



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 13 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practice, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 motivated to find their purpose and 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

Students at Padua College are nurtured so that their strengths and potential are recognised and they are empowered to make a positive impact on the world. Through a wholistic approach to education, each student is inspired to become their best self and strive for excellence in all aspects of life. At Padua College our aim is to motivate every purpose and this is supported by The College Mission & Vision Statement and our Core Values.

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 which 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.

In Term 4 the College undertook our School Review as part of the School Improvement Framework four year cycle. We look forward to embedding our new School Improvement Plan beginning in 2026.

Principal's Report

The year 2025 has been one of significance in the life of our College and the global Catholic faith community. The passing of Pope Francis invited the world to pause and give thanks for a life dedicated to mercy, humility, and the call to encounter others with compassion and justice. His legacy — a Church that goes forth, that welcomes, and that stands beside the marginalised — will continue to guide us in our mission as educators. Like Pope Francis, we believe that education is not only about knowledge, but about forming hearts — nurturing young people who act with kindness, courage, and integrity in a complex world.

This year also saw the canonisation of two new saints — St Carlo Acutis and St Pier Giorgio Frassati — whose lives speak powerfully to young people today. St Carlo Acutis, known as the “patron saint of the Internet,” used technology as a means of spreading faith and goodness, becoming the first millennial to be declared a saint. Pier Giorgio Frassati, the “man of the Beatitudes,” lived his faith with joy, courage, and a deep love for others, inspiring generations of youth, young adults, and athletes. Their stories remind our students — and all of us — that holiness can be lived out through everyday choices, through friendship, service, creativity, and the desire to make a positive difference in the world. These new saints remind us that our classrooms, playing fields, and creative spaces are places where faith and life meet, and where young people are encouraged to see their gifts as pathways to hope and purpose.

In this same year, we also look forward with hope under the leadership of Pope Leo XIV, newly elected and offering wisdom for our times. In his early messages, he has called the Church to renew its commitment to peace, compassion, and the preferential option for the poor — reminding us that a just society is measured by how it treats its most vulnerable members. He has spoken of education as a vital instrument of peace, forming young people who see faith and knowledge as pathways to understanding and reconciliation. His words affirm our mission at Padua College — to nurture learners of conscience and compassion, where learning, character, and community go hand in hand.

This year was also a Jubilee Year — a time of renewal and hope. Pope Francis described it as a call to be Pilgrims of Hope, and in many ways, education itself is an act of hope. Each lesson taught, each challenge overcome, and each success celebrated points to a belief in what is possible for the future. As educators, families, and students, we share in that pilgrimage — walking together, learning from one another, and trusting that perseverance conquers all.

I extend my heartfelt thanks to our College Improvement Team: Carolyn Cockerham, Phil Helisma, Michael Hoyer, Caroline Jeremiah, David Lawn, Tina Lunny, Lisa Modd, Cathy Moloney, Angelina Ranson, Stephen Veneris, Christine Ward, Matthew Williams, Sam

Wright, and in particular to Marjorie Canal, who so capably led the College in the role of Acting Principal throughout Term 3 while I was on leave.

I am also deeply grateful to our School Advisory Council for their wisdom and partnership in shaping the ongoing mission of the College. Fr Geoff McIlroy followed by Fr Patrick Bradford, Marjorie Canal, Catherine Cluning, Carolyn Cockerham, Michael Hoyer, Jacinta Jolly, David Lawn, Maree Leyden, Marg McInnes, Steve Peart, Mick Storr, Craig Turner, all so capably led by the SAC Chair, Penny Farmer.

To our staff — thank you for your professionalism, dedication, and the care you show each day in guiding our young people. Whether in the classroom, on the sporting field, in the arts, through wellbeing, or in leadership, you bring learning to life with creativity and purpose. Your commitment to continually refining your instructional practice and striving for excellence ensures that our students experience learning that is engaging, challenging, and deeply human. To our leaders, thank you for the vision, faith, and calm stewardship you offer in shaping the direction of Padua College. Your work reflects the Gospel in action — patient, hope-filled, and always centred on the dignity of the young people entrusted to our care.

To our families — thank you for your faith, trust, and partnership. The education of each student is a shared journey, and your encouragement, support, and belief in our mission strengthen the bonds that make Padua College a true community. In times of joy and challenge alike, your commitment reminds us that a Catholic education is most powerful when home and school walk together in faith and hope.

