



ST PATRICK'S COLLEGE

Annual Report

2024



Mission, Vision and Strategic Plan

Mission

Inspired by the Gospel and Edmund Rice, St Patrick's College liberates the whole person and educates for resilient and spirited young men who are challenged to serve.

Vision

Preparing faithful and inclusive men for a dynamic world.

Strategic plan

Between 2022 and 2025, we have identified seven key areas fundamental to St Patrick's College, Strathfield being a *Beacon for boys' education*, educating holistically in the Edmund Rice tradition. Our key focus areas are:

- **Staff Excellence:** A school that attracts, develops, rewards and retains quality staff.
- **Wellbeing:** Every student is well cared for, understood and responding to well defined expectations.
- **Learning:** Every student will be helped to achieve his own academic excellence.
- **Opportunities:** Intentional formation will include activities such as retreats, immersions, social justice activities, sport, outdoor education, oratory and the performing art.
- **Global and Local Engagement:** A strong, respectful and caring community is vital for the wellbeing and formation of our boys.
- **Sustainable Development:** The plant and facilities will shape the learning and formation that occurs within them.
- **Governance:** We are stewards of the College and are custodians for future generations.

Our strategic plan will enable us to continue to be a "lighthouse" school for boys' education in Australia. As such, it guides our decisions and practices so that everything we do aligns with the Plan's priorities and objectives.

Acknowledgement of Country

St Patrick's College, Strathfield acknowledges the original stewards of the land on which we stand, the Wangal Clan of the Darug people, and we pay our respects to the elders of the Eora Nation, past and present. We extend that respect to all Aboriginal and Torres Strait Islander people reading this report.

Acknowledgement of the Christian Brothers

We acknowledge and pay our respects to the Christian Brothers and proudly claim our heritage as a Christian Brothers school.



**EDMUND RICE EDUCATION
AUSTRALIA**

Contents



Foreword	3
1 Messages from Key School Bodies	4
EREA NSW Colleges Ltd	5
College Advisory Council	6
Parents' and Friends' Association	7
Student Leaders	8
2 Executive reports, including school-determined improvement targets	10
Deputy Principal	11
Director of Identity	12
Director of Senior School	13
Director of Middle School	14
Director of Learning and Innovation	15
Director of Curriculum	16
Director of Co-curricular	17
Director of Human Resources, Risk and Governance	19
Director of Business Services	20
3 Contextual information about the school	21
4 Characteristics of the student body, student attendance, management of non-attendance and secondary retention	23
Characteristics of the Student Body	24
Student Attendance	24
Management of non-attendance	24
Student retention rates	24
5 Student outcomes in national and state-wide tests and examinations, senior secondary outcomes and post-school destinations	25
HSC	26
ROSA	29
Literacy and Numeracy Assessments in Years 5, 7 and 9	29
Senior secondary outcomes	29
Post-school destinations	29
6 Workforce composition, teacher standards, accreditation and professional learning	30
Workforce composition	31
Teacher standards and accreditation	31
Professional Learning	32
7 School policies	35
Child Protection	36
Anti-bullying	36
Discipline	36
Complaints and Grievances	36
Enrolments	37
8 Actions promoting respect and responsibility	38
9 Parent, student and staff satisfaction	40
Parent satisfaction	41
Student satisfaction	41
Staff satisfaction	42
10 Summary financial information	43



Foreword

It was a great honour to celebrate our successes and share numerous face-to-face events with our community during St Patrick's College's 97th year. Our school has a lasting legacy, inspired by Blessed Edmund Rice, who encourages boys to grow fully in their humanity within an educational environment where they feel welcomed, accepted, and valued. We aim for each community member to be faithful to the four touchstones: Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. In 2024, the College continues to experience strong enrolment growth and an expansion in its curriculum and co-curricular offerings.

We are at a significant moment of educational change. With independent schools often in the media spotlight and academic standards in Australia under scrutiny, we know that St Patrick's College offers something unique. Community is central to our distinctive culture, and our aspirations for our students are limitless. For 97 years, we have been dedicated to educating boys into young men, always placing them at the centre of our decision-making. In today's world, this is even more necessary. Our young people face a complex and changing future, and our role is to prepare them for the personal and professional challenges they will encounter in their adult lives.

At St Patrick's College, our boys grow in an environment that aims for a well-rounded education, expecting them to commit to excellence and a love of others as they let their light shine. In 2024, I once again witnessed a community reaching out to the world with genuine concern for a socially just and sustainable future, and I am proud to see our school values providing a firm foundation to guide us. Each student must complete their social justice service, and it is marvellous to see so many exceeding their minimum hours dedicated to those in need.

We want our boys to be curious, engaging with their world with wonder and enthusiasm, always learning and growing, and seeking excellence and success. We want them to foster and express their humanity, making a positive difference to others driven by empathy, honesty, and care, and to become leaders who act with integrity for a socially just world and a sustainable future for the Earth.

As we approach our Centenary, St Patrick's College is evolving into a new chapter. We must continue striving for the best, engaging vigorously in educational debate, proudly advancing gender equality, driving change, and pursuing the best opportunities to enhance the experiences we offer our boys.

I sincerely thank the academic staff for their unwavering dedication and outstanding professionalism in preparing our students to be independent, audacious learners ready to face the changing world with confidence, stamina, and courage. To the administrative and support staff who gave so much of their time to ensure everything ran smoothly, I acknowledge all that you do behind the scenes and in countless other ways – your work is invaluable, not just in the tasks performed but in the beautiful relationships and sense of community you help create. To the College Advisory Council, thank you for your crucial role in shaping the College into what it is today.

In 2024, I was once again privileged to meet many Old Boys and understand firsthand the legacy of a St Patrick's education. Our Old Boys care deeply about their College, and while celebrating the past at their reunions, they are passionately invested in our future.

Finally, thank you to all the students for their enthusiasm, energy, and willingness to embrace all the opportunities offered throughout the year. Learning about what you care about and love about St Patrick's College has been an absolute pleasure. I look forward to continuing our journey together. The Blue, Black, and Gold has a bright outlook for 2025.

Dr Vittoria Lavorato
Principal

1 Messages from Key School Bodies



Message from Edmund Rice Education Australia (EREA) NSW Colleges Ltd



As we reflect on another remarkable year, it is with great pride that I offer this introduction to the St Patrick's College, Strathfield 2024 Annual Report to the Community, a celebration of our shared journey in education and community. This year has been filled with challenges, triumphs, and countless moments that have shaped our community. Each page of this Annual Report captures the spirit of collaboration and resilience that defines us.

St Patrick's College, Strathfield is part of the Edmund Rice Education Australia NSW Colleges Ltd network, which sits within a national network of 55 schools in every state and territory. While each school maintains its unique character, they are all united by a shared mission and underpinned by our four Touchstones – Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Across our network, we have witnessed our students excel academically, engage in meaningful service, and grow into compassionate leaders. Our educators' dedication and our families' support have been instrumental in fostering an environment where every student can thrive.

In November 2024, when speaking to Italy's National Youth Council at the Vatican, Pope Francis acknowledged the complexity and challenges facing young people. *"We often meet disillusioned people because they look to the future skeptically and pessimistically,"* Francis observed. *"It is important, therefore, to know that young people can be artisans of hope because they are capable of dreaming."*

Pope Francis called for a *"village of education"*, founded on networks of *"human and open relationships"* that place the person at the centre while investing in the formation of those who will serve the community.

Across the EREA NSW network, we draw inspiration from Pope Francis's vision of a *"village of education,"* where the collaboration of families, schools, and communities creates a nurturing environment for our students.

In this village, every member plays a vital role in shaping the hearts and minds of our young people. Just as a village thrives on the contributions of its inhabitants, our educational community flourishes through the active participation of parents, educators, and local organisations. Together, we cultivate a space where students can grow, learn, and develop into compassionate leaders.

This Annual Report provides a snapshot of the *"village of education"* and celebrates the *"artisans of hope,"* who learn and grow in the St Patrick's College, Strathfield community. It is not just a collection of memories but a testament to our shared journey. It highlights the achievements and milestones that make our community unique. As you turn these pages, I hope you feel a sense of belonging and pride in all we have accomplished together.

As we reflect on the achievements and challenges of the past year, let us embrace the spirit of unity and cooperation that defines our mission. Working together ensures that every child feels valued, supported, and empowered to reach their full potential.

Join us in celebrating the remarkable stories and accomplishments that illustrate the strength of our educational village. Together, we are shaping individual futures and building a brighter, more hopeful community for all.

Thank you for being an integral part of the EREA family. Here's to celebrating our past and looking forward to a bright future!

Maura Manning
CEO/Director of Schools
EREA NSW Colleges Limited

Message from the College Advisory Council

The role of the St Patrick's College Advisory Council is to provide advice and support to the Principal in providing an education for our boys and young men in the Edmund Rice Tradition. We meet with our Principal, Dr Vittoria Lavorato and Deputy Principal, Mr Adrian Byrne, throughout the year and are presented with information on the progress of the plans that have been put in place under the College's Strategic Plan. We are invited to provide feedback and suggestions on the plans and implementation of the plans. It is credit to Dr Lavorato and Mr Byrne for the openness in which we discuss the plans.

Supporting the Advisory Council and Dr Lavorato are the Finance Committee, Identity Committee, Risk and Governance Committee, and the Property and Capital Works Committee. These committees are chaired by an Advisory Council member and have the appropriate College staff specialists as members, as well as volunteers from the College community with expertise in these areas to provide advice and support to Dr Lavorato.

Observing the advancement of the school's academic results has been pleasing. Dr Lavorato and her team have driven many initiatives to achieve these excellent results. The measurement of performance, effort and implementation of systems to monitor these attributes over time undoubtedly benefits our student cohort. And the restructuring of the school into Middle and Senior Schools will have benefits academically as well as for the students' wellbeing.

The incorporation of the Scientia Building into students' daily lives has been rewarding. Much work has gone into repurposing other parts of the school and improving facilities to ensure that the school can accommodate our additional student streams, who will be entering Year 8 in 2025.

It is a privilege to see the 'behind the scenes' passion of Dr Lavorato, Mr Byrne and their Leadership Team. Their drive to constantly improve the education, environment and opportunities for the boys and young men is inspirational. Special acknowledgement goes to Dr Lavorato for her leadership skills and constant drive to improve St Patrick's.

