



Ignatius Park College

ANNUAL REPORT

2020



EDMUND RICE EDUCATION
AUSTRALIA



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1.0 INTRODUCTION

This Annual Report for 2020 is published to provide a ‘snapshot’ of Ignatius Park College (IPC) for parents and other interested parties. This detailed information is mandated by the Queensland Minister for Education and Training and the Australian Government under the School’s Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004. Hard copies of this report are available upon request at Ignatius Park College reception.

Ignatius Park College, established in 1969, is a single sex boys-only Catholic school in the Edmund Rice Tradition. It is situated at 384 Ross River Road, Cranbrook, Townsville, Queensland. It draws strength from more than 200 years of educational mission of the Christian Brothers, nourished by the Charism of Edmund Rice and is part of an association of fourteen schools and flexible learning centres in Queensland and a system of over fifty schools nationally, now termed Edmund Rice Education Australia (EREA).

The distinctive nature of the education gifted to all students is described in the “*Charter: For Catholic Schools in the Edmund Rice Tradition*”. The *Charter* uses four Touchstones to describe the culture of an authentic Catholic school in the Edmund Rice Tradition. These Touchstones are – Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. The document can be viewed online at: <https://www.erea.edu.au/wp-content/uploads/2019/12/EREA-Charter.pdf>

The school web pages can be viewed at www.ipc.qld.edu.au.

2.0 SCHOOL ENROLMENT

The total 2020 enrolment of the College in full time equivalent students was **1,021** as at February 2020. The breakdown of the numbers is shown below:

Year Level	Boys
7	194
8	168
9	176
10	152
11	164
12	167
Total	1,021

3.0 INCOME SOURCES

Ignatius Park College draws income from both State and Federal Governments. A break-up of this income is supplied below:

Ignatius Park College **2020 Income**

Based on audited accounts for the 12 months ended 31 December 2020

Recurrent Income

Fee Income

Net Fees	5,526,118	
Other Fee Income	<u>26,773</u>	5,552,891

Recurrent Grants

State Grants	3,027,665	
Commonwealth Grants	<u>11,421,446</u>	14,449,111

Other Income		1,144,339
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Total Recurrent Income		<u>21,146,341</u>
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Capital Income

State Capital Grants	NIL	
Commonwealth Capital Grants	NIL	
Donations	NIL	
Other	<u>15,000</u>	15,000

		<u>21,161,341</u>
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4.0 CURRICULUM

4.1 *The Middle School Curriculum*

The Middle School Curriculum extends from Year 7 through to the end of Year 9. Programs for the middle school have been drawn from the Australian Curriculum syllabi, as developed by the Australian Curriculum Assessment and Reporting Authority (ACARA). These are working documents which aim to provide students with the opportunity to pursue academic excellence within the context of Edmund Rice Education.

The Middle School Curriculum at IPC aims to put the students at the centre of the curriculum. When students start at Ignatius Park College in Year 7, they complete a wide range of subject offerings. This allows students to experience a number of different subjects, so that they can decide on courses they would prefer to continue throughout the rest of their middle schooling and perhaps the senior years. Subjects studied in Year 7 are: Religious Education, Art, Music, Drama, English, Health and Physical Education (HPE), LOTE (Japanese), Mathematics, Science, Humanities and

Social Sciences (HASS), Food Technologies, Digital Technologies, Design Technologies and Industrial Technologies.

Assistance is offered to students who have difficulty accessing this curriculum through use of planning for differentiation in the classroom, classroom aide support and assistive technologies used in the classroom such as Maths Pathways and standalone programs such as MacLit.

The curriculum in all year levels also includes a Pastoral Care (PACA) program. The aim of this course is to educate students in the ethos and values of IPC and to expand their life-skills in health education, relationships, and personal organization. In Year 7, 8, 9, 11 and 12, students also complete the Academic Mentoring Program. The program, with a proven success rate in the senior years, was revised to assist students to become familiar with study skills, the new curriculum, time management and immersion with the cognitive verbs.

