



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Padua College

62 Oakbank Road, MORNINGTON 3931

Principal: Kelly McGurn

Web: www.padua.vic.edu.au

Registration: 501, E Number: E1051

Principal's Attestation

I, Kelly McGurn, attest that Padua College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 18 Jun 2025

About this report

Padua College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

PADUA COLLEGE MISSION AND VALUES

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay.

Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua.

In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition.

We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

Our Core Values:

1. We welcome and affirm
2. We inspire growth of the whole person
3. We create a love of learning
4. We build positive relationships
5. We embrace diversity
6. We show compassion for those in need
7. We reconcile and forgive
8. We work for a just and peaceful world

College Overview

Padua History

In 1898 the Sisters of Mercy opened the College of Our Lady of the Sea Boarding School for Young Ladies in Tanti Avenue, Mornington. The Sisters quickly followed with Padua House Preparatory School for Little Boys, which they established in 1899. The name Padua College was assumed in the 1940s. From these small beginnings, Padua College has grown to a thriving three- campus Catholic community on the Mornington Peninsula.

The Oakbank Road, Mornington Campus of Padua College was founded in 1975. In 1987 the Rosebud Campus was established at Inglewood Crescent and in 2014 the Tyabb Campus opened on Frankston-Flinders Road, Tyabb.

The administration of the College passed from the Sisters of Mercy in 1976 to lay principals, including Mr Bernard McDowell (1977-1983), Mr Peter Gurry (1984-1995), Mrs Patricia Cowling (1996-2000), Mr Christopher Houlihan (2001 - 2015) and Mr Anthony Banks (2016 - 2022). Following a period in the role of Acting Principal, Ms Kelly McGurn was appointed as Principal from Term 2 2023.

Padua Now

Padua College is a Catholic, co-educational secondary College situated on the Mornington Peninsula, approximately 1 hours' drive south of Melbourne. The College provides for the children of approximately 1,920 families from Mt Eliza, across to Western Port and south to Portsea. For over a century, Padua College has consistently offered students the very best education and pastoral care, always remaining true to the Catholic ethos. Students are encouraged to reach their fullest potential, to *'dream great dreams...where if we persevere, we conquer all'*.

Chapels

Chapels at both the Mornington and Rosebud campuses provide settings for reflection and regular Eucharistic and Liturgical celebrations. A dedicated sacred space for reflection and liturgies has also been created in the Tyabb Campus.

Campuses

Padua College has four Campuses on three distinct sites; Year 7 to 9 and Year 10 to 12 at Mornington, Year 7 to 9 Campus at Rosebud and Year 7 to 9 Campus at Tyabb.

The College provides our students with individual care and support, specifically within their smaller 'House' community, where each student is known. All of our students benefit from the extensive facilities and subject offerings of the larger College network. Facilities include beautifully maintained and developed bird hide and wetlands areas, as well as natural

bushland that are a feature of each Campus. The College prides itself on its ability to provide up-to-date facilities and resources in all curriculum areas.

Students at Year 10 – 12 may choose to undertake various courses of study including the Victorian Certificate of Education (VCE), the Victorian Major (VM) and Vocational Education and Training (VET).

Padua College Offers

- a strong pastoral care program at all levels
- an excellent curriculum in an environment where our young people are encouraged to journey in growth together
- a wide range of school-based activities within the classroom as well as extra-curricular activities beyond the classroom

Students are encouraged to pursue numerous leadership opportunities offered in such groups as the Senior School Council, Junior School Councils, Liturgy Teams, Peer Mentors, Respectful Relationships, Community Service and Justice Action Groups.

Padua College - The Future

The Padua College North Star encompasses our College Mission Statement and our Core Values, sitting alongside our wish for every member of the Padua College community to recognize and embrace their God given talents; to use these talents to be the best person they can be so that they can have a positive impact on the world.

At the beginning of 2019, the first stage of the Master Plan, the Whyte Senior Learning Centre, was opened. In 2022, Stage 2 of the Master Plan, a state of the art Performing Arts Centre was opened; followed by Stage 3, a two storey Year 7 and 8 Learning Centre, was completed and ready for occupation for the commencement of the 2024 school year. It is planned that the remaining Masterplan Stages will take place over the coming 10-15 years.

The Educational Strategic Plan Mark II was completed in 2023 and implementation occurred throughout 2024.

Principal's Report

Throughout 2024 we were guided by the theme : *"May the love you have in your hearts be shown outwardly in your deeds."* This message permeated every corner of our school community, reminding us that love is expressed not only through words but through the actions we take, both big and small. Our theme encouraged us to slow down and think about how we can show care, kindness, and support for one another.

During the year, the Olympic and Paralympic Games provided a powerful lens through which allowed us to explore our theme more deeply. These global events are a celebration of human strength, perseverance, and achievement. But they also remind us of the countless individuals who work behind the scenes, those who support the athletes, and those whose efforts, while no less extraordinary, might go unnoticed by the world at large.

We often hear athletes speak about their motivations. While some are driven by the desire to win, many express a deeper sense of purpose. They compete not only for personal glory but to inspire others, to represent their countries with pride, and to honour those who have supported them along the way. These athletes remind us that success is not measured solely by medals or records but by the positive impact we have on those around us.

While the athletes are the ones who step onto the track, into the pool, or onto the field, their success is a team effort. Behind every Olympian and Paralympian is a network of people who support them throughout their journey. Coaches, medical staff, nutritionists, psychologists, and teammates all play vital roles in ensuring that the athletes are prepared to perform at their best. These individuals exemplify our 2024 theme by showing love through their selfless dedication.

Families are often the unsung heroes in an athlete's journey. Parents, siblings, and partners provide emotional and financial support, often making significant sacrifices to ensure their loved ones can pursue their dreams. These families embody the idea that love is not just about grand gestures but about the day-to-day actions that often go unnoticed — the early morning drives to practice, the words of encouragement after a loss, and the unwavering belief in the athlete's potential. In education, families too play this vital role, offering the same unwavering support and dedication, from helping with homework and attending school events to providing a foundation of love and encouragement that helps students reach their full potential. We are deeply grateful to our Padua families who also provide this invaluable support.

