

St Peter Claver College,  
Riverview

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

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## Vision, Mission and Values

### Vision

To implement this Mission the College commits to forming a school community in which:

- Each individual is known and and recognised in their fullness.
- Contemporary and informed Gospel values are modelled.
- Positive attitudes toward learning and creative discovery are promoted, researched, developed and fostered.
- There is commitment among students and staff in the pursuit of learning.
- There is an open partnership between family and the College. Additionally, the College commits to students:
- Developing a personal relationship with God through prayer, education and holistic development.
- Developing their talents and striving for excellence in all they do through adherence to cogent educational frameworks, consistent evaluation of practices and the centrality of excellence in teaching and learning.
- Promoting mutual respect.
- Understanding Concern, Love and Justice.

### Mission

**MISSION STATEMENT** The Mission Statement of St Peter Claver College expresses its goals and purpose and offers a vision for which to strive: To provide a Catholic co-educational learning environment which celebrates the uniqueness of each individual, strives for excellence and acknowledges the values of Concern, Love and Justice.

### Values

St Peter Claver College is a Catholic co-educational secondary college located in Riverview and governed under the auspices of the Archdiocese of Brisbane. Founded in 1976 by the Sisters of Mercy as a Catholic secondary pathway option for primary students from Sacred Heart School, Booval, the College has a current student enrolment of approximately 1,000. The College motto, Concern, Love and Justice and its crest stand the test of time as tangible links to the early years and continue to resonate with the current College community. The Marist Brothers established an important presence in the College from early in its history with the appointment of successive principals. The College was an original member school of the Association of Marist Schools Australia from 1996 until the decommissioning of the Association in 2008, after which the College joined Marist Schools Australia. The College has a strong connection with the local Aboriginal and Torres Strait Islander people and acknowledges that St Peter Claver College is built on the traditional lands of the Ugarapul clan, Yuggera Nation. At St Peter Claver College we seek to follow a Marist Tradition fashioned from the life, work and dreams of St Marcellin Champagnat. The personal traits of Marcellin reflect the motto of the French Revolution, “Liberté égalité fraternité” to which the Champagnat family were deeply dedicated. This is also appropriate to us because we, as Christians, are revolutionaries as we proclaim the new day and the freedom of all captives regardless of whether the bonds of slavery are actual or imposed by the self. The Marist characteristics of Presence in our care, Simplicity in our practices, Family Spirit in our relationships, Love of Work in our commitment and in the Way of Mary in our faith and compassion, define us in our Mission and Identity. The Marist characteristic based on loving relationships in family underpins our pastoral and student leadership program. The metaphor here is that there will “always be a place at the table”, and that we are called “to love the children, and to love them all equally”. The culture or way of doing things at St Peter Claver is built upon the belief of the sacredness of all as expressed in the radical love from our faith tradition and story. By coming to our table families complete us, and we are enhanced by the trust

and relationship that come given and shared. Religious Education plays an important role in the curriculum and life of the College. St Peter Claver College is a Catholic community which embraces all students in the Gospel values of Concern, Love and Justice. Students' individual faith journeys are supported through the Catholic ethos of the College, Catholic rituals and Religious Education classes. Prayer and liturgy play a significant part in the life of the College. Full school liturgies mark days of special significance. Religious Education classes at each year level are based on a curriculum designed according to guidelines set down by the Archdiocese of Brisbane. Research and experience have both shown that Faith is developed most readily within a context of human concern and support. Consequently, there is great emphasis at St Peter Claver College on creating a climate of genuine care, support and friendship, a context in which good and bad times can be shared. College teachers and other staff are actively concerned for the overall welfare and happiness of all our students. St Peter Claver College is an authentic Christian community with a vibrant spirituality strengthened by cultural and religious diversity. Attuned to our times and our local context we seek to integrate faith, life and culture. A Christian pedagogy inviting learning from faith to life and life to faith is evident inside and outside the classroom.

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

#### School progress towards its goals in 2018

##### Strong Catholic identity

1. Maintain the integrity of the College as a Catholic School by centring all that we do on the "Divinity" that defines us in all contexts. The structures and processes at St Peter Claver College reflect the mission of the church recognising and celebrating the centrality of the person of Jesus. Gospel values underpin leading, learning and teaching at St Peter Claver. The defining features of Catholic schools have guided strategies across the college to strengthen Catholic identity maintaining the integrity of St Peter Claver College as a Catholic school.

##### Excellent learning and teaching

1. By the end of 2018 all teachers will consistently use effective practices in the teaching of writing so that 70% of students in Years 7 – 10 will achieve a total score of 20-24 to improve their writing using Review and Response Cycles to address students identified at risk. In 2018 we achieved the following results through the monitoring of the Writing Analysis Task (WAT):

- Year 7 – 60.2%
- Year 8 – 57.5%
- Year 9 – 60.8%
- Year 10 – 76.9%

We achieved our goal in Yr 10, but will continue to work to meet future goals in the remaining year levels. What was most pleasing was the significant improvement in results comparatively between 2017 and 2018. It augurs well for our 2019 goals.

## Future outlook

In 2019 the College has a focus on improving student academic outcomes. This will be achieved by implementing strategies and systems to encourage higher student attendance rate; monitor and encourage student engagement in their learning; increase student capacity in literacy while maintaining the College's strong stance on charity and outreach in the extended community.