In Years 8 and 9, students completed eight (8) subjects for the year as they begin to narrow their areas of academic focus slightly. Six (6) of these subjects are core areas of study: Religious Education, English, Mathematics, Science, Humanities and Social Sciences and Health and Physical Education. To ensure the best environment for students to succeed, the curriculum was modified to move from being term-based in time and instead moving to a semester-based model. This encouraged further depth of study, content retention over a longer period of time and the ability for students to experience more subject areas prior to the Year 10 transition year. Students chose two (2) electives per semester from the following subjects:

- Visual Art
- Music
- Drama
- Digital Technologies (only one semester could be nominated in Year 8)
- Industrial Technologies (only one semester could be nominated in Year 8)
- Design Technologies (only one semester could be nominated in Year 8 and 9)
- Food Technologies
- Japanese

4.2 Year 10 Transition Year Curriculum

In Year 10 students complete a preparatory year to assist them with the transition from the Middle School into the Senior Years of schooling, especially the new Queensland Certificate of Education (QCE) system. The curriculum is based and assessed on the ACARA Australian Curriculum, however there was a clear focus on pathways into the senior years with a change in subject names and nomination of syllabus objectives that form the focus for each year. The program utilizes a semester based organization. This encourages further depth of study, content retention over a longer period of time and the ability for students to experience more subject areas prior to subject selection for Year 11 and 12.

Students are able to nominate a preferred study focus in the core areas:

- Religious Education
- Study of Religion
- Religion and Ethics
- English
- Essential English (incorporating the Literacy Short Course in Semester 2)
- Mathematical Methods
- General Mathematics
- Essential Mathematics (incorporating the Numeracy Short Course in Semester 2)
- Science
- Chemistry and Physics
- Biology and Psychology
- Science in Practice
- Health and Physical Education
- Physical Education
- Sport and Recreation
- Certificate III in Fitness Preparation (Semester Two only)

Students are also able to nominate three (3) electives per semester, with a requirement (due to ACARA time allocation requirements) that Modern History was nominated for at least one semester. Students were able to choose from the following electives:

- Accounting (one semester)
- Design
- Digital Solutions
- Drama
- Economics (one semester)
- Food and Nutrition (one semester)
- Film, Television and New Media
- Geography (one semester)
- Hospitality Practices (one semester)
- Industrial Technology Skills
- Japanese
- Legal Studies (one semester)
- Music
- Specialist Mathematics (one semester)
- Visual Art

In Terms 2 and 3 of Year 10, students begin their SET planning process and preparation for Year 11 and 12. This process involves the use of Career Tools to focus in a student's skills set and interests to consider different future pathway options. Following on from Career tools, students were able to nominate their preferred subjects to study. These choices were then discussed in detail in a SET Plan conference between an experience senior staff member at the College, the students and parent.

4.3 *The Senior School Curriculum*

The Senior School includes subjects studied in Years 11 and 12. In Term 3 of Year 10, students nominate a studies pathway for Year 11 and 12 that suits their interests and needs. IPC supported these choices with parent nights, SET Plan conferences and a Curriculum Handbook/Guide available online and in the Subject Selection Web Preferences Portal.

Some students chose subjects that led to Tertiary Entrance and an Australian Tertiary Admissions Rank (ATAR) on completion of Year 12. Alternatively, other students chose to undertake subjects that led to a QCE or VET (Vocational Education and Training) outcomes. In 2020, students were not restricted to one pathway and could explore many options available to ensure they were able to achieve the future they aspired to. Students in Years 11 and 12 completed 6 subjects in total.

Core subjects that were taken in Year 11 and 12 included:

- Religious Education (either Study of Religion or Religion and Ethics)
- Literacy (either English or Essential English)
- Numeracy (either Mathematical Methods, General Mathematics or Essential Mathematics)

Apart from the core program, students selected three (3) elective subjects from those listed below:

- Biology
- Certificate I in Construction
- Certification II in Engineering Pathways
- Certificate II in Information and Digital Media Technologies
- Certificate III in Fitness
- Certification II in Resources, Infrastructure and Workplace Preparation
- Certification III in Sport and Recreation
- Chemistry
- Design
- Digital Solutions
- Drama
- Economics
- Engineering
- Film, Television and New Media
- Hospitality Practices
- Industrial Technology Skills
- Japanese
- Legal Studies
- Modern History
- Music
- Physical Education
- Physics
- Specialist Mathematics
- Sport and Recreation
- Visual Art
- Visual Arts in Practice

Students undertaking Work Education were placed in an area of industry (Industry Placement) through four one-week blocks. Some students also secured School-Based Apprenticeships or Traineeships (SATs). This allowed them to be indentured in an apprenticeship arrangement and still complete their senior studies. Where subjects, in particular VET certification courses, were unable to be studied at the College, students were enrolled with the local TAFE Queensland campus to complete their course requirements each Wednesday, with an alternative program or study line provided for them to keep up with any missed classwork for their other subjects.