One of the most important lessons we can take away in reflecting on the Olympic and Paralympic Games is the significance of the journey itself. Often, we focus so much on the destination — the podium, the gold medal, or breaking a world record — that we forget the value of the path that leads there. For many athletes, the years of preparation, training, and

personal growth hold far more meaning than the outcome of any single competition. These athletes speak about the friendships they've built, the skills they have developed, and the moments of character-building that occurred along the way. Even for those who win medals, they often reflect that the most rewarding part of their experience wasn't the medal itself but the journey that brought them there. As we farewelled our 2024 cohort of Year 12 students, their journey through school life was not dissimilar. The values they have embraced, the experiences they shared, and the friendships they formed will hold lasting significance, often proving to be more meaningful than any single achievement. Like the athletes, it is the growth, learning, and memories along the way that shape their future and leave a lasting legacy.

Throughout the year we may have specific goals we want to achieve — academic success, leadership roles, or athletic accomplishments — but it's the journey that truly shapes us. We reflect not only on our accomplishments but also on the character and values developed throughout the pursuit of our goals. The experience of secondary school, with its inherent challenges and occasional setbacks, plays a vital role in shaping our personal values and character. It is often through overcoming these obstacles that qualities such as resilience, humility, and a profound sense of fulfillment are cultivated. The dedication and passion that students bring to their learning, along with the insights gained from their experiences, contribute to personal growth that far surpasses any final grade or recognition. Similar to athletes, while the end goal is significant, it is the journey that facilitates genuine transformation and defines who they ultimately become.

As we closed the chapter of our school year, we carried forward the lessons we learned from our theme and our reflection of the Olympic and Paralympic Games. We continue to show the love we have in our hearts through our actions — not just in grand gestures but in the small, everyday deeds that uplift those around us. Whether we are pursuing our own dreams or supporting others in theirs, let us always remember that true success lies not in what we accomplish alone but in the love we share and the impact we have on the lives of others.

It is important to recognise not only the significance of the journey but also the successes achieved throughout the year. As we celebrate all that we have accomplished together as a College Community this year, I sincerely thank the 2024 Student Captains Yasmine McCoy and Oscar Donnelly, and Vice Captains Maya Denvir and Jack Galvin, for their outstanding leadership of the student body. Their dedication was a source of inspiration throughout the year, and I extend my best wishes to them, and the Graduating Class of 2024, as they embark on life beyond Padua.

I wish to thank each of the members of the School Advisory Council (SAC) for their work throughout 2024 and for their continued support: Catherine Cluning, Jamie Cooke, Penny Farmer (Chair), Michael Hoyer, Fr Geoff McIlroy (President of the Association of Canonical Administrators), Maree Leydon, David Lawn, Margaret McInnes, Christophe Menagé, Steve Peart, Michael Storr (Deputy Chair), Craig Turner, Catriona Warmbrunn (joined during 2024) and Carolyn Cockerham who all contribute so much of their time and expertise to the

Council. I would also like to thank Anthony Whitty who resigned from the SAC at the end of 2023 after three years of dedicated service.

Fr Geoff McIlroy, in his role as President of the Association of Canonical Administrators continued his work in strengthening the relationships between our parishes and our College and I have been fortunate to work alongside him. I wish to thank Fr Geoff for his personal support of me as well as our College community.

I thank the members of the College Improvement Team for their dedication and continued exceptional efforts work in supporting students and staff, in ensuring they all achieve their best. I extend my thanks to all members of the team: Ms Marjorie Canal (Executive Vice Principal), Mr Michael Hoyer, Mr David Lawn, Ms Angelian Ranson Mr Matthew Williams, Mr Sam Wright, Ms Tina Lunny, Ms Caroline Jeremiah, Mr Phil Helisma, Ms Lisa Modd, Mr Stephen Veneris, Ms Cathy Moloney and Mrs Carolyn Cockerham as they continue to share their gifts, talents and knowledge with their colleagues and our students.

Finally, I once again would like to thank our all families who make up our Padua community. I thank you for entrusting the education of your child to us and I look forward to continuing to work in partnership with you as we all strive to empower our young people to recognise and utilise their God-given talents, be the best that they can be, and make a positive impact on their world.

Heartbreakingly, on Friday, October 4, we lost our beloved teacher and colleague, Ms Sinead Ryan. Sinead had a deep connection to Padua College, having been a former student, colleague, and cherished friend. First and foremost, Sinead was a loved and adored mother, wife, daughter, and sister.

As an exceptional teacher and leader, distinguished by remarkable intelligence, courage, empathy, and humility, Sinead was an extraordinary individual whose positive impact resonated profoundly within our community. She held an unwavering belief in the potential of every young person and served as a dedicated mentor and guide, earning the admiration of her peers and students as an inspiring leader. She nurtured, challenged, and inspired others to believe in themselves and strive for more.

Sinead's joyful spirit, kindness, and unwavering dedication touched the lives of students, staff, and the broader community. Her loss is deeply felt, yet the love and strength of our community stand as a testament to the strong connections she fostered. In honouring her memory, we are reminded of the lasting impact that such a passionate, dedicated and compassionate teacher can have on the hearts of so many. Sinead's legacy will continue to inspire us as we keep her and her family in our thoughts and prayers.

Eternal rest grant unto Sinead, O Lord, and let perpetual light shine upon her.

May Sinead rest in peace. Amen.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals and Intended Outcomes

Goal from the Annual Action Plan was to provide a contemporary Catholic place of learning through an encounter with the Catholic Christian tradition. Key strategies for 2024 were to continually articulate and celebrate the Catholic Identity and Mission of the College; to make further connections between Catholic Social Teaching and policy/decision making, Mercy and Franciscan charisms, House pastoral system, implement student leadership portfolios, and to continue to develop the relevance and engagement in Religious Education across Padua College.