And to our students — thank you for the energy, joy, and hope you bring to Padua College each day. You are the heart of our Community, and the reason we do what we do. To our student leaders, in particular, our College Captains Hannah Santoreneos and Jake Symes and Vice Captains Charlotte Crawford and Lenny Hamer, thank you for your example of service, kindness, and courage in leading your peers and representing our values so faithfully. You remind us that leadership is not about titles, but about influence, integrity, and compassion. May each of you continue to strive to be the best version of yourself, to persevere when faced with challenge, and to use your gifts to make a difference in the lives of others.

As we look back on 2025, may we be reminded us of all we have achieved together and be inspired to continue being a community of faith, learning, and hope — a community that welcomes, serves, and perseveres.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals and Intended Outcomes

The overarching goal for Catholic Identity and Mission in 2025 was to strengthen Padua College as a contemporary Catholic place of learning, where students encounter the richness of the Catholic Christian tradition in meaningful and relevant ways.

Goals from the Annual Action Plan with Catholic Identity and Mission was to provide a contemporary encounter with the Catholic Christian tradition. Key strategies for 2025 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 in light of the Melbourne Archdiocese Catholic Schools (MACS) RE Curriculum Review - in progress during 2025.

Achievements

In 2025, there was a continual focus on Catholic Identity and Mission 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 MACS – Online Professional Learning (OPL) whenever considering professional learning, accreditation opportunities or other programs.

Work continues the development of Religious Education courses and curriculum to better engage students in their learning. RE courses were reviewed with the re-writing the curriculum in line with the MACS Religious Education Curriculum (being reviewed by MACS in 2025) hopefully to be finalised in 2026.

The College continues to actively encourage staff to gain formal qualifications and to meet accreditation requirements To Teach in a Catholic School and To Lead and Teach Religious Education in a Catholic School, with many staff achieving this in 2025. MACS has promoted networking of schools across curriculum areas, and Religious Education and Faith/Mission have 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. These initiatives reinforced the College's commitment to compassion, justice, service and solidarity.

Value Added

- Continued work on the Mercy and Franciscan charisms of the College. Over 500 Padua College staff participated in Mercy or Franciscan themed PLs in 2025 - provided by the College.
- Substantial increase with opportunities to celebrate the Eucharist with the appointment of a College Chaplain. All 24 Houses across the College participated in a House Mass, plus many other school liturgies.
- Increased Year 12 Retreat focus on the story and legacy of College patrons and founders.
- Year 10 Wominjeka Day – welcome to the Senior School learning about House Charisms, faith for a young person today and the Annual College Theme – in 2025 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.
- Development of student leadership positions – Mission Captains and Liturgy Captains across the four campuses. With the 2025 Mission Captain (female) elected a College Captain for 2026.
- Catholic Action Program increased partnership with local Aged Care facilities and primary schools especially in Mornington and on the Western Port.
- Continued development of Social Justice projects and initiatives.
- Commencement of a partnership with the Padua College School Advisory Council – Community Engagement subcommittee and Outreach/Service initiatives at the college.

- Formalisation of an up-to-date record 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 as a Catholic place of learning.
- Creation of ‘Ten Minutes with Jesus’ lunchtime prayer opportunity for students.
- Creation of an Alpha student group in the Senior Campus.
- Participation from Padua College at the Australian Youth Festival held in 2025 in Melbourne.

Learning and Teaching

Goals & Intended Outcomes

The Annual Action Plan Goal for 2025 was to further develop the whole school approach to learning and teaching using the Padua College Learning and Teaching Framework.

Goal 1: Mathematics Achievement (Year 8 Linear Equations and Graphing)

Target

- 75% of the Year 8 cohort will be judged as achieving the expected Level 8 standard in Linear Graphing (critical minimum Level 8).

Key Improvement Strategy

- Use an explicit instruction approach combined with interleaving methods to build fluency in:
 - Pattern recognition
 - Linking linear relationships
 - Graphing
 - Applying concepts to real-world context

This strategy aims to improve student proficiency in Linear Relations.

Actions

- Learning Area Leader (Mathematics) to:
 - Benchmark and standardise explicit instructional strategies for teaching Linear Relations across all Year 8 Mathematics classes.
- Build teacher capacity through Internal professional learning and OCHRE resources
- Use VCAA Digital Assessment Library (DAL) for Pre-testing, Post-testing and Measuring growth and retention
- Implement *Interleaving* in assessments in each term.

Goal 2: Student Achievement in Writing (Year 8)

Target

- By the end of 2025, Year 8 students will improve in writing as measured by teacher judgement and Allwell data

Key Improvement Strategy

- Use evidence-based writing instruction in Year 8 to explicitly teach:
 - Sentence structure
 - Sentence types
 - Subject-Predicate-Object (SPO) structures in English

This will strengthen writing achievement.