5.0 STUDENT OUTCOMES

5.1 APPARENT STUDENT RETENTION RATE – AUGUST COMMONWEALTH CENSUS

Year 10		Year 12		Apparent Retention Rate
Year	Enrol	Year	Enrol	
2008	178	2010	140	79%
2009	174	2011	147	84%
2010	175	2012	151	86%
2011	174	2013	152	87%
2012	180	2014	175	97%
2013	184	2015	179	97%
2014	185	2016	178	96%
2015	189	2017	187	99%
2016	189	2018	173	92%
2017	173	2019	143	83%
2018	181	2020	167	92%

5.2 ATTENDANCE RATE

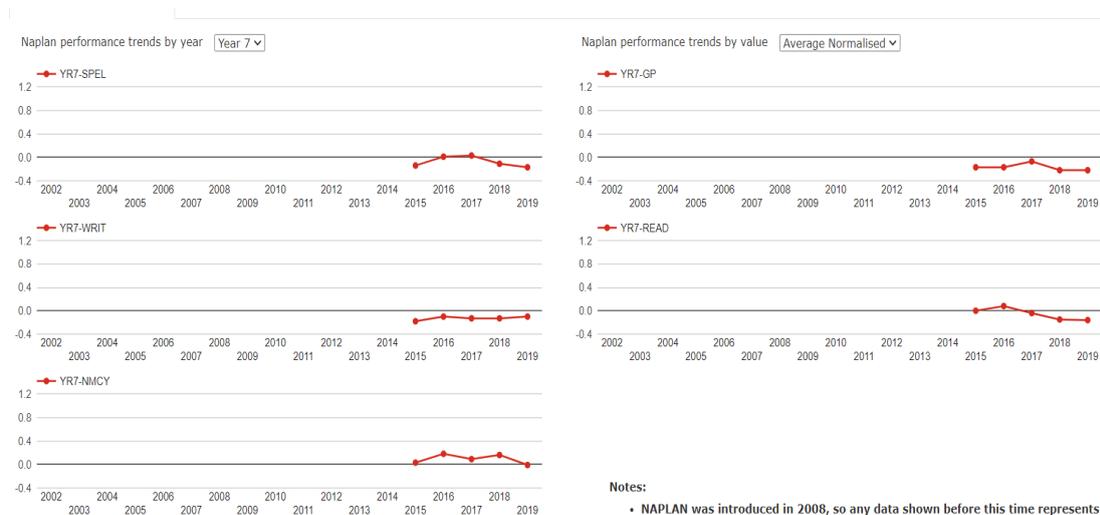
The average student attendance rate for 2020 was **95%**. An important point regarding this result is that it included one five week period of total school lockdown and periods either side of this lockdown where parents elected to keep students at home for online learning. Students who were actively involved in online learning were included in attendance results as per government instructions. In a very disrupted year for all students, online learning, as indicated by participation through the Stile software platform and completion of assessment, provided an important capacity to maintain student involvement in learning. More details about student attendance can be found at the MySchool website [here](#).

