

School Name St Peter Claver College

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Principal's Foreword

Introduction

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 college commitment 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 multi-cultural 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 Profile

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 1045

Girls 550

Boys 496

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. 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 Arts and ready celebratory disposition of the students provide a life-giving background for life and mutual respect free of discrimination or bias.

Our distinctive curriculum 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.

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.

How Information and Communication Technologies are used to assist learning

The College's 1:1 laptop program has provided students with a range of opportunities. At the simplest end of the spectrum students now have ready access to the power of computers and constant connection with the INTERNET and communication tools. The ICLTs have also enabled teachers to explore a range of creative assessment instruments, collaborative working environments and 24-7 access to subject resources. Self-paced, self-motivated and self-monitored lessons; the use of accessibility tools to assist students; or an increased customisation of the subject to incorporate students' interests are now possible. Finally ICLTs have allowed for the creation of new co-curricular activities such as a computer games developer group, and a socio-political simulation, just to mention a few options.

Inter-connectivity among teachers, students and families ensure that up-to-date and pertinent information sharing is promoted.

Social climate inclusive of pastoral care and our response to bullying

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'.

Parent, student and teacher satisfaction with the school

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 involvement in their child's education

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

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	98	49
Full-time equivalents	94.23	34.50
Aboriginal and Torres Strait Islanders	1	

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	1
Masters	12
Post Graduate Diploma/Certificate	16
Bachelors Degree	67
Diploma/Certificate	2

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 70,637

The major professional development initiatives were as follows

- Explicit Teaching Frameworks.
- Curriculum specific development and research.
- Pastoral Care.
- Responsible Thinking Framework.
- Effective Pedagogies.
- Catholic Identity and effects within curriculum.- Leadership Development
- Inclusive practices
- Effective Teaching and Learning in the DELT and other frameworks
- Middle Years of Learning Team Building and development of Teacher Leadership

School Income by Funding Source

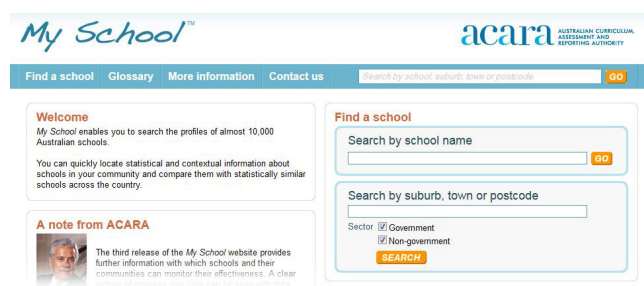
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.



Average staff attendance rate

The staff attendance rate was 95.22 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 92.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	92.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	95.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	94.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	91.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	92.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	89.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	90.00 %
Year 6 Attendance Rate	%		

Policy and practice to manage student attendance

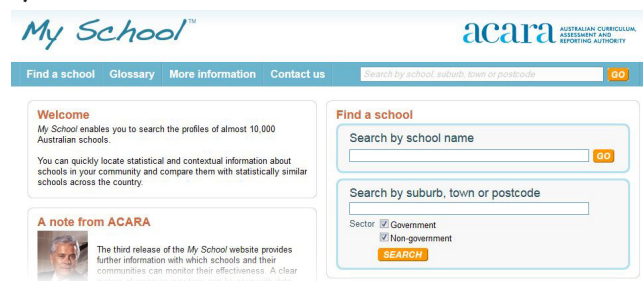
Attendance in class and the valuing of class time is enshrined in policy at St Peter Claver College. Practices and procedures to ensure that proper accountability is in place includes the following:

- Home-Class rolls are marked daily.
- 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 Brisbane Catholic Education guidelines and procedures to improve student attendance.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

94.79 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	182
Number of students awarded a Queensland Certificate Individual Achievement.	6
Number of students receiving an Overall Position (OP).	67
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	90
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	168
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	73.0 %
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.	95.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	88.0 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
7	18	24	15	3

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
34	37	45

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.