Achievements

In 2024, there was a continual focus on Catholic Identity within the College community, particularly in terms of communication in the various forms of Padua College social media and publications. Every opportunity was taken to re-emphasise the College Mission and Vision statement, and staff were encouraged to engage with Melbourne Archdiocese Catholic Schools (MACS) whenever considering professional learning, accreditation opportunities or other programs.

Work continues in the development of Religious Education courses and curriculum to better engage students in their learning. RE courses were reviewed with the re-writing of the curriculum in line with the MACS Religious Education Curriculum (currently being reviewed by MACS in 2024).

The College continues to actively encourage staff to gain formal qualifications to Lead and to Teach Religious Education, with many staff achieving this in 2024. MACS has promoted networking of schools across curriculum areas, and Religious Education has such a network spanning the primary and secondary years. Padua College is an enthusiastic supporter of these networks.

One of the key focus areas at Padua College is the active concern and appreciation of the quest for social justice in society. Indeed, this is one of the characteristics we seek to develop and expect to witness in the young people we graduate from Padua College. The Social Justice program and student leadership positions aligned to it was evaluated, and plans implemented to refresh Social Justice initiatives. The College supported key Catholic organisations through our Fundraising and Social Justice policy such as CARITAS through

Project Compassion, St Vincent de Paul, Catholic Mission and many others aligned to our Mercy and Franciscan charisms.

Value Added

- Continued work on the Mercy and Franciscan charisms of the College.
- Substantial increase with opportunities to celebrate the Eucharist. All 24 Houses across the College participated in a House Mass or Liturgy.
- Increased Year 12 Retreat focus on the story and legacy of College patrons and founders.
- Year 10 Servant Leadership Day.
- Year 10 Wominjeka Day – welcome to the Senior School learning about House Charisms.
- Blessing and Opening of our new Coolock Learning Centre, Mornington Campus – named from our Mercy charism.
- Staff involvement with Peninsula parish outreach such as St Macs Café.
- Increased involvement with the Victoria Mercy Education Network. Padua Mission and identity staff on the planning and executive committees.
- Creation and development of student leadership positions – Mission Captains and Liturgy Captains across the four campuses.
- Catholic Action Program increased partnership with local Aged Care facilities.
- Continuing development of the Religious Education curriculum in terms of range of courses and pedagogy within the courses.
- Continued development of Social Justice projects and initiatives.
- Inclusion of a 'Camino' walk on Padua Day with banners depicting the story of St Anthony of Padua.
- Increased record keeping and developed staff awareness of Accreditation status for staff across both MACS Policy 1.6 Accreditation to Teach in a Catholic School and MACS Policy 1.7 Accreditation to Teach Religious Education and Lead in a Catholic School.
- All staff professional learning on Catholic Identity – focus on our point of difference.
- Key involvement as a flagship school with Catholic Identity for Catholic School Parents Victoria.
- Increased presence of Catholic Identity at Padua College through social media and publicans.
- Creation of 'Ten Minutes with Jesus' lunchtime prayer opportunity for students.
- Catholic Action Program partnership with Westernport primary schools.
- Mission Captain participating in the MACS/ACU student leader program to Rome and the UK

Learning and Teaching

Goals & Intended Outcomes

The Annual Action Plan Goal for 2024 was to further develop the whole school approach to learning and teaching using the Padua College Learning and Teaching Framework.

Three Key Improvement Strategies were identified and actioned accordingly:

1. Further develop a consistent and collaborative approach to learning and teaching.
 - Continue the development of consistent curriculum documentation detailing scope and sequence and effective differentiation.
 - All assessment tasks are to be completed and linked to curriculum documentation before the commencement of the semester.
 - Implement Lesson plans; created in allocated teaching teams that align with the Padua Instructional Model and College Key Priorities Areas.
 - A working party to be formed to investigate possible LMS and knowledge management solutions to further centralisation of resources.
2. Improve in the area of measurable growth targets across all learning areas.
 - Conduct meetings to discuss results, data, learning and action at teacher, subject, faculty and College level.
 - Implementation of acceleration pathway in English and Maths Year 7-9.
3. Implement first year of TWR.
 - Literacy Strategies Professional Learning- Continued Roll-Out (i.e., TWR)
 - TWR embedded in Year 7 English curriculum and assessment.
 - Finalise Tier 3 vocabulary embedded in curriculum and classroom practice.
 - Embed literacy skills/knowledge within the assessment criteria.

Intended Outcomes was that:

- classroom practice and curriculum design will be informed by systematic review and application of student data to achieve improved student outcomes (engage, connect, enable, learn).
- as a college we identify, focus and embed annual priorities from within the Learning and Teaching Framework that leads to improved curriculum, professional practice and student outcomes.

- Learning Area Meeting structures and outcomes are collaborative and consistent, include a focus on improving effective differentiation, curriculum mapping and subject experience, to enable each student to reach their North Star.
- we build on the instructional coaching model to create a school culture in which meaningful feedback on classroom teaching is consistently provided via multiple channels and is readily received to improve professional practice.

Achievements

In 2024, Padua College experienced a thrilling transformation in learning and teaching. The year was marked by dynamic initiatives designed to boost student engagement, elevate academic excellence, and advance teacher professional development. The following are the standout highlights and achievements from last year:

Network for Continuous Improvement Schools [NCIS]

In 2024, Padua College continued to collaborate with other schools in the Melbourne Archdiocese, to embrace this initiative. To ensure a collaborative, robust school wide approach that would be sensitive and receptive to addressing the diverse needs of each campus, all staff were provided the opportunity to be part of the project team. The response was well received and the team of eight involved Learning Support Officers, Co-Directors of Campus, Director of Innovation, Junior and Senior Learning and Pedagogy Leaders, classroom teachers and Vice Principal of Learning and Teaching. Born out of the intent to understand students' perceptions and experiences of engagement in the classroom, the Padua NCIS project team aimed to:

- Explore what engagement means to students.
- Identify the factors that enhance or hinder their engagement; and
- Gather insights on how teaching methods, classroom environments, peer interactions, and feedback influence a student's learning experience.
- Provide opportunities for student voice so that students become empowered to express their ideas, perspectives, and concerns, fostering a sense of ownership and responsibility in their educational experience

The goal was to identify effective strategies and make informed adjustments to improve student engagement, create a more interactive and supportive learning environment and enhances their confidence and self-efficacy in order to cultivate future leaders who are equipped to advocate for themselves and their peers, driving positive change within the school community and beyond.