5.3 OUTCOMES FOR YEAR 12 STUDENTS

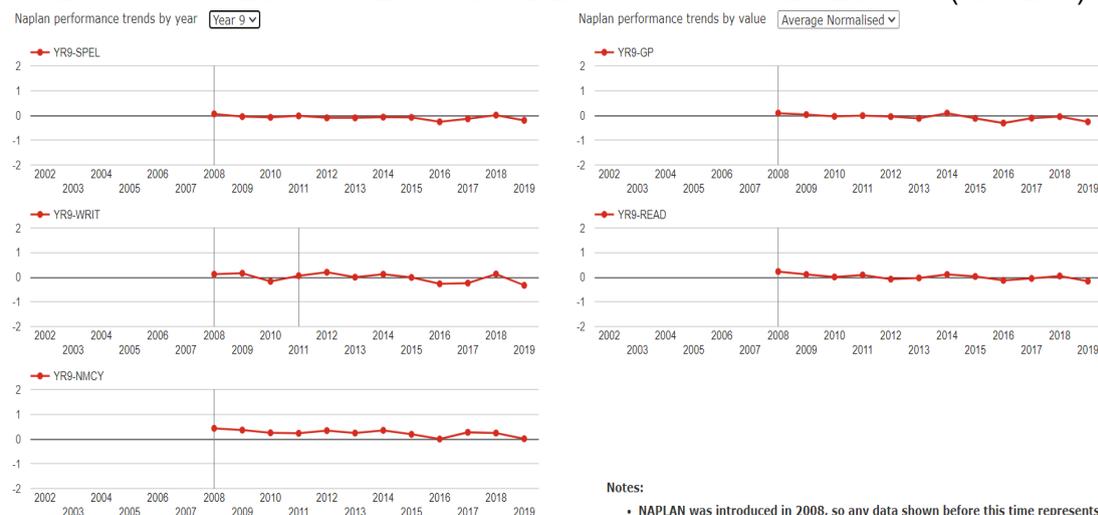
Number of students who received a Senior Education Profile (SEP)	167
Number of students awarded a Queensland Certificate of Education (QCE)	140
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	27
Number of students awarded one or more VET qualifications	86
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	18
Number of students awarded a VET qualification:	
Certificate I	43
Certificate II	78
Certificate III	40

5.4.1 OUTCOMES FOR YEAR 7 STUDENTS – NATIONAL TESTING (NAPLAN)

Note: As all NAPLAN testing in 2020 was cancelled due to the Covid situation, there is no record for 2020 included in this data for Year 7 or Year 9.



5.4.2 OUTCOMES FOR YEAR 9 STUDENTS – NATIONAL TESTING (NAPLAN)



5.5 SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

5.5.1 CURRICULAR ACTIVITIES

Inclusive Education Program

The school has a well-resourced and supported Inclusive Education faculty ensuring that all students have access to the school curriculum. This program is overseen by the Inclusive Education Program Leader. This is ensured primarily through the use of Inclusive Education Officer time and professional development of these educators. To assist students who have difficulties accessing the Australian Curriculum or had significant gaps in their learning, various in-class and retrieval programs are used. Intervention for mid to high needs verified students was also provided via the Macq Lit program.

Academic Mentoring Program

In 2020, the Academic Mentoring Program continued with our senior students and expanded into the Middle School. The senior program focuses on exploring a student's academic data and progress directly with them. This is with the focus of creating goals tailored to their preferred future pathways. These sessions also provided lessons on study skills, time management, effectively undertaking assessment in the new QCE system and the QCAA Academic Integrity course for students. The program, with a proven success rate in the senior years, was revised to assist younger students to become familiar with study skills, the new curriculum, time management and immersion with the cognitive verbs.

Indigenous Support Program

In 2020, one staff member's role was to oversee behavioural and curriculum issues regarding Indigenous students at the College as a program leader. This program leader's main role was to liaise with Deputy Principal-Identity and Mission in support of indigenous students in their time at the College. This person also managed two specialist indigenous aides. The Journey to Jobs program, supporting the transition of Indigenous students into work, is also a part of the support programs available.

School Chaplain

A school chaplain was appointed in 2007 and continued in 2020. Fr Rod Ward, a Catholic priest from the Townsville Diocese, made himself available to students on Mondays, Wednesdays and Fridays each week for meetings with students where required. Fr Ward also attended many school activities and supported students and the school in an ongoing capacity. Fr Ward's services are funded under the Commonwealth Government's National School Chaplaincy and Student Welfare Program. A special feature of his work is the special connections established through utilization of his medical qualifications to work in a first aid role with various school sporting teams.

5.5.2 CO-CURRICULAR ACTIVITIES

Ignatius Park College has a well-deserved reputation for excellence in a wide range of co-curricular activities.

Sports Available

Opportunities existed for students to take part in a wide range of sports determined by Townsville Secondary Schools Sport, North Queensland School Sport, Queensland School Sport competitions in 2020. These sports included Rugby League, Rugby Union, Football, Basketball, Water Polo, Athletics, Swimming, Cross Country, Cricket, Touch, and Volleyball. We also participated in other sports where there were organized competitions, for example, Rowing, AFL, Surf Lifesaving, and Water Polo.

Development Squads

The school maintains four talent development squads in Rugby League, Rugby Union, Basketball and Cricket. These squads aimed to provide personalized training for our talented athletes to assist them in furthering their sporting careers. The programs included individual and personalized skills training and fitness training.

