



ST PATRICK'S COLLEGE

Annual Report

2025



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 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.

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.



**EREA NSW
COLLEGES**

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Foreword

In 2025, St Patrick's College, Strathfield has continued to advance its mission of forming young men of faith, learning, justice, and service. Anchored by the spiritual theme of Inclusive Community, the College has sought to create a culture of welcome, belonging, and responsibility to others.

Faith formation was deepened through the Laudato Si' Action Plan, Harmony Day celebrations, and student participation in social justice programs such as the Winter Sleep Out and the Work and Welcome Program. These experiences grounded students in Gospel values and the charism of Blessed Edmund Rice.

The College strengthened its academic and formation programs, with initiatives spanning literacy, careers education, and fieldwork opportunities. Student achievement in the HSC, alongside broad participation in reading challenges, book clubs, and extension programs, reflected the commitment of both students and staff to learning excellence.

Co-curricular life remained vibrant, with highlights including the Performing Arts Showcase, swimming and athletics carnivals, and national and international sporting achievements. Leadership development and wellbeing were advanced through programs such as the Young Leaders' Afternoon Tea, Men's Health Awareness Week, and the Founder's Day Cup.

Parents and Friends continued to enrich the College's life through their active participation in community events and philanthropy, ensuring a strong partnership between home and school.

The year stands as a testament to the collective efforts of staff, students, and families. As we move forward, the College remains committed to forming young men of courage, compassion, and purpose, ready to meet the challenges of the future.

Dr Vittoria Lavorato (Terms 1, 2 and 3)

Principal

Mr Adrian Byrne (Term 4)

Acting Principal



1 Messages from Key School Bodies



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



It is with gratitude and confidence that I commend the 2025 Annual Report for St Patrick's College, Strathfield, on behalf of Edmund Rice Education Australia NSW Colleges Ltd, the governing body for our seven EREA schools across Greater Sydney, Wollongong and Gosford.

Throughout 2025, St Patrick's College has continued to live the charism of Blessed Edmund Rice, grounded in the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. These touchstones remain the foundation upon which our schools educate young people to grow fully in their humanity, to act with compassion and integrity, and to contribute meaningfully to a socially just and sustainable world.

Across our EREA NSW network, we have witnessed strong enrolments, vibrant learning communities and an unwavering commitment to student wellbeing and excellence. St Patrick's College continues to offer rich academic, pastoral, co-curricular and faith formation experiences that place each student at the centre of decision-making. In an educational landscape marked by rapid change, public scrutiny and increasing complexity, St Patrick's College remains a distinctive community where relationships matter deeply and where young people are known, valued and challenged to be their best.

The St Patrick's College, Strathfield educators continue to demonstrate outstanding professionalism, dedication and care. Their commitment to high-quality teaching and learning, alongside deep pastoral concern for each student, enables our schools to respond thoughtfully to the diverse needs of young people in today's world. I thank Dr Vittoria

Lavorato and the Senior Leadership team for their wisdom, courage and collaborative leadership, and the teaching and support staff for the generosity they bring to their vocation each day.

Central to our identity is a commitment to justice and service. Students have engaged in meaningful social justice initiatives, often exceeding required service expectations and responding with compassion to the needs of others. These experiences shape young people who are curious, reflective and hopeful, with a growing awareness of their responsibility to act for the common good.

I extend my sincere thanks to the St Patrick's College parents and families for their partnership and trust, to the School Advisory Council and EREA NSW Board members for their governance and stewardship, and to the Old Boys whose ongoing connection reflects the enduring impact of an Edmund Rice education. Most importantly, I thank our St Patrick's College students. Their energy, generosity of spirit and willingness to embrace opportunity continue to inspire all of us who serve in EREA schools.

As we look to the future, St Patrick's College remains committed to continual improvement, thoughtful engagement in educational dialogue, and the creation of learning environments where every young person can flourish. This Annual Report reflects the collective efforts of our community and the shared belief that education is a powerful force for transformation.

I commend this report to you and thank you for your ongoing support of St Patrick's College, Strathfield.

Maura Manning
CEO/Director of NSW Colleges
Edmund Rice Education Australia NSW Colleges Ltd

Message from the College Advisory Council

The Advisory Council is privileged to play an advisory and support role for the Principal, Dr Vittoria Lavorato, as St Patrick's College continues to deliver an education grounded in the Edmund Rice touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity.

A key focus for the Council this year was developing a new Strategic Plan for 2026 – 2030. A period that will include the centenary of St Patrick's College. This process provided an opportunity to reflect on the College's achievements and aspirations, and to help shape priorities that will guide the next phase of development. The plan reinforces the College's commitment to academic excellence, wellbeing, and facilities that meet the needs of current and future students.

The Council is full of admiration for the inspirational and visionary leadership of our Principal, Dr Vittoria Lavorato, who, along with our Deputy Principal, Mr Adrian Byrne, leads a team of teachers and support staff who deliver outstanding outcomes for students. The excellent academic results achieved in 2024 are a testament to their dedication and professionalism. These achievements reflect a strong culture of learning and care that benefits every student.

The purchase of the Albert Road properties from the Christian Brothers was a significant milestone this year. This acquisition secures opportunities for future growth and demonstrates the College's long-term vision for sustainability and improvement.

We were delighted to welcome Mrs Monica O'Brien to the Advisory Council in 2025. Monica brings a comprehensive educational background and extensive experience that will significantly enhance the Council's capacity to provide informed advice.

I extend my thanks to my fellow Council members—Ms Helen Randall, Ms Natalie Bains, Mr Sam Rigoli, Mr Peter Gainsford, Mrs Jamey Poyaoan, Mr Con La Spina, and Mrs Monica O'Brien for their commitment and expertise. Each member contributes generously through our committees in finance, identity, risk and governance, and property and capital works. They are all volunteers who dedicate their time and experience to St Patrick's. They are all special people, and it is a privilege to collaborate with this special team.

As my term as Chair concludes, I am grateful for the opportunity to have served the College. I am confident that the Advisory Council will continue its important work under the leadership of Ms Helen Randall. Ms Randall's deep experience in the education sector and her commitment to the College will ensure strong, thoughtful guidance in the years ahead.

St Patrick's College is a special community with a proud tradition, and it has been an honour to be part of the school's journey.

Anthony Meaker
Chair
College Advisory Council



Message from Parents' and Friends' Association

As I reflect on 2025, I am filled with gratitude and pride for what has been another successful, collaborative, and memorable year for our College community. It has been a year marked not only by the continuation of our much-loved traditions but also by a spirit of positive change and renewed engagement. Our events, large and small, were strengthened by the growing involvement of our students, whose enthusiasm and service embodied the College's values.

We commenced the year with a refreshed approach to our annual Welcome Function for the new Year 5 parents. This year, we trialled a Parent Welcome Cocktail Party in the Scientia foyer—a modern, elegant setting that suited the occasion. The evening was vibrant and warm, filled with great conversation, delicious food, responsible hospitality, and the beginning of many new friendships and connections. One of the most touching elements of the night was the presence of former students who returned to assist with the service. Their professionalism, courtesy, and pride in giving back to the school community were a testament to the type of young men the College helps nurture. Their willingness to return and support our community reflected the deep and lasting connection they still hold with the College.

Throughout 2025, our beloved Supporters' Day Barbeques continued to bring families together, even if the weather was not always on our side. Despite a few challenges, we successfully delivered several enjoyable events—and much of that success can be attributed to not only our parent volunteers but also the student helpers who generously donated their time. These young men assisted with everything from setup to service to pack-up, consistently demonstrating maturity, teamwork, and strong work ethic. My sincere thanks go to Ms Gillian Daley and Mr Mathew Herro for coordinating and encouraging the student volunteers. The boys not only contributed significantly to the smooth running of our events but showed us that they possess impressive initiative and excellent customer service skills. We look forward to building on this momentum in 2026—perhaps even incorporating their developing cooking talents.

Our Hospitality students also played a pivotal role this year, assisting the P&F with two of our important functions. Their professionalism, creativity, and culinary skills elevated each event and provided them with authentic opportunities to showcase their talents. September's Major Works Display, followed closely by our Father's Day celebrations, ran smoothly thanks to the support of these students. Their contribution clearly reflected the fine young men we have at the College—capable, confident, and eager to serve their community. A heartfelt thank you must go to Ms Katherine Tripodi for her exceptional leadership and coordination of the students.

Another highlight of the year was our annual Blue, Black and Gold Dinner at Le Montage. With the charismatic Mr Adrian Byrne as our MC and a full room of parents ready to celebrate, the evening was full of energy, community spirit, and much dancing. Events like this remind us of the strength and warmth of our parent community and the joy we share when we come together.

I would also like to express my profound appreciation to our Parent Representatives across all year groups. Their commitment to keeping families connected and informed—and especially their organisation of social gatherings—has been invaluable. The positive feedback we receive from parents each year is a true reflection of their hard work, reliability, and passion for building strong year-group communities.

Our Year 6 cohort concluded their final year in the Junior School with a beautiful Thanksgiving Dinner at The Renaissance in Lidcombe. Congratulations and sincere thanks to Jaslyn Hewitt-Shehadie and Carla Karam for organising such a meaningful celebration marking the transition of our young men into the next stage of their educational journey.

While fundraising is not our primary intention—our core mission being connection and community—we are delighted that this year's efforts have placed us in a position to give back meaningfully to the College. We are proud to confirm that our fundraising surplus for 2025 will contribute to the purchase of the new school scoreboard—an asset that will benefit students, families, and the broader College community for years to come.