I want to thank my fellow Advisory Council Members, Ms Helen Randall, Ms Natalie Bains, Mr Sam Rigoli, Mr Peter Gainsford, Mrs Jamey Poyaoan, Mr Con La Spina and Dr Anne Wenham. On behalf of the Advisory Council, I thank and acknowledge retiring Advisory Council member Dr Anne Wenham for her many years of service and outstanding contribution to the St Patrick's community. Anne has been an absolute pleasure to work with, and her deep knowledge and expertise in the educational landscape have been invaluable. Thanks also to the members of the committees that support the Advisory Council and the school. St Patrick's is blessed to have such a strong community willing to share their time and expertise.

Anthony Meaker
Chair
College Advisory Council



Message from Parents' and Friends' Association

As the 2024 school year draws to a close, we, the Parents and Friends (P&F) Committee, reflect on a year filled with growth, connection, and commitment. Much like the powerful words from the Year 12 cohort's statement, "It is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree," our efforts as a committee have mirrored this idea: small actions and contributions, when nurtured and supported by our community, have blossomed into something truly remarkable.

The 2024 P&F Committee worked tirelessly to create a welcoming, family-oriented environment that strengthened the bonds within our school community. Our focus has always been on providing opportunities for parents, staff, and students to come together and support each other in the journey of education and personal growth. The small contributions from parents have allowed us to help our boys as they continue to grow strong in faith, morals, and values, just as the tree grows from the smallest seed. We embarked on many exciting events throughout the year that brought our community closer together. We soldiered through the challenging winter months, organising barbeques at sports events despite some being cancelled due to the wet weather. However, we didn't let the rain dampen our spirits. We came back bigger and better for those events that did go ahead, creating a warm and welcoming atmosphere that the boys, parents, and staff could enjoy. We cannot thank enough the many parents who volunteered their time to help us run these barbeques. Without you, these events wouldn't have been possible.

The year began with a time-honoured tradition – a morning tea for the Year 5 cohort, marking their entry into the school community. We also hosted the highly anticipated Year 5 Welcome Dinner, a wonderful evening that allowed families to connect and celebrate the beginning of a new school year. The P&F Committee then organised one of the year's most significant events: the Blue, Black, and Gold Dinner. With the brilliant Rob Shehadie as our MC, the night was filled with laughter, dancing, and unforgettable moments that will be cherished for years.

Another highlight was the infamous Trivia Night, which saw a great turnout at our new venue, Canterbury League Club. This event was a great success, and the friendly competition brought our community together for a night of fun and camaraderie. Additionally, the committee hosted the Father's Day Morning Tea, the Major Works Night Supper, and the beautiful roses for Mother's Day. All these events were made possible by our incredible team of volunteers, whose contributions we genuinely appreciate.

As a committee, our goal has always been to build strong ties within our community; this year, we have certainly achieved that. We take pride in the vibrant and close-knit

school community we have created, and it is all done for our boys. Every event, every small effort, has been geared toward fostering an environment where our children can grow into young men of integrity, faith, and character.

In our fundraising efforts this year, we are proud to announce that we were able to give back to our College in meaningful ways. Through the generous support of our volunteers and community members, we contributed to the purchase of Stage 3 Mathematics Learning Resources, and we supported the Battle of the Bands with an in-house judge, workshops, and prizes. Furthermore, we supported the purchase of Single and Double Sled Scrum Machines for the Sports Department. We have also donated the funds raised this year to purchase the new School Score Board. These contributions benefit our students and will help them thrive in their education. As we look forward to the future, we remain committed to nurturing a strong school community. Like the smallest seed that grows into the greatest of shrubs, the collective efforts of our parents, staff, and students have helped our school thrive. We look forward to continuing this journey together, supporting our boys as they grow into the firm, faithful, and respectful young men we know they will become.

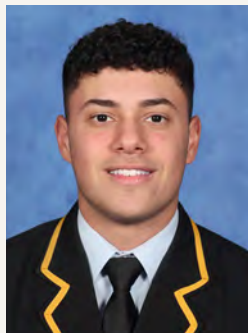
Thank you to all the volunteers, parents, and families who have made this year successful. Together, we are building something truly special. Let us continue to grow, support one another, and watch our boys flourish.

As we bid farewell to another year, we also say goodbye to some of our dear committee members. With heartfelt gratitude, we thank our Vice President and Barbeque King, **Jason Arnold Auland**, for his dedication and commitment, and we wish him all the best in his future endeavours. We also bid farewell to our lovely **Alison Auland**, our "Roses Queen", whose passion for making Mother's Day extra special was greatly appreciated. We extend our warm thanks to **Kathy Jeitani** and **Marian Parnaby**, who brought so much energy and creativity to our events, and to **Dione Fague** and **Nerida Shipley**, our amazing Trivia Queens, who ensured that our Trivia Night was one to remember. Finally, we thank our dedicated Secretary, **Evangeline Hagios**, whose attention to detail and organisation kept everything running smoothly.

These remarkable individuals have all made significant contributions to our school community, and we are deeply grateful for their time, energy, and passion. They will be missed, and we wish them all the best as they move on to new adventures. We want to express our heartfelt thanks to each of them for their invaluable service and dedication.

Elena Ierardo
President
Parents' and Friends' Association

Message from the Student Leaders



2024 College Captain Michael Sakr

It has been one of the greatest honours of my life to be the College Captain of St Patrick's College, Strathfield in 2024—an honour that I will hold dear for the rest of my life. I am immensely proud of the efforts and achievements of our students this year, and I know you share in this pride.

At the commencement of our final year of schooling, the Class of 2024 agreed our theme for the year, based on the parable of the mustard seed:

"Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" (Matthew 13:31–32).

To our minds, this parable so aptly represented all of our personal journeys and growth at SPC, from the Year 5 boys walking starry-eyed into the gates of the College on 31 January 2017, wearing our blue caps, shorts, and long socks, to the young men walking arm in arm as brothers wearing our black and gold blazers and accompanied by our parents as we graduated on 25 September 2024.

It has been a transformative journey for us all, underpinned by our faith and nurtured by this excellent College, particularly Dr Lavorato and her dedicated teachers and staff.

Leveraging this year's touchstone of focus, 'Liberating Education', Dr Lavorato elaborated on this theme at Speech Night in December, telling the boys and parents how much this parable had energised and focussed her throughout the year. The notion of how education is used to enrich people's lives in our faith, as well as the metaphorical meaning that is emblematic of the College's role in the development and growth of its students, is something of which we, the Class of 2024 and wider St Patrick's College community, kept in the forefront of our minds throughout the year.

We hope this intangible legacy of the Class of 2024 continues to permeate the College for years to come.

Regarding a tangible legacy, the Class of 2024 is proud to have funded and commissioned a statue of St Joseph's to be located out the front of the Coghlan Building, at the base of the Year 12 yard, neighbouring Breen Oval. St Joseph is symbolic of the ideal figure of manhood and a pillar of strength, righteousness, and faithfulness for the Holy

Family. It is one that many boys and I, the Class of 2024, resonate with and draw inspiration from. We are pleased and proud this statue will continue to have a prominent role on the College campus for decades to come.

The Class of 2024 has achieved many remarkable things, and I am confident that they will continue to make us proud in the future. I also wish my fellow Class of 2024 peers every success for the next chapter of their lives in 2025 and beyond.

Thank you to all the amazing teachers and staff of SPC, especially Dr Lavorato, Mr Byrne, and Mr Herro, who have played a special role in Year 12's journey over the past eight years.

On a personal note, I would like to thank every member of the broader SPC community for the incredible love and support shown to me and my family over the past five years. I will never forget it and will be endlessly grateful. I cannot commend the College enough – it's a place and a community filled with love and brotherhood that stays with you forever.

Luceat Lux Vestra.





2024 Junior School Captain Marcus Donovan

As the year 2024 drew to a close, so did my time as Junior School Captain. It was with mixed emotions: gratitude, pride, and a sense of sadness that this incredible chapter came to an end.

First and foremost, I would like to thank all Junior School teachers for their guidance throughout my leadership journey. They have taught me that true leadership is about service, kindness, and continuously striving to bring out the best in others.

Can I also thank Dr Lavorato, Mr Bryne and the College Leadership Team for our lunchtime meetings. Planning important events and discussing community issues while snacking on pizza and chips were always a fun time.

Reflecting on the year, 2024 was full of fun and exciting highlights, including the Year 6 Camp to Canberra, where our cohort shared some unforgettable moments, and the Winter Sleepout, which was a cold and challenging night as we got to experience what it's like to be homeless. I also can't leave out the Year 6 STEM Day Challenge with Santa Sabina, which stood out as a fun and rewarding experience as we used our skills to solve everyday world problems.

However, my most significant highlight for 2024 was the launch of St Patrick's College's Reconciliation Action Plan. Witnessing the students from Christian Brothers' Lewisham perform their cultural dance was a powerful moment of unity and reconciliation.

I would like to thank the Junior School Leadership Team for their unwavering encouragement and support. To my vice captains, Owen and Frank, thank you from the bottom of my heart for your assistance in ensuring a safe and harmonious community. To the House captains and vice-captains, your leadership and spirit in fostering healthy competition were greatly appreciated.

As we prepare to move into Year 7, I encourage my classmates to reflect on the lessons we've learnt and the memories we've created. The transition program reminded us of the challenges and growth that lie ahead, but I know we will face them together as an unstoppable brotherhood.

Serving as Junior School Captain has been an experience and journey I will truly cherish forever. Thank you to everyone who has supported me along the way. Remember me, Marcus D.

Luceat Lux Vestra – Let Your Light Shine!



2 Leadership Team Reports including school determined improvement targets





Deputy Principal Adrian Byrne

2024 was a time of transition as we moved to a new pastoral care model and introduced the Senior School (Years 9-12) and the Middle School (Years 5-8). With dedicated pastoral care lessons developed by our staff, we were able to personalise our pastoral care lessons to the needs of our young men. I thank our staff for their dedication and commitment to delivering this new program.

The student body was ably led by our College Captain, Michael Sakr, and his team. The leaving cohort of 2024 will be remembered for their generosity of spirit, as they dedicated themselves to getting to know all the other students in the College and building community spirit.

I take this opportunity to thank our P&F President, Mrs Elena lerardo and her committee for their ongoing support of the staff, students and families at the College. Their unwavering commitment to looking after everyone by not only raising money to support the needs of our students, but by them

just being present at all our functions, always willing to lend a hand, has been invaluable. Next year we will be seeking involvement from more parents to lighten the load on those who already do so much.