Sporting Tours

The school offered sporting tours in Rugby League, Rugby Union, Football, Basketball, Touch Football, Cricket and Rowing.

Rugby League

- Confraternity Shield: Years 11 and 12 (largest schoolboy Rugby League carnival in Australia)
- September Trials Brisbane (State League and NRL scouts present)
- Mini regional tour Years 9 and 10
- National Competition games in Open Division
- Under 15's

Cricket

Participation in the State Twenty/20 Cricket competition at both Intermediate (Year 8 and Year 9) and Open Level

Rugby Union

Mini regional tour Years 9 and 10

Participation in the state wide Ballymore Cup, Elders Cup and tours to Sunshine Coast for senior students

Touch

Queensland Championships Brisbane Under 15 and Open

Rowing

Queensland Championships – mostly held in Rockhampton and Bundaberg.

Athletics

Queensland Knockouts – Brisbane – U/15 and Open Age

Inter-school and Representative

Opportunities also existed for many of these sports to be taken further at an inter-school or representative level.

The College is an active participant in local and regional inter-school sporting competitions and has an excellent record of achievement in this field. The Melton Black Shield for Excellence in Townsville Boys Sport has been held continuously by the College for over two decades.

Many past and present students have represented Townsville, North Queensland, and Queensland in a range of sports.

College Musical Productions

Ignatius Park College's annual musical production has become a feature of Townsville's theatrical program.

The aim of the production is to give as many students as possible an opportunity to be involved in a major cultural pursuit. This provides an opportunity for self-expression and guided work outside the academic environment.

In 2020, due to Covid restrictions, the planned production was cancelled. However a number of showcase evenings were held to highlight student artistic talent.

Debating, Public Speaking and Drama

Debating, public speaking and dramatic pursuits were encouraged at the College. Individuals and teams represented the College at local and regional competitions, including public speaking and the Townsville Eisteddfod. All received quality coaching to assist with their endeavours.

Chess

Many students trialed to be involved in the College chess teams in 2020. These teams competed against other schools in North Queensland on several occasions during the year. Chess continues to grow in popularity and will be well supported again in future years by students and staff.

Service Learning

Students were involved in a range of activities to serve the community in 2020. These included the College Homelessness project, Aitkenvale SS breakfast program, aged care home visits, visits to the Townsville Community Learning Centre and the Challenge Games as well as a range of charitable activities.

6.0 YEAR 12 COHORT 2020 POST SCHOOL DESTINATION

At the time of publishing this School Annual Report, the results of the 2020 Year 12 post-school destinations survey, "Next Step – Student Destination Report" for the school were not available. Information about the post school destinations of our students will be posted to our website on or before 30 September 2020 as required by legislation.

7.0 STAFF DEVELOPMENT PRIORITIES

Ignatius Park College is committed to the professional development and formation of staff. This continues to enrich the educational opportunities provided for our students and models to our young people the importance of lifelong learning. The following priorities were identified in the College's 2020 Operational Plan:

7.1: To continue to develop and foster the spiritual development of staff and to make them more aware of the Edmund Rice ethos and the value of service learning for students. The school supported this by:

- Edmund Rice Education Australia sponsored formation programs: A Call to Mission, A Call to Leadership, A Call to Transformation, A Vision for Liberation
- Occasional participation in Religious Education in-services conducted by the Townsville Catholic Education Office.
- Regular formation opportunities offered inside the school to staff.

7.2: To improve literacy and national testing results through the use of targeted programs and data analysis:

- Teacher Training with the "Classroom Profiling" system used in North Queensland.
- QCS and NAPLAN training for a number of staff.

- Specialist professional learning to support students with various learning needs eg Macq Lit; Math Pathways

7.3: Australian Curriculum subjects aligned their new programs with Australian Curriculum standards and expectations. This was supported by:-

- Identification of professional development needs within faculties, regular cluster meetings and internal PD sessions organized to up-skill various faculties within the College.
- Internal whole staff professional development sessions were conducted on Thursday afternoon throughout the year regarding Australian Curriculum updates and other teaching and learning topics. Feedback from conferences and courses were shared with the whole staff.
- Australian Curriculum related implementation courses for a number of staff.
- QCAA (Queensland Curriculum and Assessment Authority) subject area conferences were attended.