Realignment of Course Curriculum Documentation

It was identified that the College's Course Curriculum Documentation needed to be consistent and easily accessible for all staff members. Moreover, there was also a need for assessment tasks being imbedded to the respective documents, to ensure alignment and coherence in teaching and assessment. This was to address the vision of "one College", so that every campus was rolling out the same curriculum scope and sequence within each faculty and using the same assessments. Additionally, a standardised template was rolled out in order to provide consistency between faculties that benefitted both staff who taught in multiple areas, and students/families when following their learning journey and becoming familiar with the flow and learning expectations.

Learning Management System and Knowledge Management Solutions

Efficient workflows are essential for maximising productivity, ensuring tasks are completed accurately and on time, and enhancing communication and collaboration. An audit involving various faculties aimed to simplify the user interface of the Learning Management System and Knowledge Management Solutions, making it more intuitive and reducing steps needed to access information or complete tasks. This improvement enhanced user experience, increased efficiency, and boosted satisfaction for both students and educators. Additionally, a lesson plan module trialled in SiMON by volunteer staff offered centralised lesson planning, aligning plans with curriculum standards and learning objectives, supporting customisation, and integrating teaching resources. This module facilitates collaborative planning, allows for feedback, and includes tools for monitoring student progress, ultimately saving time and enhancing the learning experience while providing transparency to families about their child's learning journey.

Courageous Conversations Framework

The rollout of the Courageous Conversations Framework is a transformative initiative aimed at enhancing communication among all key stakeholders within the college community. This framework was designed to foster open, honest, and respectful dialogues, addressing challenging topics and promoting mutual understanding.

Key elements of the framework include:

- **Creating Safe Spaces:** Establishing environments where participants feel comfortable expressing their thoughts and emotions.
- **Active Listening:** Encouraging stakeholders to listen deeply and empathetically to each other's perspectives.
- **Sustained Engagement:** Committing to continue conversations even when they become uncomfortable or challenging.

VCE Analysis

At the commencement of the school year, Learning Areas Leaders lead discussions with staff to analyse the 2023 VCE Course results to provide assurance of what is working (and to continue doing) and to identify areas where improvement/growth is needed. They were then involved in determining i) what changes/strategies/approach will be most effective in achieving an improvement, ii) what will they utilise to measure the effectiveness, iii) any PD/ PL, resources that is required. This feedback was captured to determine any similarities across the learning areas and to specify a learning area goal for 2024. Coupled with the Victorian Curriculum Assessment Authority [VCAA] webinars on data analysis, staff were provided several opportunities to increase their knowledge and skills in using assessment results to identify strengths and weaknesses in the College's performance and improve student outcomes. Data was compared at the end of the year to determine the effectiveness of strategies employed at the instructional phase. Faculty goals were set and with a grow mindset, staff worked collaboratively to lift student outcomes and engagement.

Course Recommendations

The College introduced a new initiative focused on teacher course recommendations, aligning with Semester 1 reporting for Year 9 students moving into accelerated VCE courses and Year 10 students transitioning into Year 11; it also had the facility to track how students were coping with current Year 11 courses and if a need for review was required. This initiative, developed through extensive consultation with the Learning and Teaching Executive and Committee, addressed the high volume of course changes observed at the start of the school year—over 300 adjustments, indicating the need for refined practices. The aim is to reduce student anxiety and enhance success by leveraging classroom teachers' professional judgement to guide students towards suitable courses. Moreover, it emphasises the importance of teacher-student-family relationships and encourages meaningful discussions during the 2025 Course Selections. While recommendations are not mandatory, they provide valuable insights and facilitate targeted counselling for students opting for non- recommended courses.

Enrichment Pathway for Years 7 - 9

The Enrichment Program is designed to provide specific learning opportunities targeted for students who have demonstrated a high-level of capability when compared to peers of a similar stage of learning. Enrichment classes run concurrently within the regular class timetable and placement in the Enrichment class is dependent on student learning progress, engagement, and behaviour. The classes were rolled out at the beginning of the year, consistent to communication sent through to families in late November 2023. Places in the Enrichment Program are limited and may vary between Junior Campuses depending on

student learning profiles and needs. Placement in one of the Enrichment Program subject offerings (English or Mathematics) does not confer placement in the other. A detailed document was prepared in consultation with the Assistant Head of Campus Learning and Pedagogy Leaders, to provide a clear process for staff and families as a reference document, reducing any ambiguity. Whilst unforeseen staffing movement continued to challenge this offering, the College remained committed to providing this differentiated learning opportunity in a variety of formats even when single classes could not be sustained.

Data Informed Growth of Students [DIGS]

An extensive review of the current Student Results Platform (SRP) was completed in Term 1, in consultation with its developers ASTA with the goal to better represent student performance. The updated platform included comprehensive metrics such as an overall GPA, term performance, year-to-year progress, and comparisons between campuses. These enhancements aim to provide the College with greater insights for managing and improving student outcomes.

Vision for Instruction

Following the launch of MAC's Vision for Instruction in 2024, the Vice Principal Learning & Teaching participated in the Southern Regional Office Vision for Instruction Hosted Conversations. The Learning & Teaching Leaders are now working with teachers to unpack and implement the Vision for Instruction alongside Padua College's Learning & Teaching Framework.