As this is my final report as President of the P&F, I close with immense appreciation for the privilege of serving our community over the past four years. It has been an honour to work alongside such dedicated parents, staff, and students, and to witness firsthand the generosity, spirit, and heart that define our College. I am confident that the P&F is in wonderful hands, and I warmly congratulate Jaslyn Hewitt-Shehadie as she steps into the role of President. Her energy, vision, and commitment will no doubt guide the association into another successful and enriching year.

I would like to extend my deepest thanks to the 2025 P&F Committee for their unwavering dedication, hard work, and support throughout the year. Their commitment has been the backbone of every successful event we delivered, and I could not have done it without them. My sincere gratitude goes to Lina Bartorilla, Lynette Trainor, Nicola Chatfield, Belinda Barakat, Antoinette Nader, Caroline Chahin, Jaslyn Hewitt-Shehadie, and Joanna Crisafulli. Each member brought enthusiasm, generosity, and a genuine love for our community, and it has been a privilege to serve alongside such an exceptional team.

Elena Ierardo
President
Parents' and Friends' Association

Message from Student Leaders



2025 College Captain George Lahoud

Serving as the College Captain of St Patrick's College in 2025 has been one of the greatest privileges of my life—a responsibility and honour that I will carry with me always. I could not be prouder of what our students have accomplished this year, and I know this pride is shared across our community.

At the beginning of our final year, the Class of 2025 chose our theme, drawn from Proverbs 17:17:

“Friends love you like a sister or brother – they are born to give support during adversity.”

This verse resonated deeply with us, capturing the journey we have all taken together at SPC: from the little Year 5 boys who stepped through the gates in 2018, in blue caps and long socks, to the grown young men who now leave side by side, bound as brothers by the friendships and experiences of these formative years.

Our growth has been shaped by faith, sustained by this outstanding College, and guided by the care of Dr Lavorato and her dedicated staff. The 2025 touchstone of Inclusive Community gave us a guiding light throughout the year. For us, it reinforced the idea that St Patrick's is more than a school—it is a community built on belonging, faith, and shared purpose.

As a year group, we hope that our enduring legacy is this spirit of unity, resilience, and inclusion, ensuring no boy ever feels alone on his journey. Alongside this intangible gift, the Class of 2025 is proud to leave a tangible legacy: a mural of the St Patrick's Crest on the wall of Scientia, overlooking Breen Oval. This work of art will stand for generations as a symbol of faith, creativity, and brotherhood, and we are honoured to contribute something so lasting to the College landscape.

The achievements of the Class of 2025 are many, and I have no doubt that my peers will continue to make their mark in the years ahead. I wish every one of them success as they begin their next chapter in 2026 and beyond.

On behalf of Year 12, I extend heartfelt thanks to our teachers and staff—especially Dr Lavorato, Mr Byrne, Ms Fiscaro, Ms Doonan and Ms Santiago—whose dedication has shaped our journey in countless ways.

Finally, I want to express my personal gratitude to the broader SPC community. The love, encouragement, and belief shown to us throughout our time here has left an imprint I will never forget. St Patrick's College is more than a place—it is a family. A family defined by brotherhood, faith, and enduring love.

Luceat Lux Vestra.





2025 Junior School Captain Alexander Bogoeski

This year has been one of the best years of my life. I was appointed the role of Junior School Captain for 2025. I knew that the year would involve a lot of learning, collaboration, and commitment. But what I didn't expect was how much I would grow as a person from the inside out. As the leader for the Junior School, I knew that my leadership style was to lead with kindness, faith, and encouragement. This was to mirror an inclusive community that inspires, connects, and drives us to shine our light every day.

I would like to sincerely thank the College Principal Dr Lavorato, Mr Byrne, the Leadership Team and teachers for their constant support and guidance. Your encouragement has given us the opportunity to rise together as a cohort.

This year I have learnt that leadership isn't just about wearing a badge or giving a speech, it's about helping others, listening and trying to make a difference even in small ways. We are all leaders in our own ways, some of us guiding younger students, some of us quietly supporting our friends, and all of us trying to make the most out of every opportunity.

Looking back at the themes that guided our Junior School this year, "United we stand, together we rise" and "A stranger is just a friend we haven't met yet". I can honestly say they became more than just words; we lived them. We stood united through busy school days, big events,

the ups and downs of what comes with growing up. We rose together by encouraging each other, celebrating each other's differences, and lifting each other during the tougher moments. We welcomed new experiences, new friendships, proving that our school is a place where no one has to stand alone.

One of the biggest highlights this year was our Year 6 initiative where we rallied support from teachers, families, and the Junior School community to raffle off donated prizes worth over \$1,000. This was a perfect example of how together we can achieve great things.

I would like to give special thanks to my Vice Captains, Blake Vespa and Malitau Davis who stood by my side every step of the way. They reminded me that being a good leader isn't just about guiding others; it's also about letting yourself be supported. Leadership is a team effort, and I am truly grateful for the team I had.

As I finish my time in Junior School, I leave with memories that will stay with me forever. Of friendships, challenges, and the moments that helped shape who I am. St Patrick's has taught me that no one is left behind, and when we let our light shine, we give others the courage to shine too. Thank you for an unforgettable chapter in my life.

Luceat Lux Vestra!



2 Leadership Team Reports including school-determined improvement targets





Deputy Principal
Adrian Byrne (Terms 1, 2 and 3)

As we wrap up another exciting year at St Patrick’s College, I want to take a moment to reflect on how far we have come together as a community. Having been part of the College for four years now, I continue to be inspired by the growth, energy, and spirit that make this place so special.

This year, we reached a new milestone with over 1,600 students enrolled. As we move closer to our full capacity of 1,750, St Patrick’s is a school of choice for many families in our area. We are incredibly grateful for the trust our community places in us, and we never take that for granted.

One of the things I am most proud of is how we have strengthened our care for each individual student. Our Middle and Senior School structures are now well established, led by Mr Sinadinis and Mr Simpson, and we have added new roles, Assistant Year Coordinators Year 7-10 and Stage 3 Year Coordinators, to make sure every student is supported. This year, we also launched **Shining the St Patrick’s Way**—a shared set of expectations that helps us guide and support students to be their best.

We have also grown in how we live out our values. Our Identity Team welcomed new leaders in both the Middle and Senior Schools, along with an Aboriginal Education Worker to help us deepen our Indigenous education and continue our journey of reconciliation.

Our staff have continued to grow professionally too. We have supported new teachers through mentoring and coaching, and our Heads of Department are preparing for the rollout of new syllabuses over the next few years. Change is always part of school life, and we are embracing it with energy and purpose.



Acting Deputy Principal
Jodie Connor (Term 4)

A heartfelt thank you goes to our amazing Parents’ and Friends’ Association. Their support makes a real difference in the lives of our students. I would especially like to thank Mrs Elena Ierardo for her years of service as President—your dedication has been deeply appreciated.

At St Patrick’s, we are proud to offer a learning environment where students can grow academically, spiritually, and personally. Whether it is in the classroom, on the stage, on the field, or through service to others, we want every student to feel known, supported, and encouraged to “let their light shine.”

I was truly privileged to lead this community in Term 4 as the Acting Principal while the College Principal, Dr Lavorato, was on renewal leave.

Priority Areas for improvement in 2026

Reassess our Pastoral Care Lessons as well as evaluating our College Assemblies.

Enhancing Digital Learning: Continue to evaluate our students’ use of digital technologies.

Continue to develop new ways to partner with families and the wider community to support our students.





Director of Identity Gillian Daley

This year saw the introduction of a new Identity Team made up of Head of Identity (Senior School) and Head of Identity (Middle School), as well as the Aboriginal Education Worker role being more formerly cemented into College life. This brought some changes to practices and responsibilities, as well as a broadening of knowledge in this realm.

Our Liturgies and Formation Program continued as per usual, with the Senior Retreat in November being a particular highlight. It was successful in so many different ways, including the growth and maturity of the Year 11 cohort who undertook it. We saw a change in the Year 12 Graduation Mass due to growing numbers while still maintaining our traditions and history.

The *Shining Our Light (SOL) Service* program was revamped for 2025, making it clearer and easier for students to participate. Encouragingly, the number of students receiving an Extra Service Award increased from previous years, with nine students earning a Blessed Edmund Rice Award which requires 50 points above the base points for each stage. I congratulate all students who got authentically involved and who looked for ways to do more. In conjunction with this, the Year 11 Social Justice Service program continued despite some challenges, and saw many students exceed expectations.

Our fundraising appeals and Justice Partnerships for each year group continued and increased, supporting those communities with whom we have a relationship. In conjunction with this, awareness and advocacy continued to spread through the work of our Justice Co-Curricular groups and particularly with the publication of the Social Justice Action Group's *It's Time* magazine and the Junior School Justice podcast, as well as the Faith In Action Team's teaching resources. Our Immersion Program also continued with great success, deepening our connection to

First Nations Australians with our Alice Springs Immersion, and growing our understanding of the impact of climate change on the Pacific Islands with our Fiji Immersion. In Term 4, many of our First Nations' brothers from St Joseph's in Alice Springs joined us for a week with great success, as we shared our lives and welcomed them in.

