

SCHOOL PROFILE

School name St Peter Claver College

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Principal's foreword

St Peter Claver College is the only Catholic co-educational secondary college in the Ipswich/Riverview and greater western region of the Brisbane metropolitan area. The central commitment of the college is to provide diverse, inclusive and effective academic educational opportunities to all students, and for them to engage with a rich spiritual, cultural, artistic, academic and sporting extra-curricular regime of activities. St Peter Claver has an outstanding reputation for genuine and effective engagement in the local community. Our Catholic identity is foundational for all that occurs in the College and it also draws inspiration from its Marist identity where the ministry of education is all inclusive of every faith-filled virtue. The rich multicultural tradition of the College is evident and celebrated in all the European Australian, Aboriginal and Torres Strait Islander, Polynesian, Asian, South American and African influences shared so beautifully by the students. The College is powered by an ideal for education based on the fundamental belief in the goodness and uniqueness of every student. In this ideal the dedicated and talented staff have ensured that the variety of subject options, the many pathways to the future and the rich Catholic culture that is inclusive in its care and vision for all the community members, are noted as being ground-breaking and of the highest calibre by any measure.

School facts

St Peter Claver College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 980 Girls: 512 Boys: 468

Characteristics of the student body

St Peter Claver College draws its students from the central and wider Ipswich region and Brisbane western corridor. In 2015 student enrolments in Year 8 came from 32 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 mutual respect, courtesy and genuine care 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 in the academic domain or vocational areas, or a combination of both. The Arts and ready celebratory disposition of the students provide a life-giving background for life and mutual respect free of discrimination or bias.

Social climate

Students at St Peter Claver College belong to one of four Houses and meet daily in their Home-Class in vertical groups with the older students looking out for their younger peers. The Vertical House System creates meaningful connections and builds strong and lasting relationships that cut across year levels and cultural difference. The College also 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. The College strives to create an environment where bullying behaviour if encountered is treated very seriously and addressed emphatically and justly to ensure students, families and teachers work towards appropriate resolutions that reflect 'Concern, Love, Justice'.

Curriculum - our distinctive offerings

Education at St Peter Claver College is designed to foster the holistic development of each individual in spiritual, personal, academic, physical, cultural and social dimensions. The Curriculum at the College provides a broad, quality education for all students as well as offering significant choices so that each student may pursue areas of special interest. All subjects include a strong literacy focus and teachers implement a coordinated approach to literacy development that is core to all curriculum areas. Year 7 is a time to sample the diverse range of elective subjects on offer in the College while starting on the study of Core Subjects that will continue to Year 10. In Year 8 and 9 students then begin the process of selecting specialized courses that suit their interests. Before commencing Senior Studies each Year 10 student will meet with their Learning Mentor to complete a Senior Education Transition Plan. Their Learning Mentor will provide guidance and assistance throughout their senior years ensuring that students are on track in their endeavour to fulfil their customised pathway. The development of Middle Years and Senior Years frameworks for learning in the College are widely regarded as being at the forefront of educational development and refinement in the State. This developmental commitment ensures that the College is always adapting and developing so that all students may learn and grow.

Curriculum - our extra curricula activities

St Peter Claver offers a rich and diverse extra-curricular program. Students may elect to participate in a variety of team and individual sports in the Winter and Summer CISSSA Sports Competition. The College also enters Rugby League, Netball, Soccer and Futsal teams in regional and state competitions. Through these competitions students are identified and selected in regional, state and national representative teams. The College also offers opportunities for students to excel in the Performing Arts. In 2014 the College gained recognition as a School of Excellence in Dance achieving outstanding results in regional eisteddfods. Students also expressed their artistic talents in theatre, drama, music, choir and band through special events and programs convened throughout the year. Academic and social clubs such as Orion, Culture, Chess, Technology and Debating are but a few more avenues provided.

Parent, student and teacher satisfaction

In 2015 the College reviewed four areas of College life in accordance with the Brisbane Catholic Education Cyclical Review process and evidence gathered from parents, students and teachers show that there is a high degree of satisfaction in the following areas:

1. Social Action and Justice
2. Curriculum Design and Implementation in Middle Years
3. Student wellbeing and Pastoral Care
4. Partnerships and Relationships
5. Finance and Facilities

These areas of strategic focus are part of comprehensive strategic cyclical planning and consultation. This ensures both the dynamism and relevance of College service, goal setting and living into our rhetoric.