Formative Assessment and Continuous Reporting

The College has successfully introduced a school-wide formative assessment rubric, now consistently used across all campuses and classrooms. This important step ensures clearer alignment and greater consistency in tracking and supporting student progress. By adopting this unified approach, we are strengthening student accountability, boosting engagement, and upholding high expectations across all learning areas. The rubric provides a snapshot of each student's learning journey, highlighting what they need to do to maintain or improve their performance. Aligning our assessments across all campuses enhances continuity and consistency, ensuring feedback is meaningful, timely, and actionable. Using a common language around assessments provides clarity for families about their child's progress and the steps needed to achieve their learning goals. It also demonstrates a unified and

transparent assessment culture that empowers both students and staff, enabling us to better support our students and celebrate their learning successes.

High Impact Teaching Strategies (HITS)

Our focus on High Impact Teaching Strategies (HITS) has led to more effective and consistent teaching and learning experiences. The focus on 3 HITs (Explicit Teaching, Multiple Exposures and Feedback), showcased the College's commitment to improving student outcomes as a united force. Instructional Coaches have been leaders in this space and are excited to be working with staff to work on classroom practice and share some highlights throughout the year during briefings. The launch of the MACSWalkthru Hub showcased our College leading in this space as early adopters already taking on a reflective deep dive into our own practice and how we can refine our strategies.

Commitment to Improving Student Literacy

Recent data analysis highlighted the need for a school-wide approach to improving literacy at the College. In response, the College invested in The Writing Revolution (TWR). TWR is a research-backed tool that enhances writing skills across all subjects and grade levels through specific techniques and targeted feedback. It also boosts reading comprehension, organisational skills, speaking abilities, and analytical capabilities by integrating writing instruction into content teaching. The College will roll out TWR over three years, starting with Year 7 and progressing to Year 9 by 2026. Training began with English staff and extended to the Science and Mathematics Learning Areas mid-year.

Homework Guidelines for Years 7-12

The Padua College Homework Guidelines for Years 7-12 was developed with the aim to enhance student learning and achievement through meaningful and aligned homework. Homework helps students practise skills, extend understanding, explore topics, and foster creativity and independent learning. It also develops critical thinking, creativity, collaboration, and communication skills. The guidelines distinguish between homework (specific tasks assigned by teachers) and study (independent learning and revision). Flexibility is encouraged, with students advised to discuss their routines with teachers. Homework expectations increase with each year level, with structured study recommendations to help students manage their workload and maximise academic success.

It is evident that in 2024 Padua College embarked on a transformative journey in learning and teaching, showcasing a steadfast commitment to excellence, innovation, and student-

centred education. These dynamic initiatives revolutionised teaching practices and curriculum delivery, empowering students to excel both academically and personally. By fostering an environment of growth and adaptability, Padua College is preparing its students to succeed in an ever-evolving world.

Student Learning Outcomes

Padua College has placed a strategic emphasis on High Impact Teaching Strategies (HITS) to ensure consistent, high-quality instruction across all classrooms. By embedding evidence-based teaching practices in every class, the college is creating greater consistency in learning experiences. This approach reduces variability between subjects and equips all students with effective learning tools, regardless of the subject area. Early signs are positive – this structured approach is already yielding improvements, especially in subjects where students previously fell short of expected outcomes. Consistent instructional methods mean that students encounter a reliable, proven teaching style college-wide, enhancing their engagement and understanding.

In 2024, Padua College continued its college-wide literacy initiative, now in its second year, known as The Writing Revolution (TWR). This program focuses on strengthening student writing and critical thinking skills across the curriculum. Early data from the first two years show measurable gains in students' writing ability, reading comprehension, and analytical skills. By integrating TWR strategies into all subject areas, the college is not only improving writing proficiency but also bolstering students' critical thinking and communication – foundational skills that support success in every discipline. This ongoing commitment to literacy is expected to continue driving improvements in how students articulate ideas and engage with complex material. The professional learning roll out to the Science and Mathematics faculties demonstrates the College's commitment to enhancing and increasing student outcomes by fostering cross-curricular links. These connections made between different faculty areas enhances learning and provides a more integrated educational experience for the student. By linking concepts and skills from various disciplines, students can see how knowledge and skills are interconnected and applicable in real-world contexts.

Padua College's 2024 VCE outcomes indicate stable academic performance, with notable strengths and clear areas for targeted improvement. Through strategic instructional changes, especially the college-wide implementation of High Impact Teaching Strategies (HITS) and the ongoing literacy initiative via The Writing Revolution (TWR), the College has begun to show early signs of growth, setting a solid foundation for enhanced results in future years. Some notable highlights:

- **Consistent Median ATAR:** The median ATAR remained stable at 64.95, consistent with previous years (64.57 in 2023), highlighting sustained performance.
- **Growth in High Achievers:** Students achieving an ATAR of 90+ rose to 5.7% in 2024 from 3.8% in 2023, reflecting improved outcomes at the highest academic levels.

- Growing the 80+ cohort: The proportion of students scoring ≥ 80 saw an uptick to 15.2% in 2024 (from 14.0% in 2023), indicating dedicated efforts for continued focus in moving more students into higher performance brackets.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	534	64%
	Year 9	546	54%
Numeracy	Year 7	536	72%
	Year 9	557	63%
Reading	Year 7	546	76%
	Year 9	569	68%
Spelling	Year 7	527	70%
	Year 9	557	71%
Writing	Year 7	551	74%
	Year 9	587	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	99%
VCE VM Completion Rate	96%
VPC Completion Rate	100%

Student Wellbeing

Goals & Intended Outcomes

In 2024, our top priority in the Student Wellbeing Annual Action Plan was to strengthen a culture where students feel genuinely empowered and involved in all areas of college life. A central focus was expanding meaningful opportunities for student leadership and engagement.