Actions

- Continue professional learning for staff in The Writing Revolution (TWR)
Conduct audit of TWR implementation across Year 7- and 8-unit plans
Implement TWR in Year 8 English
Conduct Observation and Feedback cycles
Leadership oversight through L&T Executive, Literacy Coaches and Instructional Coaches

Goal 3: Teacher Assessment Practices

Target

- By the end of 2025, most learning areas will be effectively utilising both formative and summative assessment practices.

Key Improvement Strategy

- Embed formative and summative assessment across most learning areas and year levels to:
 - Strengthen the Learning and Teaching Program
 - Better identify student and cohort needs
 - Improve learning outcomes

Actions

- Conduct an audit of Subject course outlines and existing assessment implementation
- Provide professional learning to build teacher capacity in formative and summative assessment design
- Schedule staff time to review assessment data, analyse cohort performance and adjust practice accordingly
- L&T Executive to lead implementation across 2025.

Achievements

A Year of Purpose, Progress and Flourishing Learners

The 2025 Learning and Teaching year was marked by purposeful growth, strengthened systems and a deep commitment to helping every student flourish. Across all campuses, there was a continued strengthening of cohesion, collaboration and shared practice, ensuring that students experienced greater consistency in their learning journey. This alignment was particularly important as students progressed towards the senior years, where they come together at the Mornington Campus with stronger foundations, clearer expectations and more reliable learning outcomes.

Across the year, the College continued to build a learning culture where academic excellence, student engagement, professional learning, curriculum clarity and Catholic identity worked together as part of one shared mission. Through more consistent approaches to curriculum, assessment, reporting and pedagogy, staff were able to support students with greater precision and collective purpose.

This whole-College momentum helped create a more coherent, visible and student-centred learning experience. It also reinforced the importance of collaboration across year levels, learning areas and campuses, ensuring that students were increasingly well prepared for the academic, personal and pathway demands of their senior years.

Academic Excellence and High Expectations

The year began with a strong focus on aspiration, achievement and academic ambition. Student success was celebrated, while staff continued to use evidence and data to refine learning area goals and strengthen curriculum planning from the junior years through to senior pathways. This reinforced the belief that strong senior outcomes are built progressively through quality teaching, consistent expectations and well-sequenced learning.

Strengthening Learning Habits

The rollout of the Homework and Study Framework provided greater clarity for students, families and staff. It supported more consistent expectations around revision, independent learning and student responsibility, while strengthening the partnership between home and school. This helped students build stronger habits of organisation, accountability and regular study.

Formative Assessment and Continuous Reporting

A major achievement in 2025 was the continued development of formative assessment and continuous reporting. Coursework Progress Checks in SiMON provided students and families with clearer snapshots of learning progress, helping identify strengths, areas for improvement

and timely next steps. This created a more consistent language around learning across classes, year levels and campuses.

Evidence-Informed Teaching Practice

The College continued to deepen its use of High Impact Teaching Strategies, with a focus on explicit teaching, multiple exposures, interleaving, checking for understanding, hinge questions and feedback. These strategies supported stronger retention, deeper understanding and greater confidence for students. Staff increasingly used these approaches to help students connect prior learning with new concepts and apply knowledge in unfamiliar contexts.

Knowing and Supporting Every Learner

Personalised Learning Plans, student profiles, Learning Enhancement processes and DIGS supported a stronger understanding of students as individual learners. This work helped staff use evidence, observations and data to inform adjustments, target support and promote inclusive practice. The focus remained firmly on ensuring every student had the opportunity to grow and succeed.

Assessment Quality and Integrity

Assessment reliability, moderation and fairness remained central priorities. Staff worked collaboratively to strengthen task design, ensure consistency in marking and support confidence in reporting data. Moderation processes across learning areas promoted fairness, comparability and shared professional standards.

Rigour, Relationship and Engagement

A defining feature of the year was the connection between the Vision for Instruction and the Vision for Engagement. Staff were encouraged to see academic rigour and relational engagement as deeply connected. Clear instruction, high expectations, student voice, belonging and trust all worked together to create classrooms where students could learn deeply and feel known, valued and supported.

Pathways and Future Readiness

Pathways education continued to grow through careers conversations, subject selection support, senior pathway planning and the use of profiling tools to help students better understand their strengths, interests and future options. This work supported thoughtful decision-making and encouraged students to approach their futures with confidence and discernment.

Student Achievement, Creativity and Real-World Learning

The year showcased rich student achievement across academic, creative, applied learning and co-curricular areas. Students participated in exhibitions, competitions, community projects, fieldwork, portfolio presentations and public showcases. These opportunities encouraged critical thinking, collaboration, creativity, service and real-world application of learning.