Parent engagement

Fundamental to the growth and development of the College in 2015 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 working bees, tuck shop duty and/or uniform shop.
- Assistance in extra-curricular activities including sport, dance, music and drama.
- Attendance at Parent Information Nights and Parent Teacher Interviews.
- Participation in special parent forums
- Interaction through development of Parent Portals that promote effective and timely communication and participation.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

The College has just completed a \$12m Master Plan that has produced new Library, Middle Years, Technology, Visual Arts and Student Amenities suite of buildings. These projects have been completed with the central goal of promoting effective teaching and learning that facilitates effective support of varied pathways into life after school.

The College has also completed the development and implementation of a whole-of-school educational framework that is positioned to deliver improved literacy and numeracy outcomes, excellent achievement in STEM disciplines, promotion of the visual and performing arts, and improved trade and allied health vocational pathways.

At the centre of the College are its young women and men, and there has been concerted and expert commitment to the holistic development programs for our students as bright, courteous, perceptive and respectful citizens.

Future outlook

The future will continue the pedagogical development and commitment to improved outcomes through professional and effective engagement in the context of modern and measurable pedagogy.

The next Master Plan has been release and it will deliver a \$30m enhancement of facilities over the next 15 years.

STUDENT OUTCOMES

Whole school attendance rate 92.00 %

Prep attendance rate	%	Year 7 attendance rate	95.00 %
Year 1 attendance rate	%	Year 8 attendance rate	93.00 %
Year 2 attendance rate	%	Year 9 attendance rate	93.00 %
Year 3 attendance rate	%	Year 10 attendance rate	91.00 %
Year 4 attendance rate	%	Year 11 attendance rate	90.00 %
Year 5 attendance rate	%	Year 12 attendance rate	88.00 %
Year 6 attendance rate	%		

Management of non-attendance

Specific monitoring programs and regimes of actions to address absenteeism effectively has developed. The College will monitor data and implement explicit processes to address this aspect of student life. Home-Class rolls are marked daily - Student 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 a students is absent from Home-Class - A letter is sent home to parents/carers when student absenteeism falls below 85%/Term - Each Semester student attendance is recorded on their Semester Report to parents/carers - The College follows the BCE guidelines and procedures to improve student attendance.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Grammar & punctuation				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	528.49	541.00	567.58	580.60
Writing	496.46	514.70	511.73	548.40
Spelling	540.25	542.90	566.48	580.30
Grammar & punctuation	532.41	540.20	557.71	570.30
Numeracy	531.13	549.50	571.73	588.80

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	95.0	%
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Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	160
Number of students awarded a Queensland Certificate Individual Achievement	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12	154
Number of students awarded one or more Vocational Educational Training (VET) qualifications	92
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	51
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	86.0 %
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	98.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	94.0 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15		
OP 1-5	OP 6-10	OP 11-15
8	13	23

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework		
Certificate I	Certificate II	Certificate III or higher
29	60	30

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	93	53
Full-time equivalents	88.80	36.97
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	23
Post Graduate Diploma/ Certificate	0
Bachelor Degree	69
Diploma/Certificate	0

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 6,771.00

The major professional development initiatives were as follows

Student protection and Pastoral Care of young people - Use of technology - Explicit Teaching and Learning - Visible Learning, FIT Framework for Learning - Responsible Thinking Process - VET Certifications - WHS - Professional Practices

Average staff attendance rate The staff attendance rate was 95.85 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 95.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

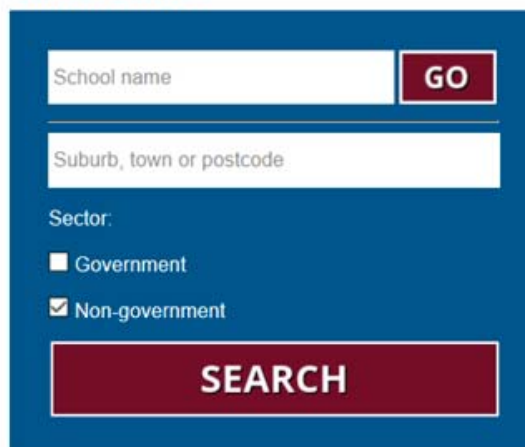
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. The 'School name' field has a red 'GO' button to its right. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected). At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.