The Attendance focus will be on strategies which encourage increased student attendance as well as those which will challenge students with low attendance.

Strategies implement to improvement Literacy will be informed by our data and will included capacity build of staff as well as structured systems to improve sentence and paragraph structures.

The College will implement the new ATAR system in year 11 while phasing out the OP system with Year 12 and maintain the diverse pathways available through Vocational Education.

## Our school at a glance

### School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2018:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
<b>2018</b>	968	510	458	42

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

### 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 1000 students and 76 teaching staff.

- Six line school in Years 9 to 12, seven lines for Years 7 and 8 as they transition from Primary settings:
  - There is also an extra part line where we run extra aspects like QCS Training, Personal Development, Work education & Pastoral Care programs.
- 10 day cycle (Week A and week B) with 4 periods per day + assemblies on each Wednesday.
- Lesson length varies between 65mins to 85mins 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, whilst also ensuring our current Year 12 students have adequate Authority, Authority-Registered and VET offerings 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 a number of proprietary programs for specialist subjects. The school utilised Microsoft Teams / OneNote as the backbone of our learning management system (LMS).

Through Teams, teachers are able to 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 are able to 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 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 promote the dignity and respect of every person. Students always have the right to feel safe and this right is legally protected (Student Protection Policy – 2004 Revised – Education Act 2001).

The College has committed to a process to eliminate bullying and harassment in all forms through the Gospel imperatives 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 management 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, 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. It is in this system where students build strong and lasting relationships that connects students across age, gender and cultural difference.

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 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 and Learning Support staff. This support is at the core of the Pastoral nature of Catholic school and the unique nature of Marist schools.

Parents, family 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 Inaugural liturgies provide the wider College community 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 happenings at St Peter Claver College.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	
Religious Education at this school is comprehensive and engaging	
I see school staff practising the values and beliefs of the school	
This school looks for ways to improve	
The school is well managed	
My child is making good progress at this school	
This school is a safe place for my child	
This school helps students respect the needs of others	
Teachers and staff are caring and supportive	

Teachers at this school expect my child to do their best
Teachers and staff relate to students as individuals
The teachers help my child to be responsible for their own learning
My child is motivated to learn at this school
I can talk to my child's teachers about my concerns
This school offers me opportunities to get involved in my child's education
My child's learning needs are being met at this school
I am happy with my decision to send my child to this school

### 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 2018 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.

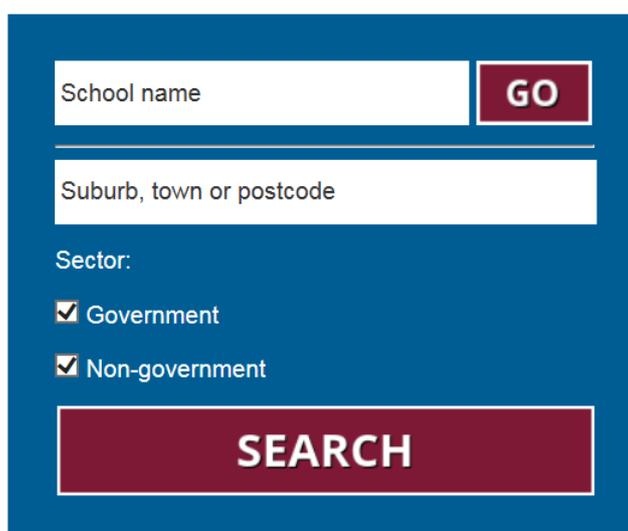
## School funding

### 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

### Find a school



Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	87	45
Full-time Equivalents	83.8	37.9

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	18
Graduate Diploma etc.**	69
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 2018 were \$58,932.14

The major professional development initiatives are as follows:

A significant portion of staff professional development in 2018 was dedicated to supporting staff in their readiness for the implementation of the new Queensland curriculum for Year 11 2019. In order to gain confidence and compliance with all new syllabus, assessment and reporting requirements for all Year 11 subjects commencing in 2019 Teacher were required to develop significant understanding of the new syllabus, as well as production of a number of key planning documents ready for implementation.

Two other key initiatives in terms of professional development was ongoing development of teachers in terms of pastoral care and student support. With such a significant number of students requiring ongoing and additional support, it is necessary for professional development funds to be allocated to ensure that the highest level of care is provided to student both in and out of the classroom.

### Staff attendance and retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.8 %

#### Proportion of staff retained from the previous school year.

From the end of the previous school year, 86.3% of staff was retained by the school for the entire 2018.

# Performance of our students

## Student attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	87.7 %

\*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 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	91.8 %	88.8 %	87.5 %	87.9 %	86.6 %	83.8 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

### 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 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	537.9	541.5	584.0	583.8
Writing	477.0	505.3	521.0	542.3
Spelling	542.4	545.2	586.8	583.3
Grammar & Punctuation	537.0	543.9	580.8	580.1
Numeracy	533.7	548.2	574.9	595.6

## Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	162
Number of students awarded a Queensland Certificate of Individual Achievement.	1
Number of students receiving an Overall Position (OP)	44
Percentage of Indigenous students receiving an Overall Position (OP)	0.08%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	149
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	66.6%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	90.9%
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.	13.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	11%	41%	38%	9%	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	25	60	39

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

Types of VET qualifications completed by our students in 2018:

- 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.

### Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82.1 %

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student destinations

### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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 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 school 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.