7.4: To continue supporting staff in their career development both within the classroom and beyond it. This general support included:

- To continue to provide financial support (up to 50% of course fees) to staff who are studying in educational areas that will benefit themselves and the College.
- Maintaining a process of middle management appraisal within the College and continuing a teacher self-appraisal process with feedback and discussion with a member of the College Leadership Team.
- Implementing a mentoring plan for new staff including a thorough induction process. Classroom Profiling was also offered to ensure professional reflection and development.
- Staff attended numerous conferences and workshops including: Health and Physical Education; Marketing & Community Development; Upgrading to TAE (Cert IV Workplace Training & Assessment); Standards and Assessment as well as QCAA Endorsement training; Positive Education; Boys in Education; Syllabus and Program Writing Workshops; Learning Enrichment and Special Needs In-service; Anti-bullying Awareness; Restorative Practices; Differentiating the Curriculum; Aspirant Leader programs; Women's Leadership Forum etc.
- Professional Development also occurred within the EREA through specialist area Network meetings eg Business Managers; Identity Leaders; VET Managers etc.
- Face to face Child Protection training for new staff and EREA Online Child Protection training for all staff as well as various online Compliance training modules delivered through Complispace.
- First Aid courses for staff, particularly those attending camps.

Due to restrictions imposed by Covid, most travel for professional learning, both by college staff and external providers to the school, was not possible. As a result, most training was either conducted online or was canceled. This reduced overall expenditure for the year. The total spent on Professional Learning in 2020 was **\$84,941**. This amounts to an average per teacher and support staff member of approximately **\$629.19** based on FTE numbers.

8.0 THE SOCIAL CLIMATE OF THE COLLEGE

One hallmark of Ignatius Park College is the very real climate of compassionate care evident at the College. Students, staff and the wider community work in concert to produce a holistic education which espouses Catholic Gospel values in the tradition of Edmund Rice. Pastoral Care is a significant aspect of this education.

Pastoral Care

Pastoral Care at Ignatius Park College implements the Edmund Rice Education Philosophy. It is a program of planned strategies and informal experiences that has a holistic approach to the evaluation of boys through the involvement and care of all its shareholders. It places the student at the centre of activities and aims to assist all members of the Ignatius Park Community to reach their full potential.

Pastoral Care is:

- ❖ The nurturing of meaningful and effective relationships within the College Community
- ❖ the concern that the school has that each individual belongs to that community and has the fullest possibility for personal, academic, social and spiritual growth.
- ❖ expressed through the teacher's personal commitment to each individual student, a commitment to what the student is and what he can become as a person.
- ❖ communicated to the student in various interpersonal contacts in the classroom and other learning situations, where an atmosphere of respect and love is maintained by all members of the community.

Stated simply, Pastoral Care is happening when a personal interest is taken in each student. Boys had access to a number of people if they had questions, concerns, requests, troubles or suggestions, including Homeroom Teacher, School Counsellor, House Leader, Deputy Principal Pastoral, Dean of Well Being, School Chaplain and members of the College Leadership Team.

In the school environment, one of the fundamental needs within the area of Pastoral Care is for cooperative group relationships on many levels. Tyler's Procedural Justice Theory (2000) suggests that the highest levels of cooperative relations in groups are found when individuals feel a **high level of pride** in membership of the group and a **high level of respect** within the group.

- A high level of pride in being a member of the group means that the student feels that "*It's good to be an Ignatius Park College student*".
- A high level of respect within the group is felt when a student believes that he has a place here at Iggy Park. That he is a valued member of the community and people take an individual interest in his wellbeing.

Adolescent boys need to belong to a group and feel as though they are playing a significant role within that group. Building group identity and positive identification with and within the group is therefore critical.

The Ignatius Park College approach to pastoral care and behaviour development, therefore, strives to ensure students feel a sense of belonging and

respect within the college community.

In any group from time to time things will go wrong, conflict will occur and members will do the wrong thing. In addition to building *belonging* and *significance*, it is how the community deals with conflict and wrongdoing when things go wrong, that is critical to building healthy, safe communities (Morrison, 2005).

Thus the challenge for Ignatius Park College has been to address conflict and wrongdoing in a manner that maintains a sense of belonging and significance for all involved parties.

To achieve this goal the Ignatius Park College community choose to adopt a model of Pastoral Care and Behaviour Development based on the concept of **Restorative Justice**. Restorative Justice was chosen for two specific reasons:

1. The values underpinning Restorative Justice are congruent with those of **Edmund Rice Education** and
2. Restorative Justice provides an explicit framework for action and reflection.