Over Semester 2, I led a team that looked at our Student Management Policy. After months of planning, meetings and feedback from our students, we are looking forward to launching our new policy in 2025 which will continue to ask the young men of St Patrick's College to do their utmost to uphold the high standards that all our community expect.

Priority Areas for improvement in 2025

Implementation of the new Student Management Policy 'Shining the St Patrick's Way'.

Further reviewing our Pastoral care program to embed student academic and wellbeing goals.





Director of Identity Gillian Daley

This year saw Identity continue to be a stable and prominent part of life at St Patrick’s College. It began with Opening Mass at the Sydney Olympic Park Tennis Centre, and concluded with Speech Night dedicated to *Faith*, as well as the final Friday Mass in the Chapel and Staff Advent Mass on our last day of the year. In between we celebrated Mothers’ Day Mass with over 2,000 people, came together for Founder’s Day and gave time and reflection in the Fathers’ Day Masses. Throughout our liturgical celebration we were joined by various visiting priests including Fr John Hayes from Strathfield, Fr Tom Stevens from Mortlake and Fr Ronnie Maree (Class of 2010) from Austral. We also welcomed Seminarian, Cronan Yu, to the College one day a week to work with the community. We also commemorated Ash Wednesday, Easter and other Feast days.

Across the year, staff and students alike committed to serving others through the SOL Service (Years 5 – 10 and staff) and Social Justice Service (Year 11) programs, while many of our parents contributed to our work by delivering donations and being part of the Parent SOL (Shining Our Light) Group. Our charitable works continued in the Lenten Appeal, Winter Appeal and Christmas Appeal as well as support of our Justice Partners across cohorts.

In May, we launched our Reconciliation Action Plan with a whole school gathering on Breen Oval, and our friends from CBHS Lewisham sharing traditional dance and a smoking ceremony with us. It was a day that showcased all that was good, with the hands of all students and staff across the College painted on to make up the Aboriginal and Torres Strait Islander flags. Junior School Captain, Marcus Donovan shared his experiences of reconciliation, and many others shared thoughts at our assembly. In

Term 4 we had our first Aboriginal Education Worker, Kyle Wallace, commence with us and begin to connect with our First Nations students and make plans to grow our connections in the community moving forward.

Our Formation programs continued, connecting students with each other, themselves and their faith. We also held an optional Staff Retreat, after having all staff choose one of eight options run by colleagues on the Staff Spirituality Day, *Liberate Me, Liberate You* in Term 1. We also had more than 20 staff attend EREA Formation programs throughout the year.

This year also saw us put in place plans and appointments for two new positions – Head of Identity (Middle School) and Head of Identity (Senior School) – starting in 2025. We concluded the year with strong connections to our Identity represented in our school surveys, with much to hope for moving forward.

Priority Areas for improvement in 2025

Implementation of the *St Patrick’s College Laudato si’ Action Plan* (sustainable action).

Commence the new Identity Leadership structure and develop some working guidelines.

Continue to refine *Shining Our Light (SOL) Service* as we live the newly developed and advertised structures.





Director of Senior School Robert Simpson

The 2024 academic year has been a period of significant growth and development for the area of wellbeing in our College community. We have continued to prioritise the holistic wellbeing of our students, integrating various initiatives and programs to support their growth in the five dimensions of our Wellbeing Framework.

Establishing the new Middle and Senior School model has enabled the integration of dedicated pastoral care lessons into our timetable. These lessons are designed to foster a supportive and nurturing environment, helping students develop essential life skills, emotional intelligence, and a sense of community, complementing our bespoke wellbeing program, which has been a cornerstone of our efforts to support student health and happiness. We have invited a range of guest presenters, including mental health professionals, motivational speakers, and wellness experts, to share their knowledge and experiences with our students. These sessions have provided valuable insights and practical strategies for managing stress, building resilience and self-esteem, developing healthy relationships and maintaining a healthy lifestyle.

Recognising the importance of road safety, we have consolidated our young driver education program. This initiative includes safety workshops and guest presentations from road safety experts. Our goal is to equip students with the knowledge and skills they need to be responsible and safe drivers.

In our ongoing commitment to transparency and accountability, we have introduced the Student Achievement and Attendance (SAA) metrics into our reporting system. This new addition allows for a more comprehensive understanding of each student's application in class during the semester, ensuring that parents and carers are well informed about their son's academic progress.



We have conducted a thorough review of our Child Safeguarding policies to ensure they meet the highest standards of safety and protection. This review has led to implementing updated protocols and training programs for staff, reinforcing our commitment to creating a secure environment for all students.

Similarly, our approach to student behaviour management has also been reviewed and refined. We have introduced new strategies emphasising positive reinforcement, restorative practices, and clear communication. These changes aim to create a respectful and inclusive culture at the College where all students and staff feel valued and supported.

As we reflect on the past year, we are proud of the strides we have made in enhancing the wellbeing and safety of our students. We remain committed to continuous improvement and look forward to furthering these initiatives in the coming years. Together, we are building a stronger, healthier, and more resilient College community.

Priority Areas for improvement in 2025

Review, develop and implement the Pastoral Care Lessons, providing a bespoke, targeted student wellbeing program across the Senior School.

Continued implementation of the new Middle and Senior School model for wellbeing support, supporting the newly established Assistant Year Coordinator in Year 9.

Review the College Reporting system, including evaluation of the Student Attribute Average (SAA) measure.

Finalise the review of Student Management and Discipline Procedures to consolidate clear expectations and support learning and wellbeing.





Director of Middle School Alexandros Sinadinos

2024 was a vibrant year for us in the Middle School here at St Patrick's College. Aside from the additional Stage 3 Year Coordinators (Years 5 and 6) and the Assistant Year Coordinators (Years 7 and 8) that we have formally introduced to the Wellbeing Team, we have incorporated the pastoral care lessons every fortnight into the timetable. As such, our new bespoke and age-appropriate pastoral care lessons are designed to help promote each student's wellbeing, moral and spiritual development and to foster the formation of the whole person.

Our new two-day transition program from Year 6 into Year 7 has also allowed us to continue to foster the development of supportive and meaningful relationships as the pivotal transition from Stage 3 into Stage 4 occurs. Through our residential camping experiences at Camp Kincumber (Year 5), Camp Somerset (Year 7), and Canberra Tour Visit (Year 6), students developed their interpersonal, social and academic skills. We also liaised closely with the external agencies and have engaged Brainstorm Productions and BATYR to support our Middle school students' personal growth and resilience.

In Stage 3, our student leaders, led by the Year 6 Captain, the Vice Captains, House Captains and House Vice Captains, ran a wide range of initiatives, having fostered skills during their Young Leaders Afternoon Tea in collaboration with Santa Sabina College. In Stage 4, four Year Ambassadors, each from Years 7 and 8, form part of the Student Representative Council (SRC), and these students worked closely to enhance inclusivity and self-responsibility, deepen faith, and advance human dignity.

Middle School students were also given the opportunity to provide both formal and informal feedback on student satisfaction throughout the year via our Relationships, Safety, and Bullying Survey and AISNSW Perspectives. The data depicts that students possess a strong sense of safety both indoors, outdoors and in class, feel a strong sense of belonging and acceptance, and are consistently supported to foster intercultural understanding.

In summary, this has been a highly successful year. At the College, stronger wellbeing outcomes have led to stronger engagement in learning outcomes across our Middle School students.

Priority Areas for improvement in 2025

Assess the functioning of the revised College behaviour framework to consolidate clear expectations of our Middle School students' learning and wellbeing.

Consolidate the formal transition program of Year 6 students into Year 7 and integrate the transition of incoming Year 5 students from Stage 4 into Stage 5.

Review of the Implementation of Pastoral Care lessons fortnightly, assessing the age-appropriate and evidence-based nature of the student wellbeing and management programs.





Director of Learning and Innovation Denise Lombardo

In 2024, we welcomed Mrs Jessica Lonard to the College as the Head of Library and Information Services. Mrs Lonard brings a wealth of experience and is currently the AIS NSW Teacher Librarian Convener. Her energy and enthusiasm in the McGlade Library and her team leadership will ensure we focus on high-quality research skills and support our teachers and students to further develop critical literacies in this age of rapid change and artificial intelligence.

We also continued to focus on quality instruction through building teacher capacity. Given the relative inexperience of many new staff members and a desire for a different level of challenge expressed by more experienced teachers, our professional learning was delivered in four strands across two semesters. Our three-year plan, commencing in 2022, provided for differentiated professional learning based on career stage; in 2024 we structured our approach as follows:

- Pre-proficient teachers: Essentials of Teaching, and Practice and Pedagogy for Early Career Teachers
- Experienced teachers: Universal Design for Learning, and Aspiring Leadership for Experienced Teachers
- Aspiring leaders: Mentorship, and Artificial Intelligence for Experienced Teachers
- Leaders: Leadership, and Artificial Intelligence in Management for Teachers in Leadership

All professional learning was NESA accredited and developed and delivered by experienced staff teachers, showcasing the depth of talent we have as a professional learning community.

Data shows that while students' writing skills are improving, we need to develop greater sophistication in their ability to craft and refine their expression at the sentence level to ensure nuance and greater sophistication. As part of a



developing Middle Years program for writing instruction, our Junior School teachers and all English teachers engaged in a full day of learning how to explicitly teach writing, using a variety of easily adaptable sentence structures.

Other areas of development included a trial of a teacher evaluation tool – TxCel – allowing students to provide targeted feedback to teachers, with reflection on the part of teachers themselves, and a subsequent survey to measure potential growth and improvement in teacher practice. Early indications are that the use of the tool was effective in not only improving teacher practice but also in getting greater alignment between teacher self-perception and student perception.

In seeking to promote the quality work the College does in catering to Gifted and High-Potential Learners, we developed and launched the F Gleeson Gifted Education Program, which details how we provide for students through Extension, Enrichment, Differentiation, and Acceleration.

Priority Areas for improvement in 2025

Develop a whole school writing framework and support Stages 3 and 4 English and Junior School teachers to embed explicit teaching practices for improved sentence and paragraph writing.

Building teacher capacity in effectively supporting and challenging gifted and high potential learners.

Using data to track student progress, intervening to catch under-performers and celebrating those making great improvement.

Developing and implementing a whole-school AI Framework to support the ethical and effective use of AI in education at St Patrick's College.