National Reconciliation Week was again something to be proud of, celebrating culture and story. We thank the dancers from Saint Ignatius' College Riverview for their presentations, as well as Kaleb Taylor and Uncle Les who led us through different cultural practices. Mr Kyle Wallace continues to work with our First Nations students, developing their pride and commitment. Mr Anthony Porra, Head of Visual Arts, engaged the help of First Nations artist, Jason Wing, to paint a First Nations' mural on a wall in the school, collaborating with all groups and showcasing original Wangal culture and land.

We also launched our *Laudato si' Action Plan* this year, increasing our commitment to the Earth. It has been a slow process but there is a lot in the works for next year. Nude lunches are growing and some thought is going into the running of activities. Watch this space!

Overall, the Identity of the College is clear and well maintained. The opportunities offered in this space continue to grow as we shape hearts and minds in helping to make a better world for all.

Priority Areas for improvement in 2026

Increased sustainable action across College life.

Deepening our Immersion Program for long lasting impact.

Growing closer relationships with local parishes and religious orders.





Director of Senior School Robert Simpson

The 2025 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.

The year saw the consolidation of the Middle and Senior School model, with an Assistant Year Coordinator assigned to Year 9. Furthermore, the integrated Pastoral Care Lessons were further developed, providing opportunities for students to be involved in activities that raised awareness about social, emotional and physical health, while also supporting areas of faith formation and academic progress. The implementation of online Goal Setting and pulse surveys on student wellbeing reinforced the aim of fostering a supportive and nurturing environment. 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.

In our ongoing commitment to transparency and accountability, the Student Attributes Average was consolidated in the reporting process, so we are now in a position to track this data and provide ongoing feedback to students and their parents on the degree of consistency in student application, cross-referenced with academic grades.

After a period of review into student management across the College in 2024, the introduction of a 5-tier approach and **Shining the St Patrick's Way** were eagerly anticipated. With a focus on clear communication strategies emphasising positive reinforcement and respectful relationships, the new approaches aim to enhance an inclusive culture at the College.

Priority Areas for improvement in 2026

Conduct a thorough review of the implementation of fortnightly Pastoral Care Lessons, ensuring that the content remains age-appropriate and grounded in evidence-based practices to effectively support student wellbeing and behaviour management.

Evaluate and improve our Learning Management System (TASS) to promote clearer and more effective communication with all stakeholders.

Establish a formalised structure to facilitate positive interactions between middle and senior students, strengthening peer support and fostering a cohesive pastoral and wellbeing culture across year levels.





Director of Middle School Alexandros Sinadinos

2025 has been a year of growth, connection, and strengthened student support across the Middle School at St Patrick's College. This year, we successfully implemented a new Behaviour Framework **Shining the St Patrick's Way** across the College, designed to foster a positive, respectful, and supportive learning environment. Central to this framework is a strong emphasis on routines, consistency, and positive role modelling—elements that are particularly important in boys' education. Together, these elements have contributed to a school culture where boys feel safe, understood, and empowered to engage positively in their learning and relationships.

One of the year's major focuses was on enhancing key transition points. In addition to the continued success of our two-day program supporting students as they move from Year 6 into Year 7, we introduced a new Year 8 into Year 9 transition initiative, recognising the importance of preparing students for the shift into Senior School. This reaffirms our commitment to holistic education in fostering academic, social, emotional, and spiritual development, to ensure that every student is known, valued, and guided with purpose.

Our pastoral care program remained central to Middle School life. Complementing this program were whole-school recognition days including R U OK? Day, Harmony Day, International Women's Day, and the National Day of Action Against Bullying and Violence. These events brought the College's touchstone of inclusivity to life, promoting reflection, empathy, and a sense of belonging across our community. To further support our pastoral care focus, students participated in wellbeing workshops and presentations from respected external organisations. BATYR and Brainstorm Productions delivered sessions on mental health literacy and resilience, while youth advocate Daniel Principe engaged students in a timely and powerful conversation about navigating relationships and digital spaces with confidence, respect, and safety.



Experiential learning continued to be a hallmark of Middle School life. Students participated in a variety of off-campus activities designed to build teamwork, independence, and self-awareness—highlighted by the Year 5 Camp at Kincumber, the Canberra Study Tour in Year 6, and the Year 7 Camp at Somerset. Leadership opportunities also remained a vital element of student development. The Year 6 leadership journey was supported by the Young Leaders Afternoon Tea, held in collaboration with Santa Sabina College. This partnership also extended into the social domain, with our students participating in social dance evenings with Santa Sabina in Year 7 and 8—providing opportunities to build respectful relationships and social confidence in a fun and structured setting.

In summary, 2025 has been a purposeful and successful year for the Middle School. Through a well-rounded program of pastoral care, leadership development, social connection, and experiential learning, our students continue to grow into young people of integrity, empathy, and resilience—equipped to thrive both now and in the years ahead.

Priority Areas for improvement in 2026

Conduct a thorough review of the implementation of fortnightly Pastoral Care Lessons, ensuring that the content remains age-appropriate and grounded in evidence-based practices to effectively support student wellbeing and behaviour management.

Evaluate and improve our Learning Management System (TASS) to promote clearer and more effective communication with all stakeholders.

Establish a formalised structure to facilitate positive interactions between middle and senior students, strengthening peer support and fostering a cohesive pastoral and wellbeing culture across year levels.





Director of Learning and Innovation Gillian Carpenter

In 2025, the College continued to strengthen its commitment to high-quality teaching and learning through several key initiatives designed to support differentiation and enhance student outcomes. A major highlight was the partnership with the Australian Catholic University and Dr John Munro, which delivered a bespoke Gifted and Enrichment Course for all teaching staff. This program deepened our collective understanding of giftedness, enriched instructional practice, and ensured a more consistent approach to meeting the needs of high-potential learners.

To further support teacher practice, the College introduced a Literacy Coach who worked closely with staff to refine and strengthen classroom pedagogy, with a particular focus on establishing consistent and effective approaches to the teaching of writing. Alongside this, teachers participated in a broad range of internal and external Professional Learning opportunities throughout the year, enhancing curriculum knowledge, promoting shared practice, and supporting ongoing professional growth across all faculties.

Several initiatives were also implemented to support student learning and future-focused skill development. The introduction of a structured Artificial Intelligence (AI) Scale provided clear expectations for the ethical and appropriate use of AI in learning, enabling students to build digital literacy, academic integrity, and responsible decision-making. In addition, the optional Year 4 Enrichment Test offered a common, standardised data point for identifying students seeking entry into the College's Gleeson Program, ensuring early and equitable access and contributing to balanced Year 5 class formation.

The College also completed a comprehensive audit of all classrooms and learning spaces to evaluate how effectively existing environments support teaching practice and student engagement. The audit provided a detailed understanding of room functionality, furniture suitability, technology availability, lighting, and the overall capacity of each space to support contemporary, flexible, and collaborative learning. These insights will inform future planning to ensure our learning environments continue to meet the needs of students and staff.

Priority Areas for improvement in 2026

Implement a Professional Learning Plan aligned to the College's new Strategic Plan, with differentiated pathways for middle leaders, aspiring leaders, teachers new to the College, and those working towards proficiency.

Strengthen faculty-based professional learning to enhance subject expertise and collaborative practice.

Continue to embed high-quality differentiation across all classrooms to meet the diverse learning needs of students while fostering deep learning, critical thinking, and enhanced engagement.

Expand academic support for senior students by extending library access during break times and increasing daily operational hours.





Director of Curriculum
Michael Cutrupi (Terms 1, 2 and 3)

Over the course of 2025, the College successfully implemented the new NESAsyllabus for Years 11 and 12 Health and Movement Science, replacing the old Personal Development, Health a Physical Education syllabus that was HSC examined for the last time in 2025. The Years 11 and 12 Enterprise Computing syllabus was also successfully implemented and HSC examined in 2025.

In 2025, the Enterprise Computing and Science Extension courses were examined online at the trial HSC examinations in preparation for the HSC online examinations in these courses.

In 2025, the College expanded its Vocational Education and Training (VET) offerings to prospective senior students with the inclusion of the VET Framework course in Hospitality – Kitchen Operations and Cookery, and the NESAs Board Endorsed VET courses in Fitness, Real Estate Practice and Sports Coaching.

The College has continued with planning and preparation for the implementation of new NESAsyllabuses in 2026 for: Years 7 to 10 Science, Music and Drama; Years 7 and 8 Technology; Years 11 and 12 English Standard, Advanced and Extension courses; and Years 11 and 12 Mathematics Standard, Advanced and Extension courses.

The College continued to build and expand on a systemic approach to student assessment data and tracking 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 2025 the College expanded PSAM to Year 11 assessment data.



James Martin (Term 4)

Priority Areas for improvement in 2026

Planning and preparation for the implementation of new NESAsyllabuses in 2027 in Years K to 6 Creative Arts, HSIE and PDHPE; Years 7 to 10 Commerce, Geography, History, PDHPE and Visual Arts; and Years 11-12 Ancient History, Biology, Drama, Economics, History Extension, Legal Studies, Modern History, Music and Physics.

Continue to build and expand teacher capacity in the use of PSAM and TrackOne analytics to enhance feedback and improve student learning outcomes.





Director of Co-Curricular Adam Watson

The Co-Curricular Program is a vital part of the St Patrick’s College educational experience. Opportunities for participation in various Co-Curricular Sport and Cultural programs contribute to a strong culture and tradition of personal and community development. The range of activities within these programs aim to cater for diverse talents and interests, while fostering environments that encourage curiosity and a pursuit of excellence – regardless of what that may look like for individual students.