For Ignatius Park operating restoratively means to have high expectations and insist on high standards of behaviour while providing high levels of support and care for individuals. **In any discipline intervention, we have tried to focus on restoring any harm done and view the incident primarily as a teaching opportunity – critically, one that may never occur again.**

The fundamental premise of our model of Restorative Justice is that conflict and wrongdoing primarily – and most importantly – cause harm to relationships and this harm must be repaired in order to move forward.

To ensure Ignatius Park College has continued to build a healthy, safe community based on Restorative Justice our pastoral care and behaviour development is based on the following principles:

- *A commitment to the values of Edmund Rice Education.*
- *The promotion of positive self-esteem and personal spirituality.*
- *The establishment of self-directed right behaviour, developing in students a responsibility for their own actions and an awareness of the consequences of their actions.*
- *The nurturing of right relationships among all members of the community.*
- *The deliberate building of social-emotional competencies and psychological and social resilience in our students.*

House Organization

The House system has been organized to foster a long-term journey towards an effective pastoral care structure. The leadership model is one that allows all to participate in a responsible way and is inclusive. A Pastoral Leader serves the needs of each House and is assisted by ten Homeroom teachers. Each house numbers approximately 160 with approximately 14 students in each “horizontally” organized homeroom group. The homeroom teacher is the primary carer of these students during their College life.

The students remain in their House for six years at Ignatius Park College. This promotes a sense of belonging within each house. Staff not directly involved in the Pastoral Care House groupings are allocated to each House and expected to assist where appropriate. The support and organization of the House system is intended to involve all staff at Ignatius Park College.

9.0 STRATEGIES USED TO INVOLVE PARENTS IN THEIR CHILD'S EDUCATION

Parents and friends of the College were involved in the following activities in 2020:

- Liturgies/Masses
- Sports days
- The College Open Evening
- Indigenous program including the 2020 *Deadly Awards*
- Other sports and extra-curricular involvement
- Information evenings in Years 7 – 12 including welcoming nights and subject nights.
- The weekly newsletter
- The production and distribution of subject selection handbooks
- Membership of the College Board
- Parents and Friends meetings
- Parent coaches, managers, umpires/referees and sporting and cultural support groups
- School reviews and surveys
- Proposed sporting, cultural or academic trip meetings
- Website/Extranet (external viewing of internal school events and work)
- Phoenix Flyers
- Other social celebrations

10.0 STAFF

The staff of Ignatius Park College is a highly qualified, experienced, and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills / qualifications and experience of our staff could be broken into 3 areas: academic, vocational and sporting.

- Academically our staff are highly competent at their chosen teaching area of specialty. Such staff are usually given Year 11 and 12 classes in their teaching area and our students benefit from their experience.
- Several of our staff have practical industry experience in their teaching areas and are encouraged to update this experience each year. Areas of industry included are Construction, Engineering, Electrical, Hospitality, IT, and Business/Accounting.
- A broad range of our staff have successful sporting experience and coaching skills in a wide range of sports. These sports include: Rugby League, Rugby Union, Cricket, Football, Volleyball, Swimming, Cross Country and Athletics, Basketball, Touch, Rowing, Water-polo, AFL.

Total Staffing as at 2020 Commonwealth Census
Full-time Equivalent staff

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	87	60	4
Full-time equivalents	85.8	48.2	3.79

Highest Teaching Staff Qualifications	Number
Doctorate	2
Masters Degree	15
Bachelor Degree	72
Graduate Diploma/Diploma	2

11.0 STRATEGIC PLANNING

The College now operates on a 3 yearly planning cycle. This planning process assists school leaders and other staff in making short and long-term decisions for the continued development of the school. Strategic Directions are agreed upon at a Leadership Team level and are submitted to the College Board and Edmund Rice Education Australia for final approval. Project and Operational planning is subsequently developed each year by the College Leadership Team from these primary directions.

