



**St Peter Claver College,
RIVERVIEW**

Annual Report 2021

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



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Principal's foreword

The 2021 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.

St. Peter Claver College is a Catholic Co-educational Secondary College in Riverview Qld conducted by the Archdiocese of Brisbane. It commenced in 1976 and presently has a student enrolment of approximately 1087. The College is located amidst a pleasant bush setting on the intersection of major road and rail networks. The College is named in honour of the Spanish Jesuit priest Saint Peter Claver, who spent forty years of his life attending to the physical and spiritual needs of African and Indian slaves in Colombia, Latin America. The College's strong sense of pastoral care derives its meaning from the example of St Peter Claver who lived to serve the poor and marginalised. The Marist Brothers were integral in the early post-foundational years of the College. The College has a deep and abiding commitment to embracing the charism of Saint Marcellin Champagnat and seeing and understanding the world 'in the way of Mary' - a testament to the legacy of the Marist Brothers. Each of these key people and their stories help to enrich the College's understanding of its motto, Concern, Love and Justice. There is a rich and diverse ethnic and cultural mix of students within the College and inclusion is celebrated in dance and ritual. St Peter Claver College which is built on the traditional lands of the Ugarapul clan, Yuggera Nation, has a strong connection with its Aboriginal and Torres Strait Islander people. The College has a focus on Teaching and Learning with academic results above the state average. The College has a strong sporting tradition and wide cultural offerings in Dance, Drama, Music and public speaker. The College boasts a state-of-the-Art Trade Training Centre in Construction and a dynamic Careers and VET program. The College's ten-year Master Plan will see a new Performing Arts precinct and new Trade Training buildings constructed in the near future. The College now has enrolment waiting lists for all year levels.

School progress towards its goals in 2021

By the end of 2021, the College had achieved the following goals:

- Formation of Cultural Walk - As this was a student initiative it is still in the planning stage. However, we plan to have Stage One the 'Yarning Circle' completed this year.
- Staff spiritual formation – We completed Professional Developments for all staff, but this will be ongoing. Some examples are 'Marin Lectures' and 'Cultural Sensitives'.
- Student spiritual formation:
 - Catholic perspectives are embedded in all subjects.
 - Religious Education is compulsory in all Year Levels.
 - We conduct an immersion program at Cherbourg and have extensive outreach programs e.g. 'Rosies' and 'Blind Eye'.

- Focus on Literacy and Numeracy improvement – created a Middle Leadership position. NAPLAN results for Reading are outstanding. We also use 'Write that Essay' and 'Writing Analysis Tool'.
- Focus on differentiated instruction – Differentiation is an emerging goal for us, but all staff have accessed Professional Development and we are embedding processes.
- Curriculum Leaders conducting instructional walks and talks – CLT have continued to do walks and talk and are now monitoring Middle Leaders who have also started this process.
- Focus on 'Assessment Capable Learner' for ATAR and NAPLAN – Outstanding success in this area as witnessed by improved results.
- Staff Voice – The College has provided three Staff Forums, Twilights, and surveys.
- Parent Voice – has increased through a stronger P & F and the addition of Parent Forums and more events.
- Student Voice – we participated in a pilot program which has been very successful. Student voice is sought by Classroom Teachers, Pastoral Leaders and the College Leadership Team.
- Digital diaries – The company we have used in 2021 has become insolvent, so we are looking at new options for 2022.
- Communication App – we now use the BCE App.
- Parent Portal – has been updated to ensure currency.
- Parent Forums – Very successful on Elevate a study program other have been on Literacy program.
- Cultural Awareness – The college has renamed the renovated Multiple Purpose Centre to the Va Pasifika. The College hosts Harmony Day and also offers professional development to Staff.
- Gender diversity – Staff have had professional development and we acknowledge this with students thru posters, staff lanyards and safe places in counselling and pastoral.
- Students with disability – the site is compliance for students with physical disabilities. We have a SITE/Case Manager for each year level. We access outside professionals such as Speech Pathologists and Occupational Therapist.
- Student voice – We have an Assistant Principal who runs regular meetings with students to head their vice. We have surveyed the student body on many issues.
- Teachers & Staff – We build collegially in a number of ways e.g. hospitality, staff days and regular communication.
- Families – we get positive feedback on our communication through social media platforms, CAT emails.
- Community Partnerships – we have numerous some official such as RTOs, USQ and other universities and many less formal such as 'Brothers Leagues Club', Ipswich soccer, etc.

Future outlook

The College's Annual Implementation Plan for 2022 is as follows:

Catholic Identity

- Strengthening Catholic Identity through Staff spiritual formation by end of 2022.

Learning and Teaching

- Continue to improve Literacy of students with a focus on writing and a greater emphasis on reading.
- By the end of 2022, 90% of our students will have an attendance rate of 90% or above.
- By the end of 2022, we will have embedded a systematic approach to school wide differentiated instruction.

Wellbeing

- Maintain high levels of staff and student wellbeing supported by Voice and Wellbeing initiatives.

Our People

- By the end of 2021, we will have implemented an annual professional development which aligns to the AITSL Standards.