Professional Learning and Staff Leadership

Teacher professional learning was a significant strength throughout the year. Staff engaged in learning connected to formative assessment, data-informed practice, inclusive education, professional communication, reporting, behaviour documentation, AI in teaching, growth mindset and assessment moderation. The Courageous Conversations framework also supported respectful, clear and constructive dialogue across the professional community.

Communication with Families

The College strengthened its focus on proactive, timely and positive communication with families. SiMON student notes, Letters of Concern and Academic Praise Letters helped build a clearer record of each student's learning journey. This supported stronger partnerships with families and ensured communication recognised both areas of concern and moments of growth, effort and achievement.

Curriculum Coherence and Digital Alignment

Curriculum documentation was a major focus throughout the year. Course outlines, unit reviews, assessment information and digital resources were refined to strengthen coherence and prepare for the year ahead. The shift toward SharePoint and the continued strengthening of SiMON as the central learning platform supported greater consistency, transparency and reduced duplication.

SiMON as a Central Learning Hub

The increased use of SiMON for classwork, formative assessment, reporting and lesson planning marked an important step toward a more streamlined learning management approach. This strengthened visibility for staff, students and families, while supporting continuity of learning, clearer planning and improved access for relief staff.

Senior Student Success and Examination Readiness

Senior students were supported through careful preparation for major assessments, trial examinations, revision workshops, VCAA requirements and pathway conversations. Staff provided strong academic and pastoral support during this demanding period, helping students approach final assessments with confidence, clarity and resilience.

Preparing for 2026

The year concluded with Head Start and a renewed emphasis on explicit teaching. Staff focused on establishing clear learning intentions, modelling excellence, building routines, guiding practice and setting strong expectations for the year ahead. This provided a purposeful launch into 2026 and reinforced the importance of clarity, curiosity and engagement from the very beginning.

Looking Forward with Confidence

The 2025 Learning and Teaching year was defined by alignment, professional courage and a shared commitment to growth. The College strengthened formative assessment, reporting, curriculum documentation, pathways, assessment integrity, data-informed practice, professional learning and digital coherence.

Most importantly, the year affirmed that excellent teaching is both rigorous and relational. Student growth is built through clarity, challenge, feedback and belonging, and a flourishing learning community is created through the daily commitment of staff who teach with purpose, professionalism and care.

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.

NAPLAN provides a clear picture of student achievement and growth across Years 7 and 9, highlighting a number of encouraging strengths while also identifying areas requiring sharper, more targeted improvement. Overall, the College demonstrates stronger literacy performance in writing, particularly in Year 7, where growth matched the State average and achievement sat close to State levels. Reading also remains a relative strength, with Year 7 students performing above the National mean, although growth is not yet keeping pace with State trends. In Year 9, students made steady progress across all domains from 2023 to 2025, with writing and spelling showing the strongest alignment with broader State and National growth patterns.

The key areas requiring further focus are Grammar and Punctuation, Spelling, Reading growth and Numeracy. Year 7 results show that Spelling and Grammar and Punctuation sit below State and National benchmarks, while Numeracy growth remains below State improvement levels. In Year 9, Grammar and Punctuation is the most significant concern, with matched student growth well below State and National gains. Reading and Numeracy growth in Year 9 also trail comparative benchmarks, indicating the need for more deliberate intervention and consistent instructional focus.

It is important to note that the data points to a clear improvement agenda: sustain and build on the College's strengths in Writing and Reading, while intensifying explicit teaching, formative assessment, diagnostic review and targeted intervention in Spelling, Grammar and Punctuation, and Numeracy. The use of DIGS, faculty-level data analysis, PLPs and formative assessment strategies provides a strong platform for monitoring progress and ensuring teaching responses are targeted to student need.

In summary, the data affirms that the College has strong foundations in literacy achievement, particularly in writing, while also signalling the need for a coordinated, evidence-informed approach to accelerate growth in key domains. Now in its second year, The Writing Revolution (TWR) provides a strong College-wide initiative to support this improvement agenda, offering a consistent and explicit approach to strengthening sentence-level writing, grammar, vocabulary and written expression across learning areas. By sustaining this work alongside targeted numeracy intervention, formative assessment and data-informed practice, the College is well positioned to improve student outcomes and build the literacy and numeracy skills required for confidence, success and future academic growth.

The 2025 VCE data reflects a College that is regaining momentum and demonstrating clear areas of excellence:

- Stable and competitive overall performance: A median ATAR of 60.85 and mean of 62.6 reflect a consistent and reliable academic profile across the cohort.
- Strong upper-middle achievement: A substantial proportion of students achieved ATARs above 70, indicating broad access to university pathways and competitive course entry.
- Established high-achieving cohort: 35 students achieved ATARs of 80+, demonstrating a solid foundation of academic excellence across multiple subjects.