During 2018, directions for the subsequent three year cycle were finalized and are reproduced below in this 2020 report. Planning is organized under the following significant directions or headings:

- Catholic Life and Edmund Rice Identity
- Learning and Teaching
- Mission, Identity and Culture
- Wellbeing and Personal Growth
- Contemporary Learning
- Leadership and Capacity Building
- Community and partnerships
- Stewardship and Sustainability

STRATEGIC PRIORITY 1: MISSION, IDENTITY & CULTURE	
<i>Ignatius Park College is Catholic school in the Edmund Rice tradition. Inspired by Gospel values, the Edmund Rice Charter and the Touchstones. It endeavours to be a place of justice, solidarity, liberating education, inclusive community and Gospel spirituality.</i>	
1.1	Nurture the ongoing spiritual and Edmund Rice formation of staff and students.
1.2	Further strengthen the relationship between the College, diocese and parish.
1.3	Explore opportunities for reconciliation and restorative justice within the College and broader community
1.4	Ensure the Edmund Rice Charter and Touchstones are reflected in College policies and procedures

STRATEGIC PRIORITY 2: WELLBEING & PERSONAL GROWTH

Ignatius Park College recognises the individual spirituality and diverse gifts of its community. We undertake to nurture a strong sense of community and a sense of belonging among students, staff, families and the broader school community. We aim to pursue a holistic education in an environment supportive of diversity and inclusive of all.

2.1	Design and implement a positive psychology program to support student and staff wellbeing and encourage a growth mindset.
2.2	Ensure College pastoral policies and practice are inclusive and designed to welcome a diverse community of students and staff.
2.3	Ensure teaching and learning supports student wellbeing and positive engagement with their learning.
2.4	Research and implement strategies to enhance staff wellbeing and a supportive, professional school culture.

STRATEGIC PRIORITY 3: CONTEMPORARY LEARNING

Ignatius Park College inspired by contemporary research and best practice in learning and teaching aims to develop a culture of academic excellence, equity of opportunity and high expectation for all. We aim to create students who are ethical, global citizens with the knowledge and capabilities to respond compassionately to the needs of a changing world.

3.1	Further develop the College framework for teaching and learning, embrace 21 st Century educational practice, enhancing strategies for engaging students in classroom learning.
3.2	Develop strategies to maximize ATAR outcomes for students.
3.3	Pursue excellence in Vocational Education ensuring all students have an appropriate pathway into post-school education, training and employment.
3.4	Develop our capacity to analyze and engage with data to improve classroom practice, mentor students and inform academic decision making.

STRATEGIC PRIORITY 4: LEADERSHIP & CAPACITY BUILDING

Ignatius Park College to meet the ever-growing needs of schools and their communities promotes the personal and professional growth of its staff and students, developing their skills, knowledge and capacity to be leaders within school, church and community. We aim to provide opportunities for our staff and students to be agents of change in support of a just community.

4.1	Design and implement a whole school Professional Development Plan aligned with the College goals and to support improved practice in teaching and learning.
4.2	Source and implement a middle leader development program for established and emerging leaders.
4.3	Review the College administrative and organizational structure to ensure it best meets the needs of students and staff.
4.4	Design a student leadership development program reflecting a model of ethical leadership and service inspired by Gospel values.
4.5	Develop policies and practices to support the professional development and capacity of College support and administrative staff.

STRATEGIC PRIORITY 5: COMMUNITY & PARTNERSHIPS

Ignatius Park College endeavours to nurture and celebrate its history, and its tradition of service and contribution to the local church and community. In collaboration with others within the wider community we aim to create mutually beneficial partnerships for all.

5.1	Maintain and enhance the College commitment to engage and support the Aboriginal and Torres Strait Islander community.
5.1	Develop a clearly articulated community engagement and communication strategy.
5.2	Explore opportunities to further support Edmund Rice Education Beyond Borders.
5.4	Developing opportunities with external groups that support and enhance resources for the community and college in general.

STRATEGIC PRIORITY 6: STEWARDSHIP & SUSTAINABILITY

Ignatius Park College undertakes to use its gifts, talents and resources ethically, responsibly and for the enhancement of its staff, students, community and environment. It will act with transparency, model good governance and promote the sustainable use of resources.

6.1	Complete the College Master Plan to ensure student access to contemporary learning spaces that meet the needs of diverse learners
6.2	Further develop school capacity to meet all external Government, EREA and diocesan compliance obligations.
6.3	Seek opportunities to action the EREA Sustainability Statement

12.0 CONCLUSION

The College is proud to be a Catholic School in the Edmund Rice Tradition. We would like to thank all members of the Ignatius Park College community for their contribution in making 2020 another successful year in the life of the College.



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