Director of Curriculum Michael Cutrupi

Over the course of 2024, the College successfully implemented the new NESA syllabuses for Years 5 and 6 English, Mathematics and Languages, Years 7 to 10 Computing Technology and Years 11 and 12 Enterprise Computing. The College also conducted a thorough curriculum review to ensure the ongoing maintenance and currency of curriculum compliance for the requirements of NESA registration and accreditation.

A systemic approach to student assessment data and tracking continued to embed and expand using the analytic tools in the *Post-Secondary Academic Measure – ATAR Estimation and Analysis (PSAM)* online platform from Academic Assessment Services and in the *TrackOne Studio* online platform from The Alpha School System (TASS).

In 2024, the College implemented the Student Attribute Average and Grade Point Average systems in *TrackOne*, and on student academic reports for Years 5 to 11 to track and meet the needs of all students so that every student

will be helped to achieve his own academic potential and personal excellence.

Priority Areas for improvement in 2025

Planning and preparation for the implementation of new NESA syllabuses in 2026 in 7-10 Science; 7-8 Technology; 11-12 English Standard, Advanced and Extension courses; and in Mathematics Standard, Advanced and Extension courses.

Planning and preparation to commence for the implementation of new NESA syllabuses in 2027 in K-6 Creative Arts, HSIE and PDHPE; 7-10 Commerce, Geography, History, PDHPE and Visual Arts; and 11-12 Ancient History, Modern History and History Extension.

Continue to build and expand teacher capacity in the analysis of student assessment data and feedback to assist students to achieve their learning goals.





Director of Co-curricular Anthony Calavassy

St Patrick's College sets out to provide a holistic education that promotes spiritual, social, physical and intellectual development. The College, in collaboration with the parent body, seeks to turn out young men of competence and conscience who always strive for excellence.

The College's Co-curricular program is essential in fostering a strong sense of school pride, community, and tradition. It also offers students the chance to engage in meaningful and enjoyable experiences. Students and their families enthusiastically participated in the College's Co-curricular offerings, with large numbers at various activities and events. While there were many successes across the wide range of Co-curricular activities, the year saw fewer shields and trophies earned compared to previous years. However, a significant number of students achieved outstanding individual results at the state and national levels.

Significant additions to the 2024 Co-curricular Program included:

- Samuel Boggs appointed to the new role titled Head of Sport.
- Brett Davidson appointed to the role as Assistant Head of Sport with additional time release.
- Appointments of Maquire Tatola, Head of Rugby, and Jason Falzon, Head of Football.
- Introduction of Science Club as a new Co-curricular activity for a two-year trial.
- Addition of Touch Football as a Co-curricular activity for all year groups.
- The College approval to send an Open and Development Football Squads to UK/Spain.



Priority Areas for improvement in 2025

Continue efforts to negotiate a new long-term lease for Hudson Park and its Pavilion.

Appoint a Head of Athletic Development to manage the Farrell weights room and oversee the implementation of tailored programs for students.

Formalise the Drumline as an official co-curricular activity.

Re-evaluate and explore alternative approaches to recruiting and onboarding external coaching staff.



Co-curricular activity	Participants	Co-curricular activity	Participants
AFL	14	Football	770
Athletics	87	Golf	6
Band/ Orchestra	95	Mock Trial	0
Baseball	36	Performing Arts production	46
Basketball	327	Public speaking	12
Choir	50	Referees	6
Supporters' Group	26	Rugby	427
Cricket	209	Social Justice Groups	40
Cross Country	36	Softball	24
Debating	93	Swimming	58
Duke of Edinburgh	24	Tennis	68
Chess	51	Theatresports	19
Touch Football	60	Science Club	7

College Co-curricular achievements and awards

The EREA Junior School Football Championship Shield

The EREA RICE Cup Football Winners

The Combined Christian Brothers' Senior Swimming Shield

Dan Kerlin Cup (Rugby)

Australian School Band and Orchestra Festival – Concert Band Gold Medal

Individual co-curricular achievements

Achievement or Award

Mitchell Woods	Australia School Boys Rugby League team NSW U19 State of Origin team NSW CIS Opens Rugby League team
Alex Conti	NSW CIS Opens Rugby League team
Anthony del Popolo	NSW CIS Diving team and NSW Schools Diving team
Vincent Pappalardo	NSW CIS Diving team and NSW Schools Diving team
Sebatian Natalegawa	NSW CIS Diving team and NSW Schools Diving team
Massimo Costa-Puntillo	Australian National Karate Team
Christian Lombardo	NSW Sky Blue U15 Football Team
Sebatian Lombardo	NSW White U16 Football Team
Luca Tropiano	NSW Sky Blue U16 Football Team
Isaac Turco	NSW U13 Futsal team
Miguel De Nobrega	NSW U13 Futsal team
Jack Taylor	NSW CIS Swimming team
Nicholas Macher	NSW CIS Swimming team
Joshua Malone	NSW Metro U19 Cricket Academy
Benjamine Prosenko	NSW U15 Cross Country representative
Pio Lee	NSW U15 Judo representative
William Allen	NSW CIS U18 Cricket team
Jonah Ayoub	NSW CIS Prep Rugby Union and NSW CIS U12 Rugby League teams
Joseph Youssef	NSW CIS Prep Rugby Union team
Tom Edwards	NSW CIS U12 Rugby League team
Malietau Davis	NSW CIS Athletics representative
Christian Boutros	NSW CIS Prep Football team
Christian Piccin	NSW CIS U12 Touch Football team



Director of Human Resources, Risk and Governance Karyn Corcoran

In 2024, our focus on human resources, risk, and governance reinforced the College’s operational foundation and commitment to excellence. Key achievements included finalising the multi-enterprise agreements (MEAs) for teachers and support staff; optimising Sage People and launching the *Workforce eXperience* (WX) module; further advancing university partnerships, implementing the *PolicyConnect* platform; enhancing the College’s Safeguarding program; development of the Strategic Risk Register; and refinement of the emergency management procedures.

Human Resources

The integration of the *Workforce eXperience* (WX) module of Sage People enhanced employee engagement with policies, training, registers and provided better self-service functionality.

University partnerships were further strengthened through the placement of thirty-eight pre-service teachers in both targeted practicum placements and paid internships. This led to the employment of nine early-career educators and provided valuable professional development for their supervising teachers.

The *PolicyConnect* platform streamlined the College’s policies and procedures, ensuring alignment with regulatory requirements and contextualisation to meet the College’s specific needs.

Risk and Governance

The College’s Strategic Risk Register guided the development of the Risk and Compliance Program (2024–2026), prioritising key risks in collaboration with the College Leadership Team and Risk and Governance Committee. This ensured alignment with the College’s evolving needs.

Safeguarding remained a priority, with a review and implementation of EREA NSW Colleges Ltd Safeguarding policies and the completion of the NSW Office of the Children’s Guardian self-assessment.

Emergency management procedures were improved with new evacuation protocols, defined roles for wardens, and the strategic placement of additional first aid kits and defibrillators.

With the successful renewal of the College’s registration and accreditation with NSW Education Standards Authority, 2024 marked a year of progress, positioning the College for continued excellence in education.

Priority Areas for improvement in 2025

Strategic Workforce Planning to support the College’s long-term goals.

Enhanced use of Sage People for recruitment and workforce analytics.

Embed continuous improvement in Safeguarding with a formal Implementation Plan.

Mid-cycle review of the Strategic Risk Register and Risk and Compliance Program (2024–2026) to assess progress and reprioritise as needed.





Director of Business Services Bernadette Mikhael

2024 has flown by quickly, and it's remarkable to see that our students have enjoyed a full year of learning in the Scientia Building.

At the start of Term 2 2024, we introduced a new canteen/cafeteria provider. Students have been thrilled with the addition of two locations offering cashless transactions, environmentally friendly packaging, an expanded menu, and healthy choices.

The year also included many significant improvements to the College facilities for the benefit of both staff and students. Some of our key achievements include:

- **Refurbishment of the Hodda Building:** Five classrooms have been updated with new desks, chairs, carpeting, and freshly painted walls to enhance the learning environment.
- **Technology Upgrades:** Installation of 56 new computers in our labs to provide students with faster and more reliable technology. This gives our students the tools they need to succeed in a modern learning environment, positively impacting their education journey.
- **Accessibility Improvements:** A new ramp was constructed for the Student Services Building to ensure all students have access to our counsellors and College nurse.
- **Climate Control Enhancements:** Nine new air-conditioning units were installed in classrooms for improved comfort.
- **Security Enhancements:** Implementation of multifactor authentication (MFA) for all students to safeguard their online accounts.



These works are designed to create a vibrant, comfortable, and inspiring environment for our students to thrive.

The College will continue to focus on ongoing improvements to our capital programs for the benefit of our students.

Priority Areas for improvement in 2025

Replacement of Robson Auditorium seats.

The introduction of private bus services, to assist families living in areas not currently serviced by public transport, to ease the pressures of daily drop-offs and pick-ups.

Air-conditioning for the College Gymnasium to ensure comfort during days with extreme conditions.



3 Contextual information about the school



St Patrick's College, Strathfield is a non-selective Catholic school in the Edmund Rice tradition for boys from Years 5 to 12. The College is unique in that the only entry point for students is in Year 5. Limited vacancies may come up from time to time however, we commit ourselves to an eight-year journey with each student. The College seeks to prepare faithful and inclusive men for a dynamic world – men who are challenged to serve.

The College stands on the country of the Eora nation, on the land of the Wangal clan of the Darug people. We respect the traditions, affiliation with the land and the spirituality of the Darug people. The College is governed by Edmund Rice Education Australia NSW Colleges Ltd. The College was founded in 1928 with an initial enrolment of 39 boys. An enduring feature of the student population, which now exceeds 1,550 students, is the number of students who are sons and grandsons of Old Boys.

The Principal and College Leadership Team are responsible for the leadership and management of the College. The College is registered and accredited by the NSW Education Standards Authority (NESA) until 31 December 2029. The College caters to all ability levels through a broad and differentiated curriculum. We enjoy excellent sporting and cultural facilities which support a comprehensive co-curricular program. Training and rehearsals take place before and after school each day, with both weekday and weekend competitions. The Co-curricular program also includes justice, peace, and advocacy activities.

Further improvement of facilities will take place in coming years as the College builds up its funds for capital expenditure. Careful consideration is given to the EREA Charter when making strategic planning decisions on resourcing.