The next phase of improvement requires precision and consistency, ensuring that predicted performance is not only identified, but realised through aligned teaching, assessment, and feedback practices. We are delighted to report that this phase has already commenced, and we look forward in confidence of what our united efforts will achieve.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	526	57%	535	64%
	Year 9	561	61%	554	59%
Numeracy	Year 7	522	61%	526	64%
	Year 9	586	84%	570	74%
Reading	Year 7	531	73%	538	73%
	Year 9	589	85%	574	75%
Spelling	Year 7	524	71%	526	69%
	Year 9	571	79%	566	74%
Writing	Year 7	543	72%	550	73%
	Year 9	591	74%	587	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	97.90%
VCE VM Completion Rate	91%
VPC Completion Rate	100%

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Student Wellbeing

Goals & Intended Outcomes

In 2025, Padua College strengthened its commitment to fostering a culture of connection, engagement, and care, recognising that students who feel genuinely connected to their school community experience stronger academic, social, and emotional outcomes. Our Student Wellbeing Annual Action Plan prioritised student voice, inclusive leadership, and resilience-building as essential foundations for learning and personal growth.

A key strategic goal was to deepen student engagement by expanding authentic leadership opportunities and embedding wellbeing practices across pastoral and academic programs. Guided by Instructional Coaches, the College continued reviewing curriculum and pastoral structures to ensure student feedback and voice informed teaching, learning, and decision-making. Alongside this, the College remained committed to recognising and celebrating positive behaviour, contribution, and growth across all domains of student life.

Achievements

In 2025, the Pastoral Executive Team demonstrated an unwavering commitment to supporting students' social, emotional, and personal development. A comprehensive suite of evidence-informed programs and initiatives was delivered to nurture wellbeing, resilience, leadership, and respectful relationships.

A standout initiative was the Respectful Relationships Student Leadership Group, which empowered students to explore contemporary issues and propose strategies for positive cultural change. Their Term 3 panel presentation demonstrated maturity, insight, and confidence, laying an important foundation for future student-led wellbeing and advocacy projects.

To further amplify student voice, the College Student Leadership Program was redesigned to be more inclusive, participatory, and meaningful. The revitalised structure features expanded leadership portfolios aligned with targeted areas for school improvement, encouraging authentic student involvement in decision-making and fostering a strong sense of belonging and responsibility.

Across the year, students engaged in a wide range of programs and experiences, including:

- Fortnightly eXcel pastoral lessons promoting reflection, connection, and personal growth
- Whole-school celebrations for International Women's Day, Harmony Day, and Reconciliation Week, fostering inclusion, respect, and cultural awareness

- Health & Wellbeing Week, highlighting physical, emotional, and mental health
- Party safety, Fit to Drive, and TRAG seminars supporting informed and responsible decision-making
- Anxiety management sessions for senior students and parents
- Wellbeing Days for Years 7–10, featuring workshops delivered by expert external providers
- Social Emotional Literacy programs for junior students
- Trauma-informed training for staff
- Youth Mental Health First Aid training for parents and students

A major milestone in 2025 was the College's presentation at the National Education Summit, showcasing Padua's wellbeing framework and reinforcing its leadership in mental health literacy and resilience-building. Over 800 students in Years 8 and 10 completed the Teen Mental Health First Aid Program, equipping them with practical skills to recognise and support peers experiencing mental health challenges. This whole-community approach was strengthened through certification programs for staff and parents.

Partnerships with leading wellbeing experts and organisations—including Dr Jodi Richardson, Resilience Builders, Tomorrow Man & Tomorrow Woman, Jesuit Social Services, MacKillop Institute, Speak & Share, and SmackTalk—enriched the College's pastoral and resilience programs, providing students with tools to navigate adversity, build emotional strength, and develop empathy.

Value Added

Building Resilience Through Challenges: As students experienced transition points throughout the year, the College placed a strong emphasis on the importance of resilience. Research and contemporary practice highlight that carefully supported exposure to challenge strengthens long-term mental health. Padua's approach focuses not on imposing hardship, but on intentionally preparing students to navigate real-world challenges with confidence and support.

Clear routines and boundaries, supported by consistent expectations and respectful relationships, were reinforced across the College. These structures create safe, predictable learning environments where students feel trusted, supported, and accountable—key conditions for success. Teachers were encouraged to establish expectations early, ensuring discipline practices were grounded in care, clarity, and connection.