Sport and Cultural offerings at the College provide climates where physical, social and emotional growth is facilitated by committed staff, coaches, and tutors. The development of these life skills is part of the broader aim of a St Patrick’s College education where every student is encouraged to Let Their Light Shine.

Enjoyment is a crucial aspect of cocurricular involvement. This comes in various forms such as spending time with friends and making new ones; mastering a skill or having a go at something new; building relationships with teachers outside of the classroom; overcoming adversity or a particular challenge; learning how to lose and how to win; and gaining new perspectives on success.

Success will mean various things throughout a student’s journey in the Co-Curricular Program. Team and individual success lay a strong foundation for tradition and culture, and 2025 was a year that fortified these important aspects of the College community.

Additions to/notable events of the Co-Curricular Program included:

- Football Tour to the United Kingdom and Spain
- College approval for a Rugby Tour to New Zealand in April 2026

- Performing Arts Production of *Alex in Wonderland*
- Alana Durance appointed to the position of Executive Support Officer – Co-Curricular Sport
- Jack McCann appointed to the position of Director of Athletic Development
- Adam Watson appointed to the position of Director of Co-Curricular
- Consolidation of the roles of Head of Rugby and Head of Football beyond 2025
- Appointment of Brendan Conneely to the position of Assistant Head of Football
- Negotiations of ongoing lease of Hudson Park and facilities
- Drumline and Touch Football formalised as cocurricular activities
- Introduction of Mooting to the Co-Curricular Cultural Program
- Development and approval of policies related to the engagement of external coaches.

Priority Areas for improvement in 2026

- Consolidation of leadership roles and structure within the Sporting Program.
- Facilitation of upskilling teaching staff for various face-to-face cocurricular positions.
- Exploration of external club relationships and partnerships.
- Design, implementation and development of an SPC coach education program.
- Securing of external field space for future sports.



Co-Curricular activity	Participants	Co-Curricular activity	Participants
AFL	11	Golf	0
Athletics	92	Mock Trial	0
Band/ Orchestra	87	Performing Arts production	36
Baseball	24	Public speaking	12
Basketball	434	Referees	1
Chess	45	Rugby	432
Choir	22	Social Justice in Action	27
Cricket	188	Science Club	8
Cross Country	37	Softball	24
Debating	83	Supporters' Group	5
Duke of Edinburgh	20	Swimming	56
Drumline	19	Tennis	68
Faith in Action	15	Theatresports	21
Football	789	Touch Football	86

College Co-Curricular Achievements and Awards

Division 1 ISA Football Champion School

First XI Cricket – Open Division 1 ISA Champions

First XI Football – Open Division 1 ISA Champions

17B Basketball ISA Champions

17C Basketball ISA Champions

16A Football ISA Champions

16B Football ISA Undefeated Champions

14A Football ISA Champions

14E Football Undefeated Premiers

14G Football Undefeated Premiers

13A Football EREA Rice Cup Champions

14A Rugby ISA Undefeated Champions

10B1, 5B1, 5D2, 5E1, 6C2, 6D1, 6D2, 6E1 Football Undefeated Seasons

First IX Baseball RHBL D3 Bigs Runners Up

U16 Baseball RHBL Senior D3 Runners Up

14C Basketball ISA Runners Up

Second XI Cricket – Open Division 2 ISA Runners Up

14 Gold Cricket Thunder League Runners Up

Fourth XI Football ISA Runners Up

Fifth XI Football ISA Runners Up

15A Football ISA Runners Up

13B Football ISA Runners Up

Senior A Touch Football ISA Runners Up

Junior A Touch Football ISA Runners Up

Concert Band Silver Award Australian School Band and Orchestra Festival

Jazz Orchestra Silver Award Australian School Band and Orchestra Festival

College Orchestra Bronze Award Australian School Band and Orchestra Festival

Individual Co-Curricular Achievements	Achievement or Award
Cristian L	ISA / U17 Australia (Joeys) – Football
Alessandro P	ISA/NSWCIS / Australian Schoolboys - Football
Josh A	Australian Youth 7s – Rugby
Deegan O	ISA / NSWCIS / NSW – Athletics
Jack R	ISA / NSWCIS / SPC Triple Jump Record– Athletics
William A	ISA / U19 NSW Metro - Cricket
Hamish M	U16 ISA / NSW Schools – Rugby
Alexander S	U16 ISA / NSW Schools – Rugby
Sebastian P	NSWCIS – Rugby League
Lincoln G	ISA – Athletics
John A	ISA – Athletics
Steven V	ISA – Athletics
Charlie S	ISA – Athletics
Benjamin P	ISA – Athletics
Christian H	ISA – Athletics
Gabriel T	ISA – Athletics
Scott D	ISA – Athletics
Xavier A	ISA – Basketball
Charlie G	ISA – Cricket
Luke H	ISA – Cricket
Matthew P	ISA – Cricket
Sebastian L	ISA - Football
James K	ISA – Rugby
Dominic W	ISA – Rugby
Bryan N	ISA – Touch Football
Lewis M	U16 ISA – Basketball
Levi B	U16 ISA – Basketball
Angus D	U16 ISA – Rugby
Ayden B	U16 ISA – Rugby
Charlie S	U16 ISA – Rugby
Matthew B	U15 ISA – Touch Football
Kristian M	U15 ISA – Touch Football
Malietau D	IPSHA / NSWCIS / NSWPSA – Rugby Union, Athletics
Tate Q	IPSHA / NSWCIS – Touch Football
Thomas L	IPSHA – Athletics
Alessandro M	IPSHA – Athletics
Leonardo S	IPSHA – Athletics
Liam D	IPSHA – Athletics
William K	IPSHA – Athletics
Tony K	IPSHA – Football
Atticus H	IPSHA – Football
Luca W	IPSHA – Rugby Union
Malietau D	IPSHA / NSWCIS / NSWPSA – Rugby Union, Athletics
Tate Q	IPSHA / NSWCIS – Touch Football
Sebastian P	NSWCIS – Rugby League
Thomas L	IPSHA – Athletics
Alessandro M	IPSHA – Athletics

Individual Co-Curricular Achievements	Achievement or Award
Leonardo S	IPSHA – Athletics
Liam D	IPSHA – Athletics
William K	IPSHA – Athletics
Tony K	IPSHA – Football
Atticus H	IPSHA – Football
Luca W	IPSHA – Rugby Union
Alessandro P	ISA/NSWCIS / Australian Schoolboys - Football
Cristian L	ISA / U17 Australia (Joeys) – Football
Josh A	Australian Youth 7s – Rugby
Hamish M	U16 ISA / NSW Schools – Rugby
Alexander S	U16 ISA / NSW Schools – Rugby
William A	ISA / U19 NSW Metro - Cricket
Deegan O	ISA / NSWCIS / NSW – Athletics
Jack R	ISA / NSWCIS / SPC Triple Jump Record– Athletics
Lincoln G	ISA – Athletics
John A	ISA – Athletics
Steven V	ISA – Athletics
Charlie S	ISA – Athletics
Benjamin P	ISA – Athletics
Christian H	ISA – Athletics
James S	ISA – Athletics
Jack T	ISA – Athletics
Gabriel T	ISA – Athletics
Scott D	ISA – Athletics
Xavier A	ISA – Basketball
Charlie G	ISA – Cricket
Luke H	ISA – Cricket
Matthew P	ISA – Cricket
Sebastian L	ISA - Football
James K	ISA – Rugby
Dominic W	ISA – Rugby
Bryan N	ISA – Touch Football
Lewis M	U16 ISA – Basketball
Levi B	U16 ISA – Basketball
Angus D	U16 ISA – Rugby
Ayden B	U16 ISA – Rugby
Charlie S	U16 ISA – Rugby
Matthew B	U15 ISA – Touch Football
Kristian M	U15 ISA – Touch Football



Director of Human Resources, Risk and Governance Paul Brooks

During 2025, the Human Resources, Risk and Governance portfolio continued to support the achievement of the College's strategic directions and maintained a comprehensive and rigorous approach to risk management, compliance and good governance practices. Work in these areas focused on adopting a new Human Resource Information System (HRIS), strengthening our Governance, Risk, Compliance and Policy Management (GRCP) platform, participating in several audits to embolden our risk and compliance framework and maintaining a culture of continuous improvement.

Human Resources

The Welcome and Induction Program for new staff was revamped and it received overwhelming strong endorsement from the participants who quickly settled into their new work environment. The introduction of a formal mentoring program provided further professional support through shared knowledge and skills leading to increased engagement and satisfaction.

A Teaching Internship Program was developed for future implementation with its purpose being to integrate pre-service students into the learning environment in a structured and supportive way. The program also provides current staff with valuable opportunities to mentor, fostering professional growth and collaboration.

Our approach to staff recruitment was reviewed in response to ongoing challenges in attracting suitably qualified, high-calibre educators and support staff. Alternative recruitment methods were proposed for further consideration to ensure the College can continue to confidently engage staff aligned with its mission, ethos, and values.

The adoption of our new HRIS will have several tangible advantages, including centralised data management, data analytics, improved efficiency, enhanced accuracy and better compliance and reporting. Integrating with our Employee Self-Service, the system will provide staff and management with real-time information to enhance their experience.

Risk and Governance

Our Governance, Risk, Compliance and Policy Management (GRCP) platform was improved to provide all stakeholders with easy access to a centralised source of truth for policies and procedures, reporting safety incidents and hazards and gaining quick access to important information related to risk management and emergency response procedures.