Diversity and Inclusion

- Continue diverse and inclusive practices across the College.

Organisational Effectiveness

- Differentiation.
- Capital Projects.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1100	595	505	67

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

St Peter Claver College draws its students from the central and wider Ipswich region and Brisbane western corridor. In 2020 student enrolments in Year 7 came from 28 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, Futsal, Netball and increasingly becoming competitive in a wide range of emerging sports.

Curriculum implementation

Curriculum overview

- Curriculum caters for over 1100 students and 98 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 QCE system whilst still meeting ACARA requirements.
- Curriculum mentoring of students happens across all year levels with an intensive focus from Year 10 onwards.
- The implementation of our curriculum ensures that all students in all years levels are able to access their learning entitlement via 7-10 Australian Curriculum or Senior General, Applied or VET based subjects. The curriculum focuses on quality differentiated teaching practices to ensure students continue to grow as learners every day in every class.

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

Through Teams and OneNote, 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 also use the Teams environment to submit drafts and final tasks.

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

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

Classes are also able to avail themselves of a variety of value-adding technologies to enhance learning, including virtual reality headsets, electronic kits and resources, drones, iPads, filming equipment and podcast / recording studio.

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 (through actions in person or online, verbal or physical) will have their behaviours dealt with 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. The Pastoral team (consisting of Middle Leaders assigned to each Year Level) develop relevant programs to be delivered in personal development classes covering a issues that are relevant to our students lives both within and outside the classroom.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	95.7%
School staff demonstrate the school's Catholic Christian values	96.2%
Teachers at this school have high expectations for my child	96.5%
Staff at this school care about my child	96.1%
I can talk to my child's teachers about my concerns	94.9%
Teachers at this school encourage me to take an active role in my child's education	85.4%
My child feels safe at this school	97.8%
The facilities at this school support my child's educational needs	97.2%
This school looks for ways to improve	98.2%
I am happy my child is at this school	98.3%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	64.4%
I enjoy learning at my school	85.2%
Teachers expect me to work to the best of my ability in all my learning	96.1%
Feedback from my teacher helps me learn	90.1%
Teachers at my school treat me fairly	81.1%
If I was unhappy about something at school I would talk to a school leader or teacher about it	56.6%
I feel safe at school	84.3%
I am happy to be at my school	82.0%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	95.1%
School staff demonstrate this school's Catholic Christian values	95.0%
This school acts on staff feedback	86.1%
This school looks for ways to improve	98.3%
I am recognised for my efforts at work	87.7%
In general students at this school respect staff members	96.7%
This school makes student protection everyone's responsibility	99.2%
I enjoy working at this school	99.2%

[#] '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 2021 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.
- 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.
- 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.

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 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

Search by school name or suburb

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	100	60
Full-time Equivalents	94.7	43.7

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	18
Graduate diploma etc.**	82
Bachelor degree	0
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- Content creation and Online Resource Development
- Microsoft Teams / OneNote Advanced Features
- NCCD Compliance
- Early Career Teacher Development
- Catholic Perspectives
- Student Wellbeing
- Staff Cert3 Fitness Qualifications
- Abilities-based Learning and Educational Support
- Middle Leadership Development
- Consistency of practice
- Differentiation practices in the classroom
- Literacy Improvement Programs (Write That Essay).

The proportion of the teaching staff involved in professional development activities during 2021 was 96.4%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.4%

Average attendance rate per year level			
Year 7 attendance rate	93.8%	Year 10 attendance rate	92.7%
Year 8 attendance rate	92.2%	Year 11 attendance rate	93.3%
Year 9 attendance rate	93.0%	Year 12 attendance rate	93.1%

*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.

Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	96.7%

Description of how non-attendance is managed by the school

Attendance in class and the valuing of class time is supported by our Attendance Policy and Procedures at St Peter Claver College. These procedures include the marking of the roll at the start of the day in home class and in each lesson throughout the day. If a student is noted as absent unexplained families are notified of this absence via a text message that is sent to the mobile phone number of their choice. Students who arrive late or have permission to leave early (with explanation provided by parents) sign in/out of the student desk via the ALLE system. Students who do not have permission provided by their legal guardian to leave the school grounds early will not be allowed to leave school until this permission is granted. For activities that are out of normal schooling (e.g. camps, excursions) rolls are taken periodically throughout the time away.

In the event that a student's attendance is dropping, a number of measures are taken by the school. First, an email is sent to the legal guardians (at 5 absences) to alert them. If absenteeism increases or a pattern develops around non-attendance, formal letters are sent as per BCE process. In the case of school refusal, meetings are held with legal guardians and school representatives to construct an attendance plan. This plan may include a number of stakeholders (including outside agencies such as psychologists) to support the students return to learning. The St Peter Claver Attendance procedure is supported by liaison officers who assist in discussions with students and their families (especially where a language barrier exists). Each Semester, students individual attendance is recorded on their Semester Report to their legal guardians.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

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

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	
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- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'NAPLAN' to access the school NAPLAN information.

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

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	144
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	102
Number of students awarded a VET Certificate II or above.	79
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Number of students receiving an ATAR	76
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	97%

As at April 2021. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

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.

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 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.