Understanding the Student Experience: Professional learning in 2025 included a powerful presentation by Wayne Holdsworth, founder of SmackTalk. Wayne's raw and courageous

account of his son Mac's death following a sextortion incident profoundly impacted staff and reinforced the importance of suicide prevention, online safety education, and open communication. Staff consistently described this session as one of the most impactful they had attended, strengthening Padua's trauma-informed approach to wellbeing and student care.

Celebrating Harmony and Diversity: Harmony Week was celebrated through vibrant activities that affirmed Padua's commitment to inclusion and cultural understanding. A Represent Your Colours Day raised funds for Caritas, while a Living Library experience at Mornington Library allowed students to engage with personal stories that challenged stereotypes and promoted empathy. An inter-campus art installation project, led by College Captains, further fostered unity, creativity, and collaboration across the College.

Level-Up Program – Year 10: The Level-Up Program supported Year 10 students through a series of workshops addressing consent, gender stereotypes, cyberbullying, and sexual extortion, alongside the Teen Mental Health First Aid Program. These sessions addressed complex and sensitive topics with care and clarity, equipping students with the knowledge, empathy, and resilience required to navigate adolescence in alignment with Padua's Catholic values of dignity, compassion, and respect.

Recognition and Positive Culture: The North Star Points system continued to play a vital role in reinforcing positive behaviour and contribution. By intentionally "catching students doing something good," the College strengthened relationships between students, staff, and families. By Term 3 of 2025, commendations for positive engagement outnumbered behavioural incidents—signalling a clear cultural shift toward recognition, encouragement, and growth.

Over the past two years, Padua has also partnered with Living Ripples to administer the Resilient Youth Australia Survey and implement the HAT (Here's a Thought) program in pastoral homerooms. These initiatives provided meaningful insights into student wellbeing and fostered thoughtful conversations through accessible, creative prompts.

Student Satisfaction

In 2025 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 **94.2%** 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 **96.8%** 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. This was another positive jump from the 2024 results.

- *Positive Feelings and Behaviours*

We improved from **95.9% to 96.3%** of our students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing positive feelings and behaviours.

- *Emotional skills*

We maintained a high score of **95%** of students reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing emotional skills.

- *Learning skills*

We maintained a positive score of **94.5%** of our students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing Learning Skills. There were positive scores from the students in our junior campuses in this aspect of perceptions of learning capabilities.

- *Social skills*

We improved from **95% to 96.7%** 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 and developing categories.

- *Values*

We maintained a score of **93%** of students who reported demonstrating either 'Emerging'; 'Developed', 'Highly Developed' or 'Very Highly Developed' behaviours in addressing Values.

Students in the senior campus featured more prominently in the top categories of this important characteristic of the social values of respect, responsibility and good citizenship.

Other data sources:

Analysis of the MACSIS school data from 2025 also show positive trends in 'Rigorous Expectations', 'School Engagement' and 'School Belonging' especially within the middle to later year students at the college.

Resilient Youth Survey:

Between 2024 and 2025, Padua College demonstrated strong and consistent growth across the Resilient Youth Survey, reflecting improved student connection, wellbeing, and resilience. A greater proportion of students reported feeling safe, supported by trusted adults, and positively connected to their peers and school community. Indicators of emotional wellbeing strengthened, with reductions in anxiety and bullying, alongside improvements in mood, sleep, physical activity, and engagement in school life. Encouragingly, students also reported increased confidence, self-belief, and problem-solving skills, highlighting a growing sense of hope and resilience. These gains affirm the positive impact of Padua College's targeted wellbeing initiatives, inclusive leadership structures, and commitment to mental health literacy and pastoral care.

Overall, the 2025 data reflects a clear upward trend in student wellbeing, with Padua College outperforming or aligning strongly with national comparison data in many indicators. These gains suggest that the College's targeted pastoral initiatives, student leadership opportunities, mental health programs, and trauma-informed practices are having a meaningful and sustained positive impact.

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 Everyday 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	75.8

Average Student Attendance Rate by Year Level	
Y07	89.68
Y08	86.19
Y09	85.3
Y10	86.55
Overall average attendance	86.93

Leadership

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

- That the College Improvement Team (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

A key strategic priority for 2025 was to enhance partnerships across all levels of leadership and staff. This was underpinned by a commitment to strengthening relationships, improving communication and collaboration, and progressing towards a strategic and sustainable workforce plan. Targeted actions included increasing the presence and visibility of the College Improvement Team (CIT) and Sphere Group across all campuses, fostering a culture of professional trust and connection, and refining processes that support consultation and shared ownership of improvement initiatives.