The internal processes for the development and review of policies and procedures were confirmed to ensure a consistent and reliable approach to maintaining an accurate and current register. Responsibilities and processes associated with reporting and responding to hazards and safety incidents were updated to ensure enhanced monitoring and tracking of events.

EREA NSW Colleges Ltd engaged KPMG to undertake audits of the following areas of the College: Governance and Compliance Framework; Payroll; Cybersecurity; and our Work, Health and Safety Framework. Feedback from these audits provided confirmation that the College was meeting its legislative and regulatory compliance obligations. Some identified recommendations for improvement were made to strengthen our already robust systems and practices.

Priority Areas for improvement in 2026

Continue to foster a safe, inclusive, and values-driven workplace, including a focus on staff wellbeing, to support their personal and professional growth and development.

Improve performance appraisal processes to add value to the outcomes for staff and to strengthen succession planning and leadership development.

Operationalise the HRIS to provide an improved service for staff and to enhance visibility, accuracy and currency of information for leaders.

Develop a Workforce Plan to align the workforce with our strategic intent, improve talent management, and enhance mobility and agility.

Participate in audits in the following areas: Wellbeing and Psychosocial Risk; Onboarding and Recruiting; Critical Incident Response; and Capital Works.





Director of Business Services Bernadette Mikhael

2025 was a year of significant progress and innovation for St Patrick's College. With the support of EREA NSW Colleges, the College acquired two new properties—a substantial parcel of land that will secure our future growth and accommodate our increasing student population.

A major milestone this year was the launch of the Parent Orbit App, designed to complement Parent Lounge. This new mobile platform enhances communication and streamlines access to important updates and resources, empowering parents to complete tasks efficiently from anywhere.

The Robson Auditorium also underwent extensive renovations, including the installation of new seating. Feedback from staff, students, and parents has been overwhelmingly positive, with students now benefiting from an improved learning environment.

Our commitment to operational excellence and security was further demonstrated through the introduction of annual tuition billing and the implementation of a secure direct debit payment solution via TASS Parent Lounge. Key benefits for families include:

- **Flexibility:** Multiple payment methods, including credit/debit cards and bank accounts.
- **Customisable Payment Options:** Choice of fortnightly, monthly, or termly payments, with flexible scheduling.
- **Enhanced Security:** Payments processed within a 100% PCI-compliant platform, safeguarding sensitive information.
- **Timesaving:** Automated direct debit schedules for easier, timely fee management.
- **Automated Reminders:** Email notifications to keep families informed of upcoming payments.



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 2026

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

Installation of a new electronic scoreboard at Breen Oval to enhance the functionality and experience of sporting events and related activities.

Rollout of the Student Orbit application to improve student engagement, streamline communication, and support administrative processes.

Commence negotiation of the Model B Teachers and Support Staff Multi-Enterprise Agreement which is expiring in 2026.



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 cocurricular 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	217
Year 6	216
Year 7	216
Year 8	223
Year 9	193
Year 10	176
Year 11	170
Year 12	187
Total enrolment	1,598
Students who identify as Aboriginal and/or Torres Strait Islander	10
Students who indicate a language background other than English	1067
Students who indicate English as an additional language or dialect	326
Families	1294

Student attendance

Cohort	5	6	7	8	9	10	11	12	College
Attendance rate	95.48%	95.01%	94.56%	93.79%	93.12%	93.58%	96.60%	97.02%	94.79%

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 communication with parents by the College Year Coordinators and Assistant Year Coordinators, and the College Counselling Team. More formalised communication may also be established by the Director of Middle or Senior School, or the Principal. This may also include establishing an Attendance Improvement Plan (AIP) and reporting the Risk of Significant Harm to the Department of Communities and Justice in cases 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
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%
2023/2025	193	187	185	99%	96%

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



HSC

In 2025, one hundred and eighty-seven Year 12 students sat the HSC examinations in thirty-four courses, plus twenty-one Year 11 students accelerated in HSC Mathematics Advanced 2 unit (twenty) and one in Italian Continuers. Eighty-nine students (48% of total Year 12 candidates) and nineteen Year 11 accelerated students (90% who presented) made the 2025 HSC Distinguished Achievers List (or Merit List) two hundred and forty-eight times, having attained marks of 90% or more in various courses.

Eight students were placed on the State's All-round Achievers 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 Business Studies, one for placing third in the State in the Information and Digital Technology examination, and another student placing sixth in the State in Industrial Technology.

Twelve courses had no students below Band 4: Ancient History, Drama, Economics, English Advanced, Enterprise Computing, Italian Continuers, Legal Studies, Modern History, Music 1, Music 2, Physics and Visual Arts. In addition, six extension courses had no students below Band E3: English Extension 1, History Extension, Italian Extension, Mathematics Extension 2, Music Extension and Science Extension.

There were twenty-three courses (85% 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	Cohort size	SPC (%)	State (%)	SPC/State Difference (% above)
Ancient History	7	14.29	8.78	5.51
Business Studies	61	39.34	11.76	27.58
Design and Technology	18	22.22	11.13	11.09
Drama	10	60.00	23.34	36.66
Economics	24	54.17	14.33	39.84
English Advanced	99	14.14	13.46	0.68
English Extension 1	8	62.50	42.16	20.34
Industrial Technology	22	13.64	7.88	5.76
Italian Extension 1	3	100	54.17	45.83
Legal Studies	8	37.5	15.42	22.08
Mathematics Advanced (including Accelerants)	59	55.93	23.15	32.78
Mathematics Extension 1	30	56.67	34.71	21.96
Mathematics Extension 2	7	71.43	41.49	29.94
Mathematics Standard 2	122	22.95	8.54	14.41
Modern History	31	22.58	10.15	12.43
Music 2	2	100	40.29	59.71
PDHPE	59	22.03	8.59	13.44
Physics	19	31.58	12.54	19.04
Studies of Religion I	92	22.83	15.51	7.32
Studies of Religion II	95	16.84	12.65	4.19
VET Construction	41	7.32	6.66	0.66
VET – Information and Digital Technology	10	30.00	6.49	23.51
Visual Arts	18	44.44	16.34	28.10

The table below shows the HSC examination means and the School versus State differences from 2022 to 2025.

Course	2022		2023		2024		2025	
	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff
Studies of Religion II	82.01	5.19	81.68	4.31	81.21	3.76	81.09	3.71
Studies of Religion I	36.59	1.32-	38.34	0.46-	38.72	0.37	37.76	-0.7
English Standard	71.26	1.38	72.81	2.69	74.78	3.38	73.97	2.35
English Advanced	82.36	0.83	83.30	1.57	83.23	1.20	84.01	2.21
English Extension 1	41.60	0.19-	43.91	1.74	43.34	0.92	44.61	2.23
English Extension 2	39.62	0.27-	36.87	3.20-	45.40	4.70	NA	NA
Mathematics Standard 1	78.40	6.05	69.70	2.29-	NA	NA	NA	NA
Mathematics Standard 2	73.81	2.94	78.14	6.38	79.98	8.35	78.03	6.47
Mathematics Advanced	82.08	3.77	85.17	7.13	86.19	7.76	88.66	9.83
Mathematics Extension 1	81.04	3.59	75.25	2.53-	85.48	5.54	85.15	6.44
Mathematics Extension 2	93.45	12.02	89.27	7.07	88.64	6.06	90.26	7.78
Biology	71.98	1.95	77.64	4.34	80.44	6.55	80.08	7.04
Chemistry	77.23	4.72	76.81	2.68	82.12	7.79	79.23	4.87
Earth and Environmental Science	68.96	4.81-	NA	NA	NA	NA	NA	NA
Physics	85.01	10.76	78.15	3.34	82.89	9.14	84.73	11.15
Science Extension	NA	NA	NA	NA	NA	NA	40.70	3.61
Ancient History	78.69	6.71	80.20	8.76	77.28	4.36	79.23	6.82
Business Studies	80.32	6.37	82.55	8.78	83.75	10.30	85.11	10.83
Economics	82.20	4.94	86.58	9.82	88.41	11.06	88.26	10.57
Geography	79.96	4.77	76.63	0.75	NA	NA	NA	NA
Hospitality	NA	NA	NA	NA	79.13	4.38	76.47	2.08
Legal Studies	75.34	1.56	80.44	5.17	83.24	7.69	86.88	11.67
Modern History	78.72	5.05	79.55	6.77	79.20	4.18	83.66	9.94
History Extension	46.30	6.83	43.28	3.49	43.07	2.91	41.7	1.61
French Beginners	NA	NA	NA	NA	NA	NA	NA	NA
Italian Beginners	87.62	10.96	NA	NA	NA	NA	80.52	3.53
Italian Continuers	77.00	3.38-	80.31	1.29-	82.18	0.15-	87.08	4.09
Italian Extension	45.00	2.58	46.30	2.18	45.75	1.86	45.33	1.52
Construction	81.81	5.18	79.21	2.30	83.18	5.50	78.55	2.58
Design and Technology	79.95	2.33	78.97	1.81	83.57	6.32	83.67	5.42
Engineering Studies	75.77	3.13	NA	NA	76.33	2.08	NA	NA
Enterprise Computing	NA	NA	NA	NA	NA	NA	76.60	3.08
Industrial Technology	77.43	7.11	82.67	11.80	80.22	9.45	76.63	6.01
Information and Digital Technology	76.56	4.50	NA	NA	78.55	2.03	81.72	5.21
Information Processes and Technology	77.07	5.47	83.12	12.41	76.76	5.00	NA	NA
Drama	89.20	8.49	80.87	0.25-	83.03	1.18	88.76	7.46
Entertainment Industry	NA	NA	NA	NA	78.73	1.34	NA	NA
Music 1	NA	NA	85.67	3.58	89.06	7.57	88.48	7.21
Music 2	NA	NA	97.60	11.52	83.10	3.03-	92.5	5.52
Music Extension	NA	NA	47.80	2.81	33.20	12.12-	41.7	-4.17
PD/Health/PE	74.08	4.33	77.62	4.64	79.42	5.39	81.47	7.32
Visual Arts	83.42	2.06	88.19	6.70	87.39	5.49	87.82	6.44

ROSA

In 2025, 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	524	492	520	480	518	487	531	497	549	492
Year 7	577	538	573	538	575	542	577	539	611	545
Year 9	595	568	601	575	588	569	583	559	623	573

Senior secondary outcomes

36% of Year 12 students undertook vocational or trade training.

