighting into general classroom buildings. Due to affordability, this will be rolled out over three years to ensure the whole College is fitted with LED lighting. This will be a large cost to the College during rollout, but the benefits will be awarded with a reduction of costs for electrical usage. Any new building to the College will have consideration for LED lighting and the opportunity for natural light and heating to various areas of these facilities.

The College is also in consultation with solar providers on what is best for the College. A recent study of positioning on buildings and panel sizes has also been discussed and will have an allocation in the 2021 budget to further reduce the carbon footprint of the campus.

Environmental footprint indicators	
Years	Electricity kWh
2019	145235

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	143	53
Full-time Equivalents	87.3	38.4

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	18
Graduate diploma etc.**	124
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$71,793.

The major professional development initiatives are as follows:

- Curriculum Development.
- Preparedness for ATAR and new syllabus.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.1%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 88% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	90.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.2%

Average attendance rate per year level			
Year 7 attendance rate	92.5%	Year 10 attendance rate	89.2%
Year 8 attendance rate	91.3%	Year 11 attendance rate	88.9%
Year 9 attendance rate	89.1%	Year 12 attendance rate	89.1%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	95.3%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Description of how non-attendance is managed by the school

Attendance in class and the valuing of class time is enshrined in policy at St Peter Claver College. Practices and procedures to ensure that proper accountability is in place includes the following: Home Class rolls are marked daily. Students who arrive late are required to sign in at Student Reception. Subject class rolls are marked for all lessons by all subject teachers. Rolls for excursions and out of class activities are marked on all occasions. An SMS message is sent daily to parents/carers when students are absent from Home Class. A letter is sent home to parents/carers when student absenteeism falls below 90% a term. A College Liaison Officer was appointed to enhance attendance effectiveness and liaise with families. Each Semester student attendance is recorded on their Semester Report to parents/carers.

NAPLAN

Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	549.8	546.0	580.1	580.4
Writing	498.3	513.2	535.0	548.9
Spelling	538.0	545.6	567.7	582.3
Grammar and punctuation	544.4	541.7	574.2	573.2
Numeracy	549.2	554.1	586.6	592.0

Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	86
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83
Number of students receiving an Overall Position (OP)	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	51
Number of students awarded a VET Certificate II or above.	48
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	11.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	98%

As at March 2019. The above values exclude VISA students.

Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	3 (12.5%)	7 (29%)	13 (54%)	1 (4%)	0

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	14	38	17

As at March 2019. The above values exclude VISA students.

Types of VET qualifications completed by our students in 2019:

- Certificate I in Construction.
- Certificate I in Hospitality.
- Certificate II in Active Volunteering.
- Certificate II in Community Services.
- Certificate II in Engineering Pathways.
- Certificate II in Early Childhood Education and Care.
- Certificate II in Health Support Services.
- Certificate II in Kitchen Operations.
- Certificate II in Light Vehicle Automotive Mechanical Technology.
- Certificate II in Retail Services.
- Certificate II in Skills for Work and Vocational Pathways.
- Certificate II in Sport and Recreation.
- Certificate III in Beauty Services.
- Certificate III in Business Admin.
- Certificate III in Carpentry.
- Certificate III in Electrotechnology Electrician.
- Certificate III in Events.
- Certificate III in Fitness.
- Certificate III in Hairdressing.
- Certificate III in Health Services Assistance.
- Certificate III in Information, Digital Media and Technology.
- Certificate III in Shopfitting.

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The College has a well-entrenched mentoring program for all students across Years 10 to 12. Through frequent meetings our Course Mentors are able to provide aspirational post schooling pathways that are authentic and personalised. In a small amount of cases our tracking of students may lead to assisting students transition into more purposeful options outside of our traditional school environment. This is always done in a collaborative manner between College staff, the student and their parents. In many cases we also act as a mediatory for students between potential vocational locations. Typically, our students leave to pursue work opportunities that have been assisted by our Careers Department.