A major achievement in 2025 was the completion of the School Review and VRQA process. This comprehensive review involved consultation with students, staff and families, providing an opportunity for the College community to reflect on current practices and identify priorities for future growth. Staff engaged with the School Improvement Framework (SIF) Rubric through structured reflection, discussion and assessment processes. Analysis of quantitative and qualitative data informed these reflections, with dedicated sessions enabling staff to engage with evidence, identify strengths, and consider opportunities for improvement. This process strengthened a shared understanding of practice and reinforced a culture of evidence-informed decision-making.

The School Review affirmed the College’s strong foundations. A positive and inclusive community culture was evident, supported by respectful relationships and a shared sense of purpose. Staff demonstrated a strong commitment to student wellbeing and learning, with students recognising teachers as approachable and responsive. Well-established wellbeing processes ensured timely and effective support for students. The College maintained strong enrolments and demonstrated sound stewardship of resources, enabling the continued delivery of a high-quality educational program and progression of the Master Plan. Leadership was characterised by a consultative approach, engaging the broader community in shaping improvement priorities, while staff were supported through ongoing professional learning and a broad curriculum offering that provides diverse pathways for students.

Leadership development remained a priority throughout 2025. Mid-tenure appraisals were undertaken for 35 middle leaders in Positions of Leadership (POLs), incorporating self-reflection, staff feedback, and professional dialogue with members of the CIT. These discussions, informed by data and evidence, supported reflection on practice, identification of strengths and achievements, and the setting of future goals aligned to College priorities. The College also strengthened instructional expertise through the AITSL National Certification process, with an additional three teachers achieving Lead Teacher status and one achieving Highly Accomplished Teacher certification. Additional staff completed National Certification Assessor training, and three teachers participated in the Bastow Teaching Excellence Program, further building leadership and teaching capacity.

The review also identified clear opportunities for improvement, particularly in strengthening data-informed teaching practices, enhancing consistency in student wellbeing approaches, expanding Reflection Days across all year levels, refining transition programs, and increasing parent engagement. These insights have directly informed the College’s strategic planning and will guide the implementation of the 2026–2029 School Improvement Plan.

Overall, the 2025 School Review validated existing strengths and sharpened the College’s focus on continuous improvement, ensuring alignment between strategic intent, leadership practice and student outcomes.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
2025 Professional Learning ACEL VIC Leader Connect Series Training in Suicide Prevention AI & Curriculum Planning AI Developing Resources AI Formative Assessment	

Expenditure And Teacher Participation in Professional Learning
Using AI for Teaching & Learning Crucial Conversations for Mastering Dialogue Cultural Awareness Differentiating Unit Resources for Highly Able Students Enhancing Differentiation Strategies for Highly Able Students Teaching Gifted Secondary Students How to Create a Scaffolded and Differentiated English Classroom Education Support Employees – Self Care Professional Learning Enrichment Maths RE Accreditation Graduate to Proficient Program High Reliability Literacy Teaching Procedures Wellbeing Strategies Inclusive Education Managing Performance and Conduct Concerns MACS Code of Conduct Cyber Security Training Mandatory Reporting Mental Health First Aid Moderation AITSL National Certification Respect at Work Responding to Acute & Chronic Suicidality and Self-Injury Restorative Classrooms Secondary Faith & Mission Leaders Conference Teacher Excellence Program – English Discipline Teen Mental Health First Aid Facilitator Training The Writing Revolution (TWR) VATI Italian Conference Wellbeing & Child Safety What is a Catholic Identity for Padua Meet the Assessors – VCE Law for Schools Masterclass Series – MACS Vision for Engagement Vision for Instruction Leadership ATA Professional Standards for Teacher Assistants Indigenous Cultures Writing Respectful Relationships

Expenditure And Teacher Participation in Professional Learning	
Ecological Spirituality High Impact Teaching Strategies Literacy Feedback Career Education Inspire to Lead Trauma Informed Practice – MacKillop Institute Explicit Teaching in Mathematics First Aid Staff Resilience Strategies Subject Specific Conferences SIMON LMS Using Data to Drive Flourishing Learning Conducting Effective Workplace Investigations Disengaged to Driven – Amy Berry Model Assessment Strategies for Interleaving Co-Designing for Change: Voice, Identity & Anti-Racism in the Classroom Disciplinary Literacy: Teaching for Impact in Years 10–12 High Impact Lessons (Teach Well) User Level B Assessment Training	
Number of teachers who participated in PL in 2025	226
Average expenditure per teacher for PL	\$545.00

Teacher Satisfaction

In the 2025 MACSSIS data, there was a notable improvement in staff perceptions of student behaviour, with a 10% increase in teachers reporting that students are respectful towards staff. Positive gains were also evident within the Instructional Leadership domain, with improvements of approximately 5% across several measures, particularly in teachers' collaboration with leaders and the perceived positive impact on teaching quality.