100% of Year 12 students attained a Year 12 certificate or an equivalent VET qualification.

Post-school destinations

Post-school destination	Number of students	% of cohort
University Entry	154	82
TAFE Entry or Private College	8	4
Employment	18	10
Other/unknown	7	4



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	64	2	66	65.4
Female	72	14	86	79.9
Total (teaching staff)	136	16	152	145.3

Teaching staff delivering NESAs curriculum			
Category	Gender	Number	FTE
College Leadership Team	Male	6	6
	Female	4	4
Middle Leader	Male	29	29
	Female	20	20
Teacher	Male	31	30.4
	Female	62	55.9
Total (teaching staff)		152	145.3

Support staff		
Support staff female	40	36.09
Support staff male	23	21.61
Total (non-teaching staff)	63	57.7

Staff members who identify as Aboriginal and/or Torres Strait Islander	1	0.4
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The average teacher attendance rate during 2025 was 96.70% per cent. This figure does not include teachers on planned leave.

The teacher retention rate for permanent teachers in 2025 was 85.5% per cent.**

**This figure does not account for the six staff members whose fixed-term contracts expired at the end of 2025.

Teacher standards and accreditation

Teacher accreditation status	Number of teaching staff
Conditional/Provisional Teachers	20
Proficient Teachers	129
Highly Accomplished Teachers	0
Lead Teachers	0



Professional Learning

Professional Learning provided at the College	Participants
ACU Partnership: Gifted Education Workshops with John Munro	All Teaching Staff
ACU Partnership: Gifted Education: Classroom Teachers Online Modules	All Teaching Staff
ACU Partnership: Gifted Education: Middle Leaders Online Modules	Middle Leaders
Child Safeguarding	All Staff
CPR Training	All Staff
Cybersecurity	All Staff
Employee Handbook	All Staff
EREA Code of Conduct 2025	All Staff
First Aid Training	New Staff and Due Staff (117)
HR: Positive Duty to prevent Harassment 2025	All Staff
ICT Usage Agreement 2025	All Staff
Inclusive Community: The Power of Boundless Compassion	All Staff
Mental Health First Aid with Kim Huckerby	All Staff
Modern Slavery	All Staff
NCCD Training	All Teaching Staff
Semester 1 and 2 PL Strand: Gifted Education Project Group	Teaching Staff Elective (13)
Semester 1 Leadership PL Strand: Evaluating and Planning for Schoolwide Approaches to Differentiation.	Teaching Staff Elective (18)
Semester 1 Experienced Teacher PL Strand: Practical Tools and Approaches to Differentiation.	Teaching Staff Elective (61)
Semester 1 Early Career Teacher PL Strand: Understanding and Applying Differentiation.	Teaching Staff Elective (26)
Student Duty of Care	All Staff
Trauma-Informed Education and Scenario-Based Wellbeing Workshops	All Staff
Work Health & Safety 2025	All Staff



Professional Learning from External Providers	Provider	Participants
2025 ITE Technology Educators Conference	ITE	2
2025 Stage 6 History Teachers' Day	HTA NSW	1
2025 STANSW K-10 Conference: Igniting Scientific Skills	STANSW	1
2025 VADEA Conference Alchemy: Transforming Visual Arts Curriculum and Pedagogy	VADEA	4
A Call to Leadership	EREA	1
A Call to Participation	EREA	21
A Vision for Liberation	EREA	2
Academy RATIONAL iCombi	RATIONAL	2
Advancing Concussion Management in Sport	Safe Sport Conference	2
AIS Heads of Diverse Learning Network Meeting	AISNSW	1
AISNSW Curriculum Conference NSW	AISNSW	2
AISNSW English Conference 2025 Literature: The Heart of Humanity	AISNSW	2
AISNSW PDHPE Conference 2025 – Empower, Engage, Elevate.	AISNSW	1
AISNSW School Improvement Conference 2025 – Mastering Data for Improvement	AISNSW	1
AISNSW Sport Leadership Conference 2025	AISNSW	1
AISNSW Music Conference 2025 – Harmonising Futures: Crafting the Melodies of Tomorrow in Music Education	AISNSW	2
Avila Leadership Program	CSNSW	1
Be Prepared for an Unexpected School Registration Inspection in 2026	AISNSW	1
Behaviour Management Essentials	Tarun Stephenson	4
Biomechanics and Exercise Physiology Lab: Bringing Theory to Life	AISNSW	1
CAA Careers Conference	CAA	1
Catholic Schools NSW (CSSA) Business Studies Trial Paper Writing Day 1	CSNSW	1
Catholic Secondary Schools Association (CSSA) HSC Trial Exam Course Convenor Day	CSNSW	1
Change Agents: Inspiring Science Education	STANSW	2
CrookED Science Extension Modules	CrookED Science	1
CSNSW Behaviour Symposium	CSNSW	4
CSNSW Disability Network Meeting	CSNSW	1
Discursive Writing with Felicity Castagna	AISNSW	1
Early Career English Teacher Day	ETA	2
Embedding Aboriginal Curriculum to Establish Culturally Safe Classrooms	Dream Big Education Wellbeing and Consulting	1
English Block: Year 3-6	PETAA	1
English Teachers Association Annual Conference	ETA	1
English: Teaching the Novel – Focus on Reading	AISNSW	1
EREA Identity Leaders Conference	EREA	1
Essentials for Beginning Science Teachers	AISNSW	1
Fine Food Australia	Fine Food Australia	1
Good Food and Wine Show	Good Food and Wine Show	1
Hospitality Networking Day	AISNSW	1
Identity and Mission Symposium	OLMC Parramatta	1
Introductory 2 day – Training in Art therapy	CECAT	1
Law Sense Law for School Counsellors NSW	LawSense Australia	1
Leading Differentiation: The Power of Depth and Complexity	GATSTA	2
Leading the Implementation of the Science & Technology K-6 Syllabus	AISNSW	1
Legal Studies Association of NSW Annual Conference	Legal Studies Association of NSW	1

Professional Learning from External Providers	Provider	Participants
National Learning and Liberating Practices Conference 2025	EREA	2
Navigating HSC Disability Provisions: Key Insights and Practical Steps	NESA	3
Navigating the New PDHPE K-6 Syllabus: Planning and Programming	AISNSW	1
Navigating the World of AI: Flexible Blended Learning Course 2, 2025	SLANSW	1
New South Wales School of Languages Supervisor Day	NSW School of Languages	1
NSW: Term 3 Conference 2025 Digital Learning / AI @ MLC School	MITIE	1
PDHPE K-6: Respectful Relationships Education	AISNSW	1
Planning and Implementation of the New Geography Syllabus 7 – 10	AISNSW	1
Planning and Programming the New HSIE Syllabus	AISNSW	2
Planning and Programming the New Creative Arts K-6 Syllabus	AISNSW	1
Putting the Challenge into Differentiation Using Generative AI.	GATSTA	3
Responsive to Change: Insights and Best Practice in Business Studies	AISNSW	1
RIM PJP Disability Network meeting	CSNSW	1
RIMPJP Diverse Learning Network Meeting	CSNSW	1
RTO VET Compliance Officers Network Day	AISNSW	1
Studies of Religion Conference 2025	AISNSW	1
Studies of Religion in Focus Conference 2025	ISRA	1
TAESS00019 CertIV Assessor SkillSet	AISNSW VET	2
TAS Conference 2025 – Navigating TAS through Innovation and Change	AISNSW	1
Teaching for Learner Progress: Building confidence and success in Stage 6 Languages.	AISNSW	1
Teaching the Modern History Core: Power and Authority in the Modern World	Sydney Jewish Museum	1
Term 4 RIMPJP Disability Leaders Network Meeting	Ann Larkin	1
The Attitudes of Key Stakeholders Toward Gifted Students and Gifted Education: A Comparison of Attitude Profiles and Their Predictors.	GATSTA	2
The New Stage 6 Studies Course	ETA	1
Understanding Anxiety: Supporting Autistic Student’s Behaviour & Engagement	ATH	1
University of Sydney Careers Advisers Conference	USYD	1
Unpacking the New PDHPE 7-10 Syllabus: Planning and Programming	AISNSW	1
Upgrade to Cert IV in Training & Assessment	AFS	2
Using Thinking Routines Effectively	Project Zero	3
VADEA Create – Hazelhurst Teacher Professional Development Day	VADEA	1
VET construction – Brick & Block Training	AISNSW	2
VET Construction Network Day	AISNSW	2
VET Entertainment, Screen and Media Network Day	AISNSW	1
VET Hospitality Network Day	AISNSW	1
VET IDT Network Day	AISNSW	1
VET Sport and Fitness Network Day	AISNSW	2
VET Teacher Training Program for Construction,	AISNSW	1
Work Health and Safety in Schools	AISNSW	1
Year 12 Health and Movement Science: Planning and Programming	AISNSW	1

7 School policies



Child Safeguarding

St Patrick's College is committed to creating positive and robust child protection cultures, ensuring that all children who are a part of the EREANSW 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 Safeguarding 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. A *Bullying Procedures* flowchart has also been developed, available to staff [Staff handbook], students [College Diary], and parents [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 is committed to handling complaints effectively and efficiently. This commitment is demonstrated through:

- implementing and maintaining our Complaints Handling Program
- appointing a Complaints Manager to oversee this program
- training all staff and representatives about our complaints handling procedures
- 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 and
- regularly analysing complaints received and implementing rectification action where deficiencies in our internal systems and procedures are identified.