4 Characteristics of the student body, student attendance, management of non-attendance and secondary retention



Characteristics of the student body

Number of students enrolled	
Year 5	214
Year 6	216
Year 7	223
Year 8	193
Year 9	174
Year 10	169
Year 11	189
Year 12	175
Total enrolment	1,553
Students who identify as Aboriginal and/or Torres Strait Islander	8
Students who indicate a language background other than English	1,186
Students who indicate English as an additional language or dialect	322
Families	1,251

Student attendance

Cohort	5	6	7	8	9	10	11	12	College
Attendance rate	95.6%	94.6%	94.8%	93.7%	93.8%	94.4%	96.3%	96.80	95.0%

Management of non-attendance

Parents are informed and reminded of attendance requirements through the Student Diary, the College newsletter (*Especean*), and by email.

A daily SMS is sent through TASS to parents whose child is absent. The homeroom teacher or Year Coordinator contacts parents when a student is absent for two or more consecutive days. Absence Reports are generated by the Attendance Officer, monitored by the Director of Middle or Senior School, and disseminated to Year Coordinators. Parents can also advise the College of their son's absence by sending a message via the TASS Parent Lounge.

Ongoing non-attendance is managed through regular parent communication by the College Counsellor, Year Coordinator or Director of Middle or Senior School. More formalised communication may also be established by the Director of Middle or Senior School, or the Principal. This may also include the establishment of an Attendance Improvement Plan (AIP) and reporting the Risk of Significant Harm to the Department of Communities and Justice in the case of ongoing non-attendance.

Student retention rates

Years compared	Year 10 total enrolment	Year 12 total enrolment	Year 10 enrolment remaining in Year 12	Apparent retention rate	Actual retention rate
2010/2012	184	172	168	93%	91%
2011/2013	176	172	154	98%	88%
2012/2014	177	163	148	92%	84%
2013/2015	181	171	154	95%	85%
2014/2016	183	176	167	96%	91%
2015/2017	178	164	162	92%	91%
2016/2018	179	163	171	91%	96%
2017/2019	179	173	171	97%	96%
2018/2020	168	148	143	88%	85%
2019/2021	179	172	165	96%	92%
2020/2022	179	165	161	92%	90%
2021/2023	181	165	162	91%	90%
2022/2024	179	177	174	99%	97%

5 Student outcomes in national and state-wide tests and examinations, senior secondary outcomes and post-school destinations



HSC

In 2024, one hundred and seventy-five Year 12 students sat the HSC examinations in thirty-five courses, plus eighteen Year 11 students accelerated in HSC Mathematics Advanced 2 unit. Eighty-one students (46.3% of total Year 12 candidates) and fifteen Year 11 accelerated students made the 2024 HSC Distinguished Achievers List (or Merit List) one hundred and ninety-six times, having attained marks of 90% or more in various courses.

Five students were placed on the State's All Rounders List, each having placed on the Distinguished Achievers List for courses totalling 10 or more units. Three students made the State's Top Achievers List: one student for placing Tenth in the State in Mathematics Standard 2, one for placing Sixth in the State in Construction, and another student placing fourth in the State in Studies of Religion II.

Twelve courses had no students below Band 4: Ancient History, Design and Technology, Drama, Economics, English Advanced, Entertainment Industry, Information and Digital Technology, Italian Continuers, Legal Studies, Music 1, Music 2, and Visual Arts. In addition, five extension courses had no students below Band E3: English Extension 1, English Extension 2, History Extension, Italian Extension, and Mathematics Extension 2.

There were twenty-one courses (60% of courses sat) where the percentage of students with a mark of 90% or above, i.e., Band 6 or E4, was greater than that of the State as shown in the table below.

Course	SPC (%)	State (%)	SPC/State Diff (%)
Biology	14.28	6.67	7.61
Business Studies	25.37	10.42	14.95
Chemistry	15.62	11.41	4.21
Construction	14.28	5.39	8.89
Design and Technology	21.42	12.06	9.36
Economics	44.44	13.78	30.66
English Extension 2 (one student)	100	33.89	66.11
History Extension	33.33	28.00	5.33
Hospitality	6.25	3.07	3.18
Industrial Technology	27.77	6.72	21.05
Italian Extension	100	53.84	46.16
Mathematics Advanced	50.81	22.30	28.51
Mathematics Extension 1	39.47	34.89	4.58
Mathematics Extension 2	60.00	40.19	19.81
Mathematics Standard 2	26.47	9.30	17.17
Music 1	42.85	20.11	22.74
PDHPE	13.11	8.43	4.68
Physics	17.39	12.38	5.01
Studies of Religion I	16.66	13.99	2.67
Studies of Religion II	14.54	12.76	1.78
Visual Arts	40.74	17.07	23.67



Thirty courses (85.7% of courses sat) had students attaining a mark of 80% or above, i.e., Band 5/E3 or above, greater than that of the State as shown in the following table.

Course	SPC (%)	State (%)	SPC/State Diff (%)
Biology	49.99	35.42	14.57
Business Studies	79.10	37.07	42.03
Chemistry	65.62	38.69	26.93
Construction	71.42	34.38	37.04
Design & Technology	71.42	47.93	23.49
Drama	75.00	61.80	13.20
Economics	94.44	51.47	42.97
English Standard	16.04	13.35	2.69
English Advanced	77.65	67.53	10.12
English Extension 1	100	95.39	4.61
English Extension 2	100	87.23	12.77
Entertainment Industry	66.66	39.24	27.42
Hospitality	50.00	24.88	25.12
Industrial Technology	44.43	23.04	21.39
Information Processes & Technology	35.71	30.57	5.14
Italian Extension	100	97.42	2.58
Legal Studies	72.72	43.22	29.50
Mathematics Standard 2	49.99	28.59	21.40
Mathematics Advanced	75.40	49.96	25.44
Mathematics Extension 1	97.36	80.18	17.18
Mathematics Extension 2	100	86.27	13.73
Modern History	58.33	38.93	19.40
History Extension	100	86.27	13.73
Music 1	100	67.22	32.78
Music 2	100	84.21	15.79
PD/Health/PE	57.37	34.61	22.76
Physics	69.56	38.25	31.31
Studies of Religion I	49.99	43.65	6.34
Studies of Religion II	59.99	46.60	13.39
Visual Arts	92.59	66.75	25.84



The table below shows the HSC examination means and the School versus State differences from 2020 to 2023.

Course	2021		2022		2023		2024	
	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff
Studies of Religion II	78.69	2.83	82.01	5.19	81.68	4.31	81.21	3.76
Studies of Rel. I (1U)	37.77	0.39	36.59	1.32-	38.34	0.46-	38.72	0.37
English Standard	71.76	1.29	71.26	1.38	72.81	2.69	74.78	3.38
English Advanced	83.13	1.21	82.36	0.83	83.30	1.57	83.23	1.20
English Extension 1 (1U)	43.17	1.10	41.60	0.19-	43.91	1.74	43.34	0.92
English Extension 2 (1U)	NA	NA	39.62	0.27-	36.87	3.20-	45.40	4.70
Mathematics Standard 1	76.20	6.74	78.40	6.05	69.70	2.29-	NA	NA
Mathematics Standard 2	74.12	4.97	73.81	2.94	78.14	6.38	79.98	8.35
Mathematics Advanced	85.31	6.90	82.08	3.77	85.17	7.13	86.19	7.76
Mathematics Ext. 1	81.09	2.88	81.04	3.59	75.25	2.53-	85.48	5.54
Mathematics Ext. 2	88.10	5.03	93.45	12.02	89.27	7.07	88.64	6.06
Biology	79.55	6.17	71.98	1.95	77.64	4.34	80.44	6.55
Chemistry	77.68	3.31	77.23	4.72	76.81	2.68	82.12	7.79
Earth & Enviro. Science	NA	NA	68.96	4.81-	NA	NA	NA	NA
Physics	81.02	5.68	85.01	10.76	78.15	3.34	82.89	9.14
Ancient History	NA	NA	78.69	6.71	80.20	8.76	77.28	4.36
Business Studies	77.53	4.21	80.32	6.37	82.55	8.78	83.75	10.30
Economics	79.09	1.43	82.20	4.94	86.58	9.82	88.41	11.06
Geography	79.32	3.57	79.96	4.77	76.63	0.75	NA	NA
Hospitality	NA	NA	NA	NA	NA	NA	79.13	4.38
Legal Studies	76.43	1.71	75.34	1.56	80.44	5.17	83.24	7.69
Modern History	77.59	4.74	78.72	5.05	79.55	6.77	79.20	4.18
History Extension (1U)	38.50	0.19-	46.30	6.83	43.28	3.49	43.07	2.91
French Beginners	NA	NA	NA	NA	NA	NA	NA	NA
Italian Beginners	74.48	2.67-	87.62	10.96	NA	NA	NA	NA
Italian Continuers	78.90	5.16-	77.00	3.38-	80.31	1.29-	82.18	0.15-
Italian Extension (1U)	42.97	0.77-	45.00	2.58	46.30	2.18	45.75	1.86
Construction	77.63	1.98	81.81	5.18	79.21	2.30	83.18	5.50
Design & Technology	80.04	0.93	79.95	2.33	78.97	1.81	83.57	6.32
Engineering Studies	78.03	3.24	75.77	3.13	NA	NA	76.33	2.08
Industrial Technology	73.63	4.21	77.43	7.11	82.67	11.80	80.22	9.45
Information & Dig. Tech.	75.57	2.41	76.56	4.50	NA	NA	78.55	2.03
Information Pro. & Tech.	75.95	4.98	77.07	5.47	83.12	12.41	76.76	5.00
Drama	76.14	2.56-	89.20	8.49	80.87	0.25-	83.03	1.18
Entertainment Industry	79.23	0.12	NA	NA	NA	NA	78.73	1.34
Music 1	85.70	4.36	NA	NA	85.67	3.58	89.06	7.57
Music 2	84.60	2.97-	NA	NA	97.60	11.52	83.10	3.03-
Music Extension (1U)	39.20	5.27-	NA	NA	47.80	2.81	33.20	12.12-
PD/Health/PE	73.57	1.38	74.08	4.33	77.62	4.64	79.42	5.39
Visual Arts	85.69	4.70	83.42	2.06	88.19	6.70	87.39	5.49

ROSA

In 2024, three students were awarded a ROSA.

Literacy and Numeracy assessments in Years 5, 7 and 9

Students in Years 5, 7 and 9 participated in a National Assessment Program Literacy and Numeracy (NAPLAN). Average student achievement is displayed as a Scale Score and is compared to all Australian schools (shown as “National”) in the table below). Students from the College achieved above or substantially above the national average in each domain at each grade level.