To support this, we reviewed our current curriculum and began developing a plan—guided by our Instructional Coaches—to embed student voice and feedback across all subject areas. We also remained committed to recognising and celebrating student achievements, both within the classroom and beyond.

Achievements

In 2024, our Pastoral Executive demonstrated unwavering commitment to fostering a stable and supportive environment where every student is empowered to thrive. Through a range of thoughtfully designed programs, we focused on nurturing student wellbeing, resilience, and leadership, while equipping them with the tools to make a positive impact in their communities.

Key initiatives included:

- **Fortnightly ‘eXcel’ pastoral lessons** that promote personal growth and reflection
- **Whole-school celebrations** for *International Women’s Day* and *Reconciliation Week*, fostering inclusivity and cultural awareness
- **Respectful Relationships presentations** aligned with *Harmony Day* values
- **Party Safe seminars** for Years 11 and 12, encouraging informed decision-making
- **Anxiety management workshops** for Year 12 students and their parents, supporting mental health during high-pressure periods
- **Social Emotional Literacy lessons** for Years 7 and 8, building foundational emotional intelligence
- **Fit to Drive Program** for Year 11 and the **TRAG seminar** for Year 12, promoting road safety awareness
- **Wellbeing Days** for Years 7–10, featuring engaging workshops and seminars delivered by respected organisations such as *Resilience Builders*, *Speak and Share*, *Sharon Witt*, *Tomorrow Man & Tomorrow Woman*, *Pat Cronin Foundation*, *Elephant Ed*, *Brainstorm Productions*, *SEED Program*, and *Jesuit Social Services*

These initiatives reflect our holistic approach to student wellbeing—one that values emotional, social, and personal development as much as academic success.

Value Added

In 2024, the College made significant strides in promoting student and staff wellbeing through a range of innovative and evidence-informed initiatives. Recognising the vital role of self-perception, emotional regulation, and resilience in learning, we launched a dedicated Wellbeing Resource Website to support both students and staff. This initiative aligned with the continued development of our eXcel program—focusing on Enable, Connect, Engage, and Learn—which underpins our whole-school approach to wellbeing and engagement.

Our leadership in this space was acknowledged at the international EduMind ANZ Conference, where we were invited to present on strengthening mental health and resilience in school communities.

The College also expanded its commitment to mental health literacy through the implementation of Youth Mental Health First Aid certification for staff and the first two parent cohorts. In addition, over 800 students across Years 8 and 10 completed the Teen Mental Health First Aid Program, equipping them with the skills to support peers experiencing mental health challenges until professional help is available.

Student voice and leadership remained a key focus in 2024. The College Student Leadership Program was revitalised to include a broader and more inclusive portfolio structure, fostering authentic student participation in decision-making and enhancing collaboration between students and staff.

To further strengthen resilience and wellbeing, the College partnered with leading experts and organisations including Dr. Jodi Richardson, Resilience Builders, Speak and Share, Sharon Witt, Tomorrow Man & Tomorrow Woman, Pat Cronin Foundation, Elephant Ed, Brainstorm Productions, SEED Program, and Jesuit Social Services. Our involvement in the Mornington Peninsula Shire's MORE initiative also reinforced our commitment to promoting positive masculinities within the school and wider community.

These initiatives reflect our holistic and proactive approach to student wellbeing, ensuring that every member of our community is supported, empowered, and equipped to thrive.

Student Satisfaction

In 2024 the students completed the ACER (Australian Council of Educational Research) Social-Emotional Wellbeing Survey. The social-emotional wellbeing report, which provides a comparison of all students from our school and all schools, demonstrated positive gains in the area of wellbeing.

- *Overall social-emotional wellbeing*

We maintained **95.6%** of our students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in overall social-emotional wellbeing.

- *Negative Feelings and Behaviours*

We maintained **95.6%** of our students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing negative feelings and behaviours as a positive feature. There was a significant increase of student moving from the developed stage of this metric into the highly and very highly developed categories.

- *Positive Feelings and Behaviours*

We improved from **95.4% to 95.9%** of our students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing positive feelings and behaviours. Students in the senior campus were well presented in these two categories.

- *Emotional skills*

We maintained a high score of **95.8%** of students reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing emotional skills. Students in the senior campus were again well presented in these two categories.

- *Learning skills*

We demonstrated a score of **94.3%** of our students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing Learning Skills. In this aspect of perceptions of learning capabilities was the strongest in the Yr 7–9-year levels.

- *Social skills*

We improved from **94.6% to 95%** of students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing Social Skills. In this aspect of perceptions of social capabilities had the junior campuses as the greatest proportion of students in the emerging categories.

- *Values*

We maintained a score of **93.6%** of students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing Values.

Students in the senior campus were well presented in the top two categories of the important social values of respect, responsibility and good citizenship.

- *Community*

We maintained a high score of **93.1%** of students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing Community. With a significant number of out Yr 7,8 & 11 students identified as very highly developed.

- *School*

We maintained a high score of **86.7%** of students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in perceptions and experience of the positive actions of teachers.

Student Attendance

The College acknowledges the critical role of consistent student attendance in supporting academic achievement and wellbeing. In alignment with the Victorian Government's Every Day Counts initiative, the College has implemented a comprehensive attendance monitoring system integrated within its Learning Management System (LMS).

Attendance is systematically recorded by teaching staff for every scheduled class period. Participation in co-curricular activities, excursions, and incursions—whether conducted on or off campus—is also documented to ensure a holistic view of student engagement.

In instances of unexplained student absence, an automated SMS notification is dispatched to parents or guardians. Absences can be reported through multiple channels, including the dedicated email address (absence@padua.vic.edu.au), the Parent Access Module (PAM), or via direct telephone communication with the College. If a student is marked absent during the first lesson of the day without prior notification, a follow-up SMS is sent requesting an explanation, which is then recorded in the student's attendance profile upon receipt.