Our Complaints Handling Guide was updated in 2025. 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

The Enrolments function continued to perform strongly, with a high volume of applications and sustained engagement throughout the formal enrolment process. Prospective families demonstrated strong commitment through attendance at College Tours, submission of complete applications and participation in interviews. Demand remained particularly high at the Year 5 entry point, resulting in a strong waitlist, with not all interviewed applicants being offered a place. This demand reflects the strength of the College's reputation and the confidence families place in the St Patrick's community.

The College Tours model remained highly effective, replacing traditional Open Days. Student-led tours, combined with information sessions presented by the College Principal and Director of Middle School, provided families with an authentic insight into College life. Tours hosted on Supporters' Days further connected enrolments with the College's culture, hospitality and Edmund Rice mission.

Throughout the year, enquiry numbers remained strong, with a continued focus on quality, personalised engagement. Clear and timely communication supported prospective families throughout their enrolment journey, while the College also supported current families experiencing changes in family circumstances with care and integrity.

Enrolment practices remained aligned with the College's Enrolment Policy and legislative requirements. Priority criteria, including siblings, sons of Old Boys, and students baptised as Catholics, were applied consistently, alongside a commitment to welcoming students with diverse learning, pastoral, or family needs. The activation of the Indigenous bursary strategy further reinforced the Edmund Rice mission and the College's commitment to equity and inclusion.

Significant progress was made in streamlining enrolment processes through a fully digital approach. The enrolment application form was refined to align with the EREA NSW Enrolment Form, particularly with respect to diverse learning and medical information, to facilitate early disclosure. Parish reference forms were digitised, improving efficiency. A weighted application review model aligned with the Criteria for Enrolment was introduced, thereby strengthening transparency and consistency in enrolment offer decisions.

The College continued to enrol students into vacancies at non-traditional entry points, particularly Years 6–11. Strong cross-functional collaboration with the Leadership, Identity, Finance, and IT teams supported strategic planning, careful management of records, privacy and student data, and continuous improvement. Orientation and induction processes were further strengthened, with refined digital communication through the Enrolment Portal ensuring families were well supported as students commenced their journey at St Patrick's.

Enrolment Conditions

Enrolment at St Patrick's College, Strathfield is based on a shared commitment among the College, the student, and the family to uphold the College's values, expectations, and ethos within the Edmund Rice tradition. Continued enrolment is subject to students engaging positively in the academic, pastoral and co-curricular life of the College, demonstrating respectful behaviour, maintaining satisfactory attendance and meeting College expectations. Families are expected to support the College's mission and

comply with financial and policy obligations. The College reserves the right to review a student's enrolment where these conditions are not met, acting with fairness, care and procedural integrity, with full details available on the College website.

Enrolment Policy and Procedures

St Patrick's College, Strathfield operates a fair, transparent and mission-driven enrolment process aligned with the values and educational philosophy of Edmund Rice Education Australia. As a Catholic Years 5–12 boys' school, the College seeks to partner with families who support its mission and commitment to providing a holistic education grounded in faith, learning, justice and community.

Year 5 remains the principal entry point to the College, with enrolments in other year levels offered subject to availability and student movement. Casual vacancies across Years 6–11 are typically filled from the waiting list. In 2025, the College enrolled more students in non-intake year levels than in previous years, bringing the total student population to approximately 1,600 and reflecting continued growth in demand.

The College traditionally enrolls up to 217 students at the Year 5 entry point. Continued enrolment is contingent upon a student's engagement with the educational program, adherence to College expectations, and alignment with the College's ethos. A structured subject-selection process is undertaken in Year 10 to support informed pathways into Years 11 and 12, ensuring that students select subjects aligned with their interests and demonstrated capacity.

Applications are assessed on merit against the College's Enrolment Policy and clearly articulated criteria. In most years, demand exceeds available places, and applications are considered fairly and consistently, with priority given in accordance with the enrolment criteria. While the College primarily serves Catholic families, applications from students of other faith traditions or backgrounds who are willing to support Catholic education, and the Edmund Rice tradition may also be considered.

St Patrick's College is committed to inclusive practice and welcomes applications from students with diverse academic, pastoral and learning needs. Enrolment decisions are informed by the College's capacity to provide appropriate support within available resources, ensuring students can meaningfully engage in the educational program while upholding duty of care to the wider school community.

The enrolment process is supported by strong governance, clearly defined responsibilities and robust data management practices. Accurate record-keeping, privacy compliance and transparent communication with families underpin the integrity of the enrolment system and reflect the College's commitment to accountability, care and continuous improvement. Information regarding the College's Enrolment Policy, Procedures and Conditions of Enrolment is available on the College website.

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

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

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, Jesuit Refugee Services, St Merkorious, a Domestic Violence Home	•	•	•	•	•	•	•					•	•	
Cohort Justice Partner Program – Awareness, Advocacy and 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 – St Joseph’s Alice Springs, Edmund Rice Life Training Centre PNG, Edmund Rice Camps (Edmund Rice Community Service)	•	•	•	•	•	•	•	•				•		
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 Co-Curricular	•	•	•	•	•	•	•	•				•		
Reflection and Spirituality Days	•	•	•	•	•	•	•	•				•		
Retreat								•				•		
RYDA Driver Program								•				•		
Safe and 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 and 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 and others	•	•	•	•	•	•	•	•				•	•	
Winter Sleep Out	•	•	•	•	•	•	•	•				•		
Work and Welcome – Refugee Employment Program												•		
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



St Patrick's College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2025, 589 parents, 1,542 students and 180 staff participated in surveys and provided views on areas such as academic performance, student wellbeing, religious education and faith, co-curricular sport, communications, reputation and facilities.

Parents

A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their son.

The top five areas are noted below:

1. 81% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 88% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3. 87% of parents noted their expectations were met or exceeded in relation to the quality of education at a reasonable expense
4. 94% of parents noted their expectations were met or exceeded in relation to the College's values
5. 93% of parents noted their expectations were met or exceeded in relation to the College's reputation

In 2026, we will target:

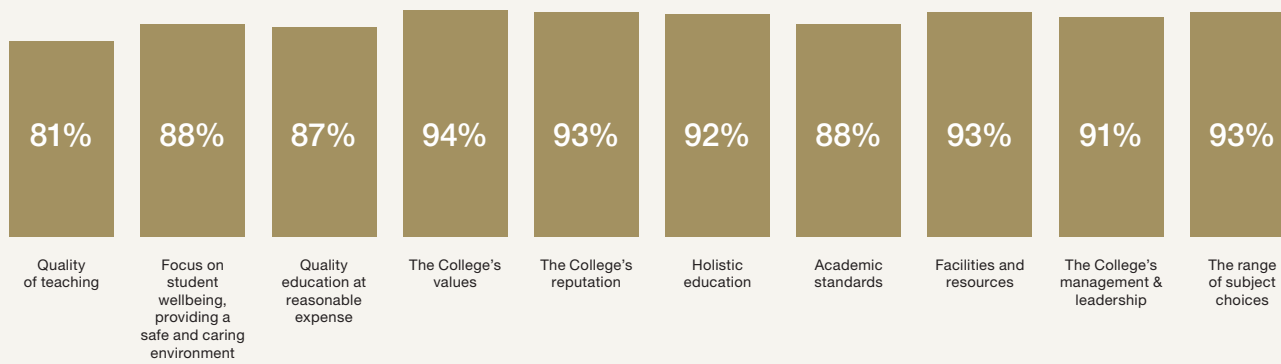
teaching and learning consistency (rigour, differentiation, learning support). Student wellbeing and bullying response (especially senior years)

addressing senior wellbeing concerns (Years 10 and 12) and strengthen bullying prevention/response

reviewing class sizes and learning load (including homework)

making academic reporting clearer and improve the ease of use/ finding information in TASS Parent Lounge and Parent Orbit.