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Year 5	519	492	510	485	520	486	524	498	538	489
Year 7	574	535	577	540	574	540	574	537	607	540
Year 9	607	565	606	574	598	567	594	555	624	565

Senior secondary outcomes

38% of students in Year 12 undertook vocational or trade training.

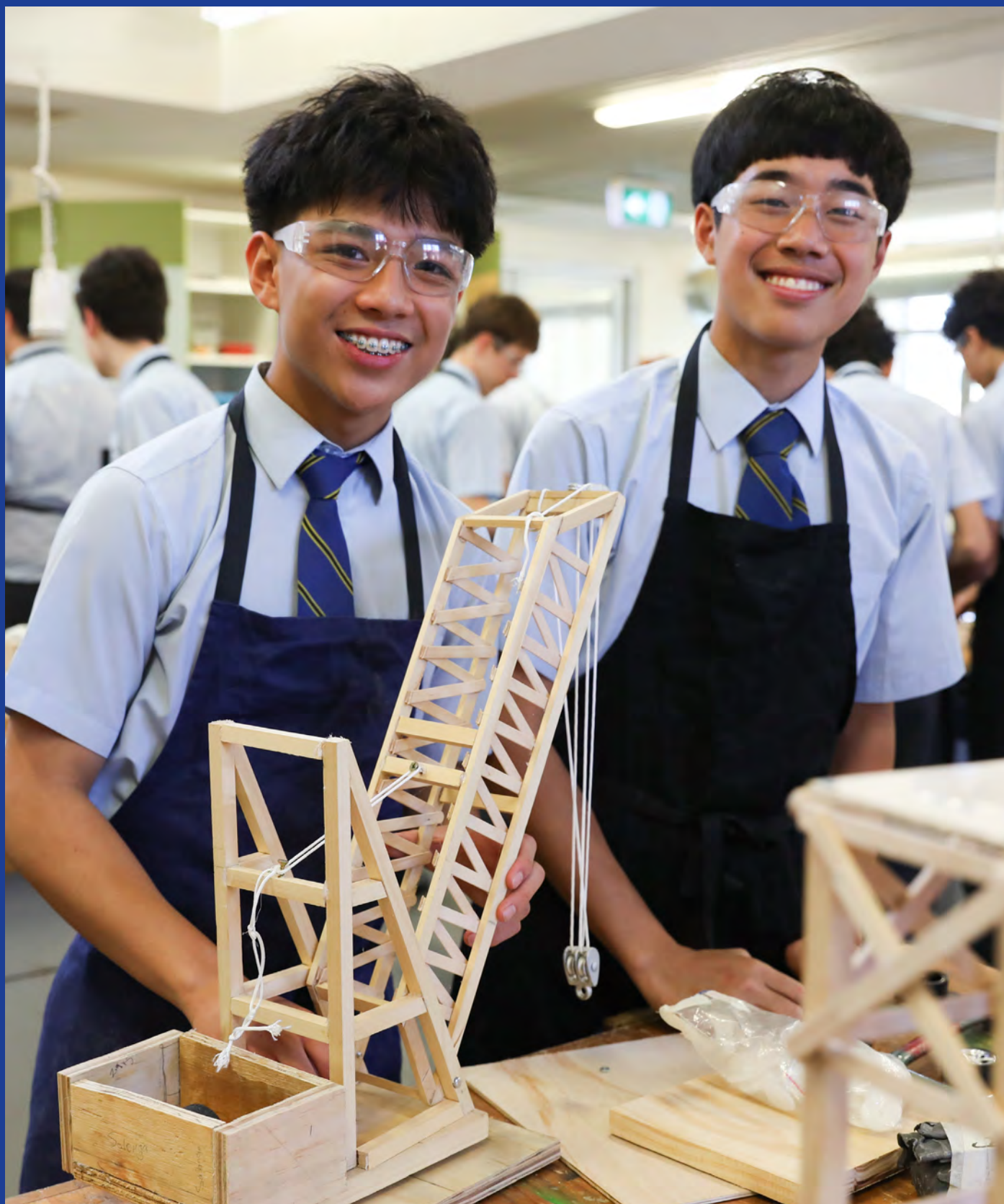
38% of students in Year 12 attained a Year 12 certificate or equivalent VET qualification.

Post-school destinations

Post-school destination	Number of students	% of cohort
University Entry	148	85%
TAFE Entry or Private College	7	4%
Employment	15	9%
Other/unknown	4	2%



6 Workforce composition, teacher standards, accreditation and professional learning



Workforce composition

Teaching staff delivering NESAs curriculum	Full-time	Part-time	Total Count (Full-time + Part-time)	FTE
Male	59	4	63	61.4
Female	54	18	72	64.6
Total (teaching staff)	113	22	135	126

Teaching staff delivering NESAs curriculum			
Category	Gender	Number	FTE
College Leadership Team	Male	5	5
	Female	3	3
Middle Leader	Male	21	21
	Female	17	17
Teacher	Male	36	34.4
	Female	53	45.6
Total (teaching staff)		135	126

Support staff		
Support staff female	38	34.5
Support staff male	17	15.3
Total (non-teaching staff)	55	49.8

Staff members who identify as Aboriginal and/ or Torres Strait Islander	1	0.4
---	---	-----

The average teacher attendance rate during 2024 was 95.8 per cent. This figure does not include teachers on planned leave.

The teacher retention rate for permanent teachers in 2024 was 89.5 per cent.**

**This figure does not account for the ten staff members whose fixed-term contracts expired at the end of 2024.

Teacher standards and accreditation

Teacher accreditation status	Number of teaching staff
Conditional/Provisional Teachers	31
Proficient Teachers	123
Highly Accomplished Teachers	0
Lead Teachers	0



Professional learning

At the conclusion of 2023, the College reattained Accredited Course Provider Status through NESAs and ran a total of 15 hours of Accredited Professional Development courses for staff throughout 2024. An additional 3.5 hours of NESAs Accredited Professional Development Hours was accrued through staff participation in the EREA Teaching and Learning Network Day. Due to the changes to Accredited Professional Development requirements for teachers, as of 16 August, the College has continued to develop and administer targeted, evidence-based professional learning experiences that address the strategic focus of the College and the needs of staff.

Professional learning provided at the College	Participants
Artificial Intelligence in Management for Teachers in Leadership	Semester 2 Elective: 26 Teaching Staff
Artificial Intelligence in the Classroom	Semester 2 Elective: 57 Teaching Staff
Aspiring Leadership	Semester 2 Elective: 22 Teaching Staff
Child Safety in NSW 2024	All Staff
Complaints Handling 2024	Middle Leaders
Courageous Conversations Workshop	Middle Leaders
CPR Training	All Staff
Employee Handbook	All Staff
EREA Child Safeguarding	All Staff
EREA Code of Conduct 2024	All Staff
EREA Teaching and Learning Network Day	All Teaching Staff
Essentials of Teaching for Early Career Teachers	Semester 1 Elective: 19 Teaching Staff
ICT Usage Agreement 2024	All Staff
Leadership for Experienced Teachers	Semester 1 Elective: 28 Teaching Staff
Leading from the Middle (PLI)	Middle Leaders
Leading Teams through Growth and Change (PLI)	Middle Leaders
Mentorship for Experienced Teachers	Semester 1 Elective: 32 Teaching Staff
Practice and Pedagogy for Early Career Teachers	Semester 2 Elective: 18 Teaching Staff
Red Cross First Aid Training	New Staff
SPC Child Safeguarding	All Staff
Student Duty of Care: General Principles	All Staff
Student Duty of Care: Student Behaviour 2024	All Staff
Student Duty of Care: Student Health 2024	All Staff
Student Duty of Care: Student Welfare and General Safety 2024	All Staff
Universal Design for Learning for Experienced Teachers	Semester 1 Elective: 43 Teaching Staff
Work Health and Safety 2024	All Staff



Professional learning from External Providers	Provider	Participants
2024 Catholic Schools NSW Aboriginal and Torres Strait Islander Education Conference Tamworth	Catholic Schools NSW	1
7-10 Conference: Engaging with the New Syllabus	STANSW	1
A Vision for Liberation	EREA	2
Acceleration – Research, Background and Practical Guidance	GATSTA	2
Accessit Roadshows Reimagined	Accessit Libraries	1
ACHPER NSW PDHPE Conference	ACHPER	1
AISNSW Elevate: Lifting the VET Experience for All	AIS	1
AISNSW Music Conference 2024 – Resonating Rhythms: Exploring the Soundscapes of Tomorrow for Music Education	AIS	1
AISNSW PDHPE Conference 2024 – Soaring to New Heights	AIS	1
AISNSW Sport Leadership Conference – Lighting the Fire: Building Passion for School Sports	AISNSW	1
AISNSW Stage 6 Health and Movement Science Conference: Leaving the Shore	AIS	1
AISNSW Studies of Religion Conference 2024	AIS	1
AISNSW Teacher Librarian Conference 2024 – Optimising Learning – Harnessing Technology in the School Library	AIS NSW	1
ASET-NSW Conference	ASTANSW	1
Avila Leadership Programme	CSNSW	1
Being an Effective Mentor	AIS	1
CAA's Careers Advisers Annual Conference	CAA	1
Capacity Building School Libraries: Explore dynamic, sustainable, inclusive and future-ready school libraries	International Exhibition and Conference Group	1
Career Advisor Symposium	UTAS	1
Challenging the Brightest Students Across the Curriculum	TTA	1
Collaborative and Proactive Solutions: Introductory and Advance Course	Dr Ross Greene	1
Critical Minerals: Life, Fossils & the Big 5 Extinctions	ASTA	1
CSNSW Disability Network Meeting	CSNSW	1
CSNSW PDHPE, Wellbeing, and Road Safety Symposium	Catholic Schools NSW	1
Differentiated Instruction in Mathematics with Henrietta Miller of AISNSW	IPSHA	1
Differentiating for all students in the inclusive classroom.	AIS	1
Embedding Aboriginal Curriculum and Pedagogies	Kylie Captain	1
EREA Corroboree: A Vision for Reconciliation	EREA	1
EREA: A Call to Participation	EREA	17
FPS Coaching Workshop – NSW	FPSA	1
GATSTA – A Strengths Based Approach to Supporting Twice Exceptional Learners.	GATSTA	2
GATSTA Term 2 meeting – ‘One school’s approach to Gifted Education’ and ‘The implementation of universal testing using CAT4’.	GATSTA	3
Global Trends, Local Impact: Navigating the Changing Landscape of Economics	AiSNSW	1
Global Trends, Local Impact: Navigating the Changing Landscape of Economics	AIS	1
HMS Collaborative Investigation – Surry Hills	ACHPER NSW	1
HSC Extension Languages workshop 2025 – 2030 Course Prescriptions	ADECS Educational Consultancy Services	1
HSC Marking Simulation PDHPE	ACHPER NSW	1
Identifying Gifted Students in the Classroom	GATSTA	1
Investigations Masterclass Series: Masterclass #1 – Workplace Conduct	AIS	1
Investigations Masterclass Series: Masterclass #2 – Reportable Conduct	AIS	1
IPSHA Stage 2-3 Differentiated Maths	IPSHA	1