Ongoing attendance is closely monitored by Homeroom Teachers and House Coordinators. Where patterns of non-attendance are identified, the College initiates proactive engagement with families, including meetings with members of the Pastoral Care Team, to collaboratively address and resolve attendance concerns.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	84.3

Average Student Attendance Rate by Year Level	
Y07	89.7
Y08	86.2
Y09	85.3
Y10	86.6
Overall average attendance	86.9

Leadership

Goals & Intended Outcomes

- **Goal:**

To enhance the partnerships between all levels of leadership and staff.

Intended Outcomes:

- That CIT and Sphere Group members have a regular presence at each of the Campuses.
- That relationships between all staff continue to be cultivated and nurtured.
- That the processes for communication, consultation and collaboration for improvement initiatives are consolidated for all staff.
- That we develop a strategic and sustainable workforce plan.

Achievements

In 2024, the College continued to prioritise strengthening relationships across all levels of leadership and enhancing staff engagement and collaboration. Key strategies were implemented to build leadership visibility and support staff capacity in priority areas of learning, teaching and wellbeing. Staff were also provided with opportunities to offer feedback and strengthen relationships with colleagues.

Building on the success of the Year 12 'Lunch with the Principal' initiative, the College introduced a similar opportunity for staff. Throughout the year, both teaching staff and Education Support Employees were invited to share lunch with the Principal and Executive Vice Principal - Staff, Strategy and Development. These gatherings enabled staff to meet colleagues across campuses, share ideas, and offer feedback on college operations and culture. Several suggestions were actioned, including the introduction of professional learning on student free days for Education Support Employees with expanded professional learning offerings tailored to staff needs and interests. Feedback on college operations led to tangible improvements, while strategic ideas were referred to the College Improvement or Sphere Teams for further consideration.

Further initiatives to nurture relationships and collegiality included the introduction of a Staff Olympics, combined Professional Learning days for teaching and ESE staff, and an increase in informal social gatherings such as morning teas.

In 2024, the Coolock Learning Centre for Years 7 and 8 at the Mornington Campus was officially opened and blessed. The modern two-storey facility welcomed 550 students and includes eighteen general-purpose classrooms, two state-of-the-art science laboratories, flexible and collaborative learning spaces, two STEAM facilities, staff offices, and a reception area. A unique boat-shaped amphitheatre at the centre of the building fosters engagement and community through performances, presentations, and communal learning.

Padua College also launched an internationally recognised football development program in partnership with Liverpool Football Club. Designed for students and the broader community, the program builds technical, tactical and physical capabilities alongside essential life skills such as communication, collaboration and self-regulation. The coaching model also supports the social and psychological development of participants, contributing to their growth both on and off the field.

To support the College's growth, a Human Resource Manager and Assistant were appointed to oversee staff recruitment, induction, HR management, and professional learning for ESE staff. Two additional leadership roles were established: Director of Innovation and Director of Student Wellbeing Programs. The Director of Innovation focused on reviewing the Aspire 9 program and developing a vertical/cross-year curriculum learning model for implementation in 2025. The Director of Student Wellbeing Programs led the development, implementation and evaluation of student wellbeing strategies and oversaw the weekly eXcel pastoral program, and expanded the College's Social Emotional Learning (SEL) framework.

Responding to future career trends and local workforce needs, the College introduced Certificate II in Electrotechnology in 2024, offering two new classes as part of its revised VET program.

Staff professional learning remained a key focus. Several teachers completed the National Certification Assessor course, one achieved Lead Certification, and others completed postgraduate studies. Six graduate teachers attained full VIT registration. Staff continued to pursue professional excellence through programs such as Careers Training, the Bastow Teaching of Excellence Program, Pathways to Principalship, and middle leadership development. Whole-college professional learning included Mental Health First Aid training, the introduction of Teen/Youth Mental Health First Aid for Years 8 and 10, and continued training in The Writing Revolution, particularly for Science and Mathematics teachers.

Three staff members participated in the Inspired to Lead international pilgrimage to Rome, Siena and Assisi, deepening their connection to faith and Catholic identity. Dr Ernesto Valiente, Associate Professor from El Salvador, delivered two impactful professional learning sessions focused on *A Spirituality of Liberation and Jesus' Identity and Mission*.

The College implemented the new CEMEA agreement, reducing additional duties for teachers. To support this, paid extras were introduced to assist with staff absences. The 30 +

8 teacher workload model was maintained, and Time in Lieu (TIL) was recorded and acquitted appropriately.

Finally, in response to staffing challenges and a desire to strengthen student engagement, the Year 12 Religious Education program was redeveloped. Using the 'See, Judge, Act' framework, the revised program now better reflects Catholic values while exploring contemporary local and global issues relevant to students' lives and future responsibilities.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

2024 PROFESSIONAL LEARNING

AAP Review

ACEL VIC Leader Connect Series

Advanced Training in Suicide Prevention

AI & Curriculum Planning

AI Developing Resources

AI Formative Assessment

Crucial Conversations for Mastering Dialogue
--

Cultural Awareness

Differentiating Unit Resources for Highly Able
--

Discipline Specific Terminology

Education Support Employees -Self Care Professional Learning
--

Enhancing Differentiation Strategies for Highly Abled Students
--

Enrichment Maths

Ernesto Valiente – Faith & Catholic Identity
--

Family Therapy & System Thinking

Graduate to Proficient Program - Mentor Development Day 1

HALT Summit 2024

High Reliability Literacy Teaching Procedures

High Impact Wellbeing Strategies Curriculum

Inclusive Education

Level1 IEUV Rep Training

Managing Performance and Conduct Concerns

Expenditure And Teacher Participation in Professional Learning	
Mandatory Reporting	
Mental Health First Aid	
Moderation	
National Teacher Certification	
RE Accreditation	
Respect at Work	
Responding to Acute & Chronic Suicidality and Self-injury	
Restorative Classrooms	
Secondary Faith & Mission Leaders Conference 2024	
SIMON User Conference	
Teacher Excellence Program English Discipline Day 1 of 4	
Teaching Gifted Secondary Students	
Teen Mental Health First Aide Facilitator Training	
The Writing Revolution	
Using AI for Teaching & Learning Connecting with the EDU Sector	
VATI Italian conference 2024	
Wellbeing & Child Safety	
What is a Catholic Identity for Padua	
Number of teachers who participated in PL in 2024	214
Average expenditure per teacher for PL	\$505.00

Teacher Satisfaction

In 2024 we continued to experience staffing challenges with teacher and CRT shortages, which impacted on some positions of leadership not being filled as the priority was that all classes had a teacher to ensure continuity of learning for students. Leaders sought to assist and support by prioritising responsibilities and sharing some of the duties where staff in POLs

could not be replaced. Despite the challenges, the 2024 MACSSIS Staff data demonstrated improvement in the areas of school climate, staff-leadership relationships, staff safety and collective efficacy.