There was a 5% increase in teachers feeling comfortable sharing what does and does not work in their practice, alongside a significant 16% increase in confidence to experiment with new approaches aimed at improving performance. Further improvements were observed in staff awareness of the School Improvement Plan, access to professional learning, collaboration within teams, and perceptions within the Catholic Identity domain.

Areas for attention include a 5% decline in staff perceptions of workload manageability and their sense of success in their role, indicating the need for continued focus on staff wellbeing and sustainable work practices.

Teacher Qualifications	
Doctorate	3
Masters	66
Graduate	69
Graduate Certificate	14
Bachelor Degree	183
Advanced Diploma	13
No Qualifications Listed	18

Staff Composition	
Principal Class (Headcount)	9
Teaching Staff (Headcount)	231
Teaching Staff (FTE)	216.6
Non-Teaching Staff (Headcount)	192
Non-Teaching Staff (FTE)	155.35
Indigenous Teaching Staff (Headcount)	3

Community Engagement

Goals & Intended Outcomes

In 2025, Padua College continued to work toward the Annual Action Plan goal of being a Catholic school community that builds authentic relationships with families, parishes, parish primary schools and the wider Mornington Peninsula community.

Key intended outcomes included:

- Expanding opportunities for parent involvement at Whole College, Campus and House levels.
- Strengthening partnerships with local Catholic partner primary schools.
- Deepening connections with parish communities and the Melbourne Archdiocese.
- Enhancing engagement with the broader Mornington Peninsula community.

A central focus was to further strengthen partnerships with the local parishes that support the College. As Catholic schools share in the evangelising mission of the Church, Padua College actively seeks opportunities to foster parish links. Many students and staff contribute to parish life as Parish Council members, readers, altar servers, musicians, Sacramental Team members and Extraordinary Ministers. This involvement extends across multiple parishes in which Padua College family's attend.

Although sacramental programs are now parish-based rather than school-based, the College continues to support parishes by promoting sacramental programs, providing staff assistance, and encouraging families to participate fully in their parish communities. The Religious Education curriculum also provides sacramental education across several year levels.

Another key goal was to engage families and the wider community through meaningful activities and events. In 2025, this included the successful Time and Space programs for Year 7 (Mother and Child) and Year 8 (Father and Child), with more than 150 families attending across two evenings.

To further strengthen parent engagement, the College expanded its presence on social media, particularly through platforms targeted at Padua parents. The Padua Parent Facebook community now includes more than 1400 parents and friends, providing a dynamic space for real-time communication, questions and support.

Achievements

Parents and families are consistently encouraged to participate in College activities, including Eucharistic celebrations. Communication remained strong through the Paduan, social media and regular notices, including Melbourne Archdiocese Catholic Schools (MACS) publications. Parents contribute through the School Advisory Council and a wide range of College events.

In 2025, Padua College continued to explore new avenues for parent involvement. Surveys and dialogue confirmed that parents strongly support the College's direction and initiatives. However, as with many secondary schools, increasing family, work and extracurricular commitments present challenges. The College is therefore seeking ways to offer flexible, time-efficient opportunities for engagement, particularly at the local level.

The Padua Community Mentor Program continued in 2025, offering parents access to community members with expertise in areas such as finance, health and wellbeing, real estate and investment. Sessions were delivered both in person and online.

Parent-focused social media platforms facilitated by staff saw increased engagement, including a popular second-hand uniform exchange supporting budget-conscious families.

Within the wider community, Padua College remained active in local and regional events, including ANZAC Day services across the Mornington Peninsula. The College also continued to build connections with past students, strengthening community ties.

Community outreach remained a strong focus. In 2025, the College donated more than 200 coats to Peninsula Vinnies outlets. Staff also participated in outreach initiatives supporting local groups and organisations.

Catholic Action Program classes continued to serve the community through aged care, environmental initiatives, outreach organisations and local primary schools. A highlight of the year was the annual Quiz Night, led by the student Social Justice Team and the School Advisory Council Community Engagement subcommittee members.

Parent Satisfaction

The 2025 MACSSIS data for Padua College showed strong results in the areas of community engagement and Catholic culture. Parent and family satisfaction remained high, with communication between home and school continuing to exceed previous years and the MACS average for similar schools.

Notably, the domain of Catholic Identity and Community saw an increase in positive responses from 2024 to 2025, reflecting the College's ongoing commitment to strengthening relationships with families, parishes and the wider community.

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