Professional learning from External Providers	Provider	Participants
LawSense Dealing with Difficult parents Masterclass	LawSense	1
LawSense for School Counsellors	LawSense	1
Legal Studies Association Australia Conference	LSA	1
Let's Talk: EREA working in partnership with Indigenous Communities 2024	EREA	1
Meet the Markers	STANSW	1
Mini-COGE	UNSW	2
NSW Identity Leaders Retreat and Gathering	EREA	1
PCCS Presents: Youth Mental Health	PCCS	2
PDHPE Early Career Teacher Conference	ACHPER NSW	1
Personalised Learning Processes for Aboriginal Students	AIS	1
PETAA 2024 Leading with Literacy Conference	PETAA	1
Planning an English Unit Using Textual Concepts	PETAA	1
Planning and Implementation for the new Music 7-10 Syllabus	AIS	2
Power and Authority in the Modern World 1919 – 1946	TTA	1
Preparing for Implementation: Health and Movement Science 11-12	AISNSW	1
Preparing for Implementation: Health and Movement Science 11-12	AIS	1
Programming Year 12 HMS and Assessing Year 12 HMS	ACHPER NSW	1
Reading Essentials 3-6	AIS	1
School Sports Laws 2024	Law Sense	1
Science 7-10 Depth Studies	AIS	1
Secrets of Positive Behaviour Management	PLI	8
Social, Emotional and Motivational Needs of Gifted Learners	AIS	1
Stage 6 History Teachers' Day	HTA	1
STANSW 7-10 Conference: A Deep Dive into the New Syllabus	STANSW	1
Steve Howard Senior Mathematics	TTA	13
Supporting Students in Distress	IPSHA	1
TASS on Tour	TASS	1
Teaching and Assessing English with AI	ETA	1
The Empowered Educator: Teacher Librarians Leading Collaborative Learning	AIS	1
Touch Football Foundation Coaching course	TFA	1
Understanding and Educating Boys	Calmer Classrooms	1
VET Assessor Skill Set	AIS	1
VET Entertainment Teacher Training Program	AIS	1
VET Entertainment, Screen and Media, Visual Arts Network Day	AIS	1
VET Hospitality Cert III Catering Upgrade Training	AIS	1
VET Teacher Training in Construction	AIS	1
Youth Mental Health First Aid Training	AIS	1

7 School policies



Child Protection

St Patrick's College is committed to creating positive and robust child protection cultures, ensuring that all children who are a part of the EREA Network are safe and valued members of their school communities. As a school in the EREA tradition, we have zero tolerance for child abuse and regard our child protection responsibilities with the utmost importance. We are committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintaining a child-safe culture.

The College has published its [*Child Protection Policy*](#) on its website.

Anti-bullying

Every member of the College community has a right to feel protected, nurtured and valued. The College emphasises care and consideration for others, as well as respect for each individual. Students are encouraged to bear witness to these values not only within the College community but also in the broader community. The College community believes that any form of bullying or harassment is unacceptable. Bullying breaches the responsibilities and rights in the Student Code of Conduct.

The College has developed an [*Anti-Bullying Policy*](#) available on the College website.

The College conducts online surveys to support students against bullying behaviours. Students are encouraged to participate in the survey as they can anonymously provide details that can be utilised to assist the College in addressing bullying behaviours.

Discipline

The College promotes high expectations of students in relation to behaviour management and discipline. The *Student Discipline Policy* is available through the *Staff Policy Portal*. The Student Diary outlines important components of the College's discipline regimen, including:

- Student Code of Conduct
- Responsibilities and Rights of Students
- Statement on Bullying and Harassment
- 'Hands off' Rule
- Student Management Guidelines
- College Expectations.

In the case of a breach of discipline, the *Student Management Guidelines* will be implemented. The College will always respect procedural fairness and maintain the dignity of all involved. Corporal punishment is expressly forbidden in the College and is contrary to our strong Child Safeguarding Standards.

Complaints and Grievances

The College is committed to handling complaints effectively and efficiently. Our *Complaints Handling Program* is aligned with the Australian and New Zealand Complaints Management Standard (AS/NZS 10002:2014).

All complaints are lodged on our internal complaints management system which allows us to effectively capture, manage and report on complaints, including those that are resolved informally, so that we can identify emerging issues and take appropriate action. Regular analysis of complaints received and the implementation of rectification action, where deficiencies are identified, are key to the College's commitment.

Our ability to identify, manage and promptly resolve complaints, received from parents/carers, students, former students, former students' parents/carers and other key stakeholders, is an important aspect of a college's management practices.

St Patrick's College's Leadership Team is committed to handling complaints effectively and efficiently. This commitment is demonstrated through:

- establishing, implementing, and maintaining this program
- appointing a Complaints Manager to oversee this program
- appointing and training senior staff to act as Complaints Officers
- training all staff and representatives about our complaints handling procedures
- appointing and training Complaints Officers and a Complaints Manager at the EREA level
- ensuring that our complaints handling procedures are accessible to all students, parents/carers and other members of the College community
- establishing and implementing our online complaints management system, *Assurance* and
- regularly analysing complaints received and implementing rectification action where deficiencies in our internal systems and procedures are identified.

More information, including procedures for making a complaint, can be found in the St Patrick's College [*Complaints Handling Guide*](#) available on the College's website.

Enrolment

Enrolment Function Updates

In 2024, St Patrick's College leveraged the capabilities of the *EnrolHQ* digital enrolment system to achieve a significant advancement in our enrolment process. For the first time, the College successfully processed two Year 5 enrolment cohorts within a single year, 2025 and 2026 respectively. This means parents now receive confirmation of their son's enrolment up to two years in advance, rather than just one year. This strategic improvement offers multiple advantages: it enhances the College's enrolment certainty, strengthens future planning capabilities, and provides parents with peace of mind knowing their son's placement is secured well ahead of time. This early confirmation reduces the likelihood of parents exploring other educational options, fostering a stronger long-term commitment to the College.

Enrolment Conditions

In collaboration with EREA's legal advisor, Ben Tallboys, St Patrick's College has developed comprehensive Conditions of Enrolment, policies, and procedures that align with the standards adopted by all EREA schools. These updates ensure that our enrolment processes are fair, consistent, and reflective of current best practices within the education sector. The updated Enrolments framework will be implemented and rolled out in 2025.

Enrolment Policy and Procedures

The entry point to St Patrick's College is Year 5, with only a limited number of available spaces for boys in Years 7 and 11, dependent on student departures. Casual vacancies in other years are typically filled from the waiting list. This year, the College secured more enrolments than in previous years for non-intake years (Years 6-11), reaching a total of 1,600 students for 2025, reflecting the school's growth.

The College traditionally enrolls no more than 217 students at the Year 5 entry point. Continued enrolment is contingent upon satisfactory behaviour, performance, fee payment, and commitment to the College's ethos, subject to regular

reviews. A rigorous subject selection process is undertaken by all students while Year 10 in preparation for progression into Years 11 and 12. The aim of the subject selection process is for the students to choose subjects that they have an interest in and demonstrate the ability to succeed.

Applications from any prospective student wishing to join St Patrick's College will be considered on merit against our enrolment criteria. An important factor is that the student and his family share the College's mission and vision. The enrolment policy seeks to articulate a just and consistent basis for selecting students who will be offered a place at the College.

In most years, there are more applicants than vacancies; therefore, applications will be considered according to criteria outlined in the Enrolment Policy and Procedures. Earliest applications will be considered favourably, and equity of consideration will be given to all students regardless of their learning needs. Students from other faith traditions or non-religious backgrounds who are prepared to support Catholic education, and the Edmund Rice tradition may be considered.

All students are expected to actively participate in the College's co-curricular life; failure to readily commit to this expectation will result in enrolment not being considered.

The College reserves the right to withdraw a student's enrolment where the student (and/or his parent[s]) contravenes the Conditions of Enrolment.

The links to the full text of the College current conditions of enrolment and policies and procedures can be accessed via the College website:

- [*Conditions of Enrolment*](#)
- [*Enrolment Policy and Procedures*](#)



8 Actions promoting respect and responsibility



Members of the St Patrick's College community carry on the legacy of the Brothers who went before us by educating for liberation so that all members of our community – from students to staff to parents, carers and Old Boys – may use their knowledge, influence and opportunity to improve the lives of others. Service and justice at the College take on many forms in the areas of Awareness, Action and Advocacy. Formation opportunities are offered to all members of the College community.