Parents – Expectations Met/Exceeded (%) – Top 10 (n=589)



Students

A selection of the students' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 79% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 90% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3. 93% of students noted their expectations were met or exceeded in relation to the College's values
4. 88% of students noted their expectations were met or exceeded in relation to the College's reputation
5. 94% of students noted their expectations were met or exceeded in relation to the holistic education

In 2026, we will target:

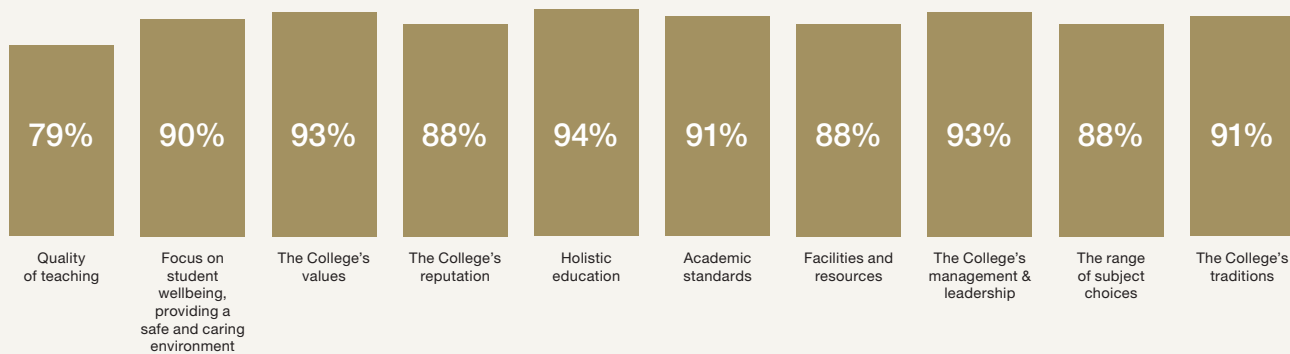
lifting teaching quality and address the subjects that the students identified as needing attention

reducing stress/anxiety and increase practical wellbeing supports and check-ins

strengthening respectful relationships and bullying prevention, including how older students treat younger students.

reviewing homework load and improve priority facilities (e.g. student change rooms and toilet facilities).

Students – Expectations Met/Exceeded (%) – Top 10 (n=527)



Staff

A selection of the staff's top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 90% of staff noted their expectations were met or exceeded in relation to the quality of teaching
2. 93% of staff noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe/caring environment
3. 98% of staff noted their expectations were met or exceeded in relation to the College's values
4. 92% of staff noted their expectations were met or exceeded in relation to the College's reputation
5. 95% of staff noted their expectations were met or exceeded in relation to the holistic education

In 2026, we will target:

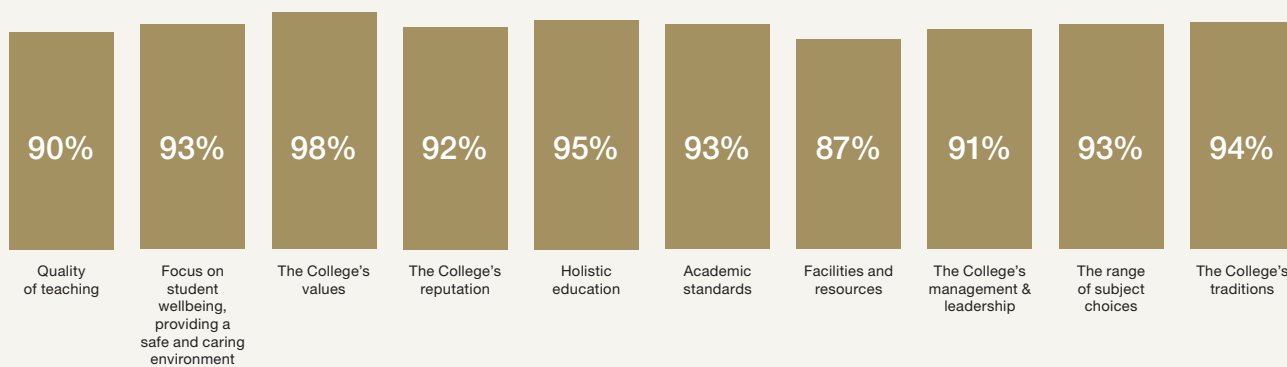
attempting to address class sizes that are a core constraint impacting learning and workload

improving student engagement and culture, especially reinforcement of respectful relationships with staff

strengthening academic programs through curriculum development, assessment and reporting reform, and support for diverse learners

improving communication between staff with Staff Orbit and resolve usability issues in TASS Teacher Kiosk.

Staff – Expectations Met/Exceeded (%) – Top 10 (n=180)



Parents, students and staff were asked to provide open responses to the most valued aspects of St Patrick's College. The most frequently nominated aspects were:

What do you value most about your association with the College? (Top 5)

Parents

1. Sense of Community & Belonging
2. Holistic Education
3. Faith-Based / Catholic Values
4. Friendships (Peers & Parents)
5. Academic Quality & Learning Environment

Students

1. Friendships and Peers
2. Sporting Opportunities
3. Education and Learning
4. Co-Curricular Opportunities
5. Supportive Teachers/Staff

Staff

1. Sense of Community & Belonging
2. Supportive & Collegial Staff Environment
3. Student-Centered Focus & Relationships
4. Opportunities for Professional Growth
5. Catholic Identity, Values & Ethos

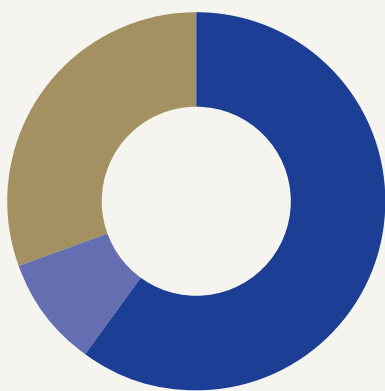


10 Summary financial information



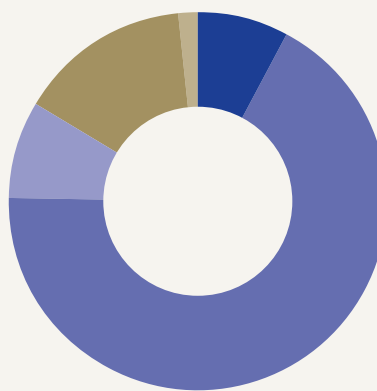
2025 Financials – Annual Report

	% of Total	2025 \$	2024 \$
INCOME			
Fees and Private Income	60.0%	-\$25,330,641	-\$22,563,806
State Recurrent Grants	9.5%	-\$3,970,762	-\$3,835,502
Commonwealth Recurrent Grants	30.5%	-\$12,804,958	-\$11,838,203
	100%	-\$42,106,361	-\$38,237,510
EXPENDITURE			
Faculty Costs	8.0%	\$3,310,187	\$2,688,763
Salaries, Allowances & Related Expenses	67.4%	\$27,905,420	\$25,163,525
Depreciation & Amortisation	8.3%	\$3,455,167	\$3,402,978
Admin and General	14.7%	\$6,073,440	\$5,623,692
Capital Expenditure (Operating)	1.6%	\$635,470	\$1,101,484
	100%	\$41,379,683	\$37,980,442



Income

● Fees and Private Income	60%
● State Recurrent Grants	9.5%
● Commonwealth Recurrent Grants	30.5%



Expenditure

● Faculty Costs	8%
● Salaries, Allowances & Related Expenses	67.4%
● Depreciation & Amortisation	8.3%
● Admin and General	14.7%
● Capital Expenditure (Operating)	1.6%

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.



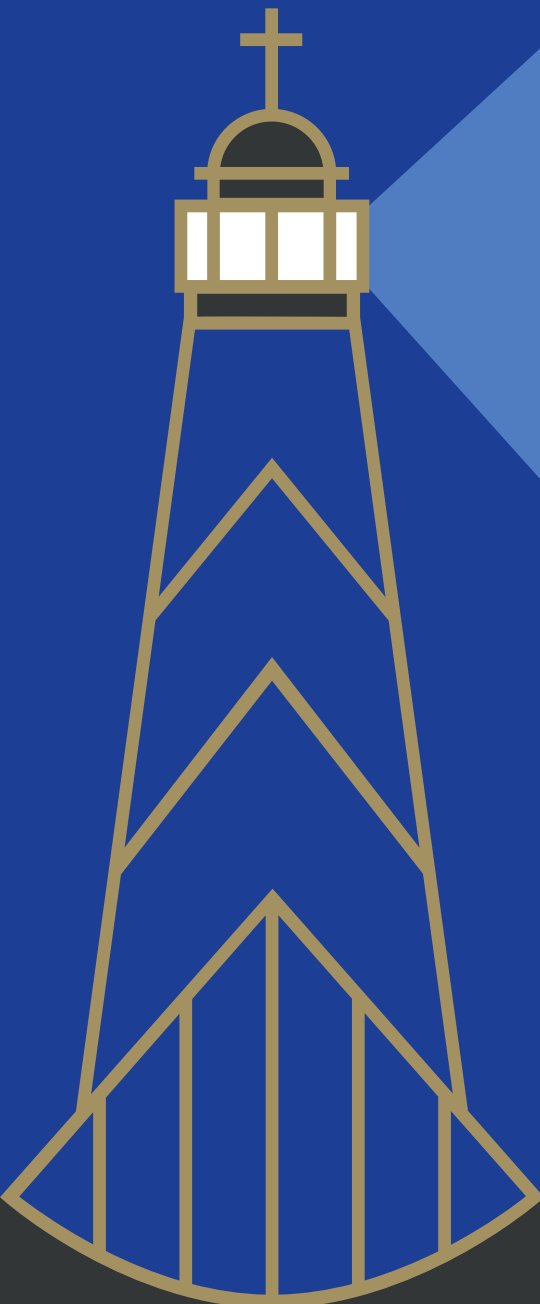
Sustainable Development

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



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Wangal Land**
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Australia