Teacher Qualifications	
Doctorate	3
Masters	70
Graduate	69
Graduate Certificate	17
Bachelor Degree	189
Advanced Diploma	14
No Qualifications Listed	17

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	240
Teaching Staff (FTE)	223.57
Non-Teaching Staff (Headcount)	205
Non-Teaching Staff (FTE)	158.46
Indigenous Teaching Staff (Headcount)	4

Community Engagement

Goals & Intended Outcomes

From our Annual Action Plan with College Engagement in 2024 a goal was to be a Catholic school community that builds authentic relationships with our families, parishes, parish schools and the wider Mornington Peninsula community.

An intended outcome has been to explore options for parent involvement and engagement at Whole College, Campus and House levels; to develop Parish Primary School partnerships; to develop connections with parish communities and to strengthen the wider community involvement with Padua College.

A key goal was to further strengthen partnerships with local parish communities that support the College. It is recognised that Catholic schools share in the evangelising mission of the Church, and therefore we take all opportunities to foster links with our Mornington Peninsula parishes and the Melbourne Archdiocese. Several students and staff who belong to Mornington Peninsula Parishes are involved as Parish Council members, readers, the Sacramental Team, altar servers, music, and Extraordinary Ministers. This involvement is of course repeated in several other parishes in which several staff and students are actively involved.

Although the sacramental programs are no longer school based, but rather parish-based, the College supports the programs of various parishes by advertising the sacramental programs as well as devoting time and Padua College staff to assist parishes in the delivery of such programs. Families are encouraged and supported in enrolling for and participating fully in their parishes for the sacraments. Additionally, our Religious Education curriculum covers education in the sacraments over several Year Levels.

A further goal was to engage with families and the wider community to contribute to the College through activities and events. In 2024, we achieved this amongst other, through our successful offering of the Time and Space program for Year 7 Mother and Child and Year 8 Father and Child evenings. We had over 150 families turn out over the two evenings.

Additional opportunities to engage and connect with Padua College families were also identified. Research into where this positioning was best placed was undertaken and a decision to further develop Padua College presence on social media platforms especially targeted at Padua parents was made. We now have over 1200 Padua parents connected to a Facebook page that offers dynamic and real-time questions and answers that parents want.

Achievements

Parents and families are always warmly encouraged to participate in Padua College activities, including celebrations of the Eucharist. Parents are kept informed of activities by way of the Paduan (newsletter), social media, and other notices, including the distribution of Melbourne Archdiocese Catholic Schools (MACS) documents and publications. Parents are involved with School Advisory Council membership and through a variety of Padua College events. In 2024, Padua College has continued to explore the possibilities for parent involvement and engagement. The Padua of Padua (POP Group) has built on feedback gained from surveys of parents. It was confirmed from surveys and through dialogue, that parents support what is happening at Padua College.

A challenge, as with many secondary schools is the increasing commitments that our families have across family, work, and other involvements. In 2024, Parents and guardians have engaged via Google Meet sessions, which may better suit their needs. The The Parents of Padua POP is continuing to explore opportunities for parents and friends to be involved in ways that do not take up too much family time and by connecting more explicitly at a local level within the Mornington Peninsula.

In 2024 we saw the creation of a Padua Community Mentor program that offered parents in our community to learn from community members with specific skill sets. Several sessions were conducted in person and online for parents in the areas of Finance, Health and Wellbeing, Real Estate and Investment.

Parent-targeted social media platforms have seen increased uptake in 2024 with quick-time responses to questions and space for a budget-conscious parent community with a second-hand uniform platform.

Within the wider community, the College continued in 2024 to be involved with local and regional events to represent the College and to use our resources where possible to benefit the broader community. The College continues to develop a connection for past students which is increasingly allowing us to build further connections in the community. Padua College has had extensive community involvement during 2024. The wider Mornington Peninsula community and charism-related initiatives are always a focus of our fundraising activities, and we are consistently looking to engage in community outreach work. We held staff opportunities with a focus on outreach with Padua staff helping and supporting local groups and organisations.

Catholic Action across the College go out into the community frequently supporting a range of organisations with focuses ranging from aged care, outreach, local primary schools to the environment. We commenced in 2024 a partnership between Padua VCE VM and the Presentation Sisters at Saltbush Balnarring with students creating gardens, building sheds and supporting with general maintenance over the whole year.

Parent Satisfaction

The 2024 MACSSIS data for Padua College was very healthy in the area of community and with our Catholic culture. Very positive areas were identified regarding parent/family satisfaction. Communication between the family and school remained strong for Padua College compared to previous data and to the MACS average.

The Parents of Padua (POP) group has continued to thrive with an active Facebook page that supports parents with quick-time answers facilitated by the Vice Principal: Mission, Identity, and Community. An example of the Parents of Padua (POP) increased involvement with the College has been with the attendance of 150 parents/carers in 2024 attending the Time and Space program for Year 7 and 8 parents at Padua College.

A positive indicated by parents and families was an increase in families from 2023 to 2024 in the MACSSIS data in the domain of Catholic Culture and Identity.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.padua.vic.edu.au