Action promoting respect and responsibility	Students								JS Student Leaders	Year Ambassadors	Prefects & Captains	Staff	Parents & Carers	Old Boys
	5	6	7	8	9	10	11	12						
Assembly presentations on matters related to justice, formation etc	•	•	•	•	•	•	•	•			•	•		
Attendance at Leadership afternoons hosted by other schools		•						•						
Brainstorm Production Performances	•	•	•	•										
Buddy Program with Chalmers Rd School							•							
Camps	•	•	•		•									
Christmas Hamper Appeal – Catholic Care, SVdP, Domestic Violence Home	•	•	•	•	•	•	•	•	•	•	•	•	•	
Cohort Justice Partner Program – Awareness, Advocacy & Action	•	•	•	•	•	•	•	•						
Election of Year 7-11 Ambassadors			•	•	•	•	•							
EREA Formation Programs												•		
External Justice Forums and Events							•				•			
Immersion – Alice Springs								•						
Immersion – St Joseph's from Alice Springs at SPC														
Immersion – Fiji							•	•	•					
Immersion – Papua New Guinea														
JM Murphy Shield Touch Football Match								•	•					
Lenten Appeal – Lucas Gardens School and Chalmers Road School	•	•	•	•	•									
Lenten Dances			•	•	•	•								
Old Boys Career Expo								•	•					•
Opportunities for 'black tie leadership' e.g. non-Prefects assisting with Lenten Dance supervision									•					
Pastoral Care Lessons	•	•	•	•	•	•	•	•						
Peer Support	•					•								
Prefect Duty Rosters to promote responsibility and service									•					
Prefect Leadership Workshop – Mulgoa									•					
Reconciliation Round of Sport	•	•	•	•	•	•	•	•	•	•	•	•	•	
Reflection & Spirituality Days	•	•	•	•	•	•	•	•				•		
Retreat								•						
RYDA Driver Program							•							
Safe & Inclusive Committee														
Social Justice Service								•						
Shining Our Light (SOL) Service Program	•	•	•	•	•	•								
Staff and student justice groups	•	•	•	•	•	•	•	•						
Staff Formation Team												•		
Student Leadership Team nomination and election processes								•						
Student surveys – relationships, bullying & wellbeing	•	•	•	•	•	•	•	•						
Study Skills Presentation			•											
Sustainability Committee	•	•	•	•	•	•	•	•				•		
Various justice campaigns e.g., Detention 4 Detention, Recycling	•	•	•	•	•	•	•	•				•		
Walk for Justice	•	•												
Wellbeing Presentations (External Providers)					•	•	•	•						
Winter Appeal – SVdP, House of Welcome, Catholic Care & others	•	•	•	•	•	•	•	•	•	•	•	•	•	
Winter Sleep Out	•	•	•	•	•	•	•	•				•		
Work & Welcome – Refugee Employment Program												•		
Year 5 Orientation Day Tours	•													
Year 11 Leadership Day								•						
Year Prefect initiated meetings with Year Ambassadors and JS Leaders		•	•	•	•	•	•	•						
Year Prefect led items at YCMs	•	•	•	•	•	•	•							
Young Leaders Afternoon hosted by St Patrick's College								•						

9 Parent, student and teacher satisfaction



Parents

The College maintains a solid reputation among parents, with high attendance and active participation in College events. There is also a significant demand for enrolling younger siblings. The College values feedback from the AISNSW Perspectives: Your School in Focus surveys.

The College Leadership Team is celebrating the fact that 97% of all parent respondents *“are proud to have their child attend our school”*, an improvement on 95% in 2023; 98% of all parent respondents agreed with the statements about *“Students sense of safety in class”, ‘Knowledge and understanding of faith supported’, ‘School uses a range of communication modes’, ‘Digital technologies are used as tools for learning’ and ‘Vision and mission communicate priorities’*; 97% of all parent respondents agreed with the statements about *“Visitors to the school feel welcome”, ‘School values all cultures’, ‘Spiritual growth is fostered’ and there is ‘Balance between faith and academics’*.”

These are all areas that have **improved** over the course of 2024 because of our careful planning and targeted intervention.

In 2025, we will target **Students setting personal goals and keeping track of progress and Students’ home backgrounds being known** by their Homeroom and classroom teachers.



Students

The College Leadership Team is celebrating that 95% of all student respondents agreed that *“Students understand their strengths and opportunities for improvement”* and 94% of students agreed that *“Students know how to respond to bullying”* and *“Students have a sense of safety in class”*.

Students have identified the following areas as having improved during 2024:

Rules are applied fairly, Shared responsibility for upholding rules and norms, Buildings and grounds are well maintained, Visitors to the school feel welcome and Students feel they belong at the school.

Continued improvement of the College campus occurred in 2024 with the installation of a ramp to Student Services to ensure greater accessibility to all areas of the College for students. A continued focus to maintain learning spaces that support the students’ engagement within the classroom such as the installation of more Vivi classrooms.

In 2025, we will be targeting **goal setting** and sharing of students’ home backgrounds with staff (as mentioned above), in addition to:

Future-focused learning, Teachers connecting learning to the real world, learning spaces used more creatively, and teachers differentiating their learning.



Staff

In response to the College's growing student numbers and our commitment to building greater personalisation and support for students, a two-school structural change was implemented in 2024. This shift to a Middle and Senior School model enhances supports at key stages of student development:

- Students transitioning from primary to Year 7 often experience an academic dip due to increased workload, new teaching styles, and the need for greater independence in learning. Challenges such as adjusting to multiple teachers, managing different subjects, and developing organisational skills can impact performance, but with our creation of a Middle School, we are strengthening that targeted consistent support under the leadership of a new position, the Director of Middle School. This leadership allows for continuity for students as they move both into the College in Stage 3 and then begin their high school journey in Stage 4.
- The senior years of schooling mark a pivotal stage in a student's academic journey, defined by increasing complexity in coursework, greater personal responsibility, and the transition toward future pathways. This period is not only about academic achievement but also about students developing their sense of identity and personal growth as they prepare for adulthood. Having a dedicated Director of Senior School provides continuity and expertise in guiding students through these critical years. This leadership fosters a structured and supportive environment where students can confidently navigate the demands of senior schooling, build resilience, and develop the independence necessary for success beyond our gates.

The Middle School and Senior School model has also been enhanced by the creation of Assistant Year Coordinator roles. As the school continues to grow and cohort sizes expand, having a dedicated Year Coordinator and Assistant Year Coordinator for each grade ensures that students receive greater support and guidance tailored to their needs.

Additionally, following feedback from students, parents, and staff, the College in 2024 worked with key stakeholders across our community to develop a school-wide Behavioural Policy. This policy establishes clear expectations for students in both learning spaces and campus behaviour, and steps for staff on how to address behaviour that is not aligned with our student expectations. The policy fosters a respectful and focused learning culture while also helping students develop

essential self-regulation skills that will serve them throughout their academic journey and beyond. 2025 will see this policy come to light and roll out throughout our community.

To further support student learning, the College is strengthening its literacy supports, emphasising writing as not only a tool for communication but also a vehicle for thinking and structuring ideas logically. To enhance this initiative, the College has created a new position, appointing an Instructional Coach (Literacy) for 2025. This position will focus on working with staff across Stages 4 to 6, building consistency in literacy teaching, meta-language and expectations to help students develop and refine the skills necessary to articulate their thoughts clearly and confidently in their writing as they progress through their education.

The growth of the courses offered in our Professional Learning, CompliSpace, served as a vital resource in ensuring that all staff are well-informed and equipped to meet their responsibilities within both the school community and the broader legislative framework. This platform provides opportunities for tailor-made comprehensive courses covering relevant legislation in key areas, such as child safety, workplace health and safety, anti-discrimination laws, and professional conduct standards. To reinforce understanding and accountability, the space also includes structured testing and assessments, ensuring that all staff demonstrate a sufficient level of knowledge and understanding of their role in the compliance of these areas. By engaging with this platform, staff are not only kept up to date with evolving legal requirements but are also empowered to uphold the highest standards of professionalism and duty of care within the school environment.

We continue to foster a culture of collaboration and knowledge-sharing across our EREA network of schools through regular leadership team meetings and shared professional learning opportunities. These initiatives enable staff to exchange expertise, discuss best practices, and align strategies to enhance student learning outcomes in the Edmund Rice Tradition. A cross-faculty, cross-schools professional development Staff Day was held in 2024; this was an exciting opportunity to further strengthen this network, allowing educators to engage in meaningful dialogue, refine their teaching approaches, and collectively respond to emerging educational challenges. This ongoing collaboration ensures consistency, innovation, and continuous improvement across all schools in our network.

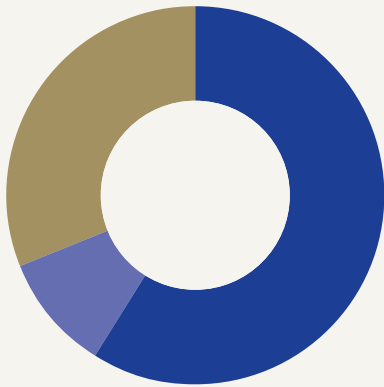


10 Summary financial information



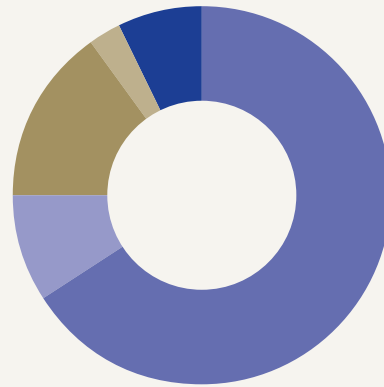
2024 Financials – Annual Report

	% of Total	2024 \$	2023 \$
INCOME			
Fees and Private Income	59%	-22,563,806	-20,312,121
State Recurrent Grants	10%	-3,835,502	-3,882,095
Commonwealth Recurrent Grants	31%	-11,838,203	-11,381,904
		-38,237,510	-35,576,120
EXPENDITURE			
Faculty Costs	7%	2,688,763	2,842,212
Salaries, Allowances & Related Expenses	66%	25,163,525	22,348,129
Depreciation & Amortisation	9%	3,402,978	2,669,777
Admin and General	15%	5,623,692	4,922,107
Capital Expenditure (Scientia)	0%	-	8,216,652
Capital Expenditure (Operating)	3%	1,101,484	484,128
	100%	37,980,442	41,483,006



Income

● Fees and Private Income	59%
● State Recurrent Grants	10%
● Commonwealth Recurrent Grants	31%



Expenditure

● Faculty Costs	7%
● Salaries, Allowances & Related Expenses	66%
● Depreciation & Amortisation	9%
● Admin and General	15%
● Capital Expenditure (Operating)	3%

A beacon for boys' education

Our Key Focus Areas

We have identified seven key focus areas fundamental to St Patrick's College, Strathfield being a beacon for boys' education, educating boys holistically in the Edmund Rice tradition.



Staff Excellence

A school that attracts, develops, rewards and retains quality staff.



Wellbeing

Every student is well cared for, understood and responding to well defined expectations.



Learning

Every student will be helped to achieve his own academic excellence.



Opportunities

Intentional formation will include activities such as retreats, immersions, social justice activities, sport, outdoor education, oratory and the performing arts.



Global and Local Engagement

A strong, respectful and caring community is vital for the wellbeing and formation of our boys.



Sustainable Development

The plant and facilities will shape the learning and formation that occurs within them.



Governance

We are stewards of the College and are custodians for future generations.

Luceat Lux Vestra



St Patrick's College
Wangal Land
Francis Street
Strathfield
NSW 2135
Australia