



ST PATRICK'S COLLEGE



Annual Report
2022

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 is aligned to 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 Elders past and present of the Eora Nation. We extend that respect to all Aboriginal and Torres Strait Islander people reading this report.

Acknowledgement of the Christian Brothers

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



**EDMUND RICE EDUCATION
AUSTRALIA**

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Foreword

In my second year as Principal of St Patrick's College, the year has felt like the first year! This is because for the first time, I was able to experience the entire life cycle of our College. Everything eventually came back to normal, and it has been wonderful to have all our sporting fixtures back and all of our other cocurricular activities happening onsite and I trust that we never see the likes of 2020 and 2021 again.

Months of school closures during the pandemic and loss of face-to-face lessons will reverberate for years. Our teachers reported that students have been more distracted, disobedient and unsettled in their friendships since last year's lockdown, raising concerns that the protracted isolation has had a lingering effect on children's development and social maturity. The most serious impact has been at the high school level, with teachers saying they face more disciplinary issues and have observed students displaying behaviour usually seen in younger years.

In 2022, we paid close attention to the wellbeing of students, in particular their mental health, through our Pastoral Care periods, peer support opportunities, camps, reflections days and retreats. Nevertheless, although there were many lost opportunities of learning experiences, there were also many life lessons that our students could learn from the pandemic. The current cohorts of students will form part of the "COVID Generation" who would have developed more resilience and adaptability for a VUCA [Volatile, Uncertain, Complex, Ambiguous] world.

As for the staff, I am grateful that all our teachers have continued their best efforts in ensuring quality teaching and learning and providing our students as many opportunities as possible for holistic development and a quality school learning experience.

It is our strong culture that makes our College. Our expectations of personal excellence are incumbent on each boy to champion; to grab the future and make it theirs. At St Patrick's College, it is our opportunity to animate and empower all members of our community to hope and to dream. As a community we seek to support each other to grow in our strengths – students, teachers, and families. We want our boys to be resilient; seek to overcome adversity; the challenges, the opportunities but never forget who they are, where they came from, and the gift their families are to us.

The message for this year of 2022, after years of taking community for granted was do what you love to do and that to make a difference in the world; to transform the world each boy should aim to be an agent of change, a shining light for others: a **beacon**.

This year realised the implementation of our Strategic Plan, *A Beacon for Boys' Education*, with our stated intentions of building upon the wonderful foundation developed by the community since 1928 and strengthening our stated intention to let our lights shine for all to see. I trust that you will enjoy reading this report to the community, a report that documents our learning journey as a College in 2022.

Dr Vittoria Lavorato
Principal



1.



Messages from
key school bodies

Message from the College Advisory Council



The College Advisory Council has a strategic and advisory role to support the College's lived experience as a Catholic school in the Edmund Rice tradition, to remain sustainable into the future and to ensure that that the College continues to support your son's faith and educational journey at St Patrick's College.

We work collaboratively with the Principal and Leadership Team to provide quality stewardship and advice, with the sole focus of offering the best possible teaching and learning environment for the students and staff at the College, all through the lens of the EREA touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity.

The Council remains committed to ensuring that fees remain as affordable as the College can sustain, while at the same time allowing for increases in education costs and the ongoing need for maintenance to, and upgrade of, buildings and school resources – not just for your sons but for the many young men who follow in their footsteps. While the *Scientia* Building is the most outward looking example of the College's commitment to ensuring that its facilities are fit for purpose, maintenance and refurbishment of existing buildings and facilities are ongoing throughout each year.

On behalf of the Council, I wish to thank the College Principal, the indefatigable Dr Vittoria Lavorato, Deputy

Principal Adrian Byrne and all the College staff for their unwavering commitment to educating your sons in the Edmund Rice tradition, working every day to promote their academic, pastoral and faith development as part of an inclusive community. A community that prioritises and lives each day with humility, kindness and compassion as well as respecting each person's uniqueness and differences.

As outgoing Chair of the College Advisory Council, I would like to thank all the members of the Council and its Committees (Identity, Finance, Risk and Governance, and Property and Capital Works) for their ongoing and extremely generous service to the governance at the College throughout 2022. In particular, I would like to thank Anthony Meaker for agreeing to take up the role as Chair of the Advisory Council from the start of Term 4.

I would also like to congratulate the HSC Class of 2022 for all their achievements as they move beyond the College gates into the wide world. The education they have received at the College will support and sustain them in their future endeavours.

Finally, and most importantly, I would like to thank the passionate community of SPC parents and families for the ongoing support that you give to the College and its role in nourishing the hearts and minds of our young men to make a positive difference in our world.

James Coyne
Chair
College Advisory Council

Message from Parents' and Friends' Association

As I reflect on the year of 2022, I cannot be prouder of being part of the St Patrick's College community. First and foremost, thank you to the Parents' and Friends' Committee for their support and help in what I consider a successful year.

Our aim, objective and focus this year has been to build our school community post-COVID. We wanted to help our boys reconnect with their school and their environment. We also wanted to help parents reconnect with the College community. I feel that we achieved this through the very many events hosted this year.

We began the year with the annual Junior School Dinner. This event is always a great success as we invite the new Year 5 cohort and their parents along with Year 6 families to an evening at the school whereby new connections can be made over a meal. Our Supporters' Day barbeques were a great success throughout the year. These enabled both students and parents to reconnect with the school and the community over a bacon and egg roll or a sausage on a

roll. Our Annual Blue, Black and Gold Dinner proved to be another huge success. This was followed by the return of the annual Trivia Night.

This year we had the opportunity to celebrate Mother's Day as one community with one mass and one morning tea at Rosehill Gardens. This was followed by the celebration of our father figures and carers at our annual Father's Day Mass and morning tea. The Parents' and Friends' Committee also funded monetary grants to the Junior School and the Languages, HSIE and Music departments for their visionary projects.

To conclude, we have had one very busy, yet fun year. We believe we have achieved great success in building our community spirit as well as raising funds for the boys. Our committee has continued to maintain a successful and positive position at the end of the year which will support more growth and contribution in 2023.

Elena Ierardo
President
P&F Committee



Message from Student Leaders



2022 College Captain

Michael Bejjani

Change is something that leaders start, but the community finishes. Change is something that progresses us forward, opens us to new opportunities, and leads us on a path to discover greatness, achieve greatness, and inspire greatness. The 2022 school year was a time for change.

Although it may not seem like it, we took a leap to change back to our new normal. To navigate our way through living in a COVID-struck society. But that didn't stop us from getting back to our old ways. Although the community had been fractured for two years, the first opportunity for us to begin to repair the sense of community that was engrained within the College prior to COVID came with the Opening Mass and High Achievers' Assembly.

From this first major event in the College calendar, it was clear that everyone was eager and ready to return to our pre-COVID ways, searching for that sense of belonging that was inherent to our College community. As the year went on, and more and more events returned to their usual way, and the light within the College began to shine brighter. Walking through the College grounds during recess and lunchtimes, no longer consisted of boys wearing masks and trying to keep a distance from one another, rather it was replaced with the intense handball games, relaxed lunchtime conversations, and tight chess matches.

Looking from the outside in, the College also began to look a whole lot different, with the construction of the new *Scientia* Building taking course. The opportunities that this new facility will provide for the College are endless and will pave the new path for SPC men to follow.

Looking back on my years at the College, 2022 was definitely my favourite, and that wouldn't have been the case if not for the community. I am so proud to have led the College in 2022 and I cannot wait to see the spirit of SPC continue to shine for years to come.

Luceat Lux Vestra.



2022 Junior School Captain

Nathan Wong

2022 was the year that we finally finished with no interruptions, no online learning and no more facemasks worn in class. We re-established face to face relationships and reached for our best at all times. We also welcomed the new Year 5 students into the SPC community. We immersed ourselves in the spirit of the College, embraced new experiences and events, and as a result, I believe we were unstoppable. The year was packed with high levels of encouragement from all students both on the sports sidelines, academically and where friendships were taken to the next level as we prepared for the upcoming experience of the Senior School.

Leading the Junior School with my Vice Captains, Jack Trad and Olawe Kelly-Hanku, has been an exciting challenge with many events such as the exciting touch footy competition that opened our year and the competitive football competition that really showed the sense of house spirit our boys have. Throughout the year we've had many opportunities to be involved and to show our leadership within the College community. We will certainly miss our lunches with Dr Lavorato and the College leaders which were great opportunities to chat and discuss life at the College.

To my Year 6 cohort, as I said at our Thanksgiving Mass, let's lose our blue cap, lengthen our pants and grow into young men embarking on our Senior School journey. Thankfulness comes from a graceful heart and to that we are all grateful to the many teachers, parents and members of the wider College community for supporting us and always encouraging us to let our light shine.

Luceat Lux Vestra.

2



Leadership Team Reports
including school determined
improvement targets



Deputy Principal

Adrian Byrne

2022 was a year that we finally worked our way through the COVID-19 pandemic. I started the year being new to the College and my first encounter with parents was me standing in 'Kiss and Ride' and handing out Rapid Antigen Home Tests. Fortunately, as the year went on, we emerged from wearing face masks and other restrictions were relaxed which allowed community events at the College to come back to life. Highlights included full rounds of sport, drama productions, Mother's Day and Father's Day masses as well as Founder's Day.

The students learnt to socialise again, and it is fair to say that some of them struggled given socialisation for two years happened mostly online and not in person. The opening of the back ovals allowed students to engage in meaningful play at lunchtime and was well received by not only the students but their parents as well.

We continue to challenge our young men and families on the appropriate use of technology after hours. As technology constantly evolves, it has become increasingly important for our families to engage with their sons on the appropriate use of technology in order to support the programs that the school runs to ensure that our young men are given the tools to use social media in appropriate way.

In 2022 TASS, our school management system, became fully operational. Over the course of the year, we continued to refine our use of this system to improve the communication channels between staff, parents/carers, and students. This was well supported by the launch of the SPC app.

It was a year where we learnt what it was like to be back together, and the community thrived on being together.

Priority Areas for improvement in 2023

Continued implementation of TASS

Finalisation of the College Master Plan

Return to overseas experiential learning experiences such as an Italian Tour for Language students, Rugby Tour to Japan and World Youth Day Pilgrimages to Lisbon





Director of Identity

Gillian Daley

2022 was a return to normality on the most part. It saw us undertake a complete Formation Program, from Year 5 Belonging Day through to the Year 12 Spirituality Day, and Staff Spirituality Day which focused on Gospel Spirituality. This year saw two Senior Retreats, one postponed from 2021 and the one which ordinarily takes place in October: both a great success. Our liturgical calendar was full, with our Opening Mass focused on the College Theme, chosen by the Prefects from the leading class, *“Let no one despise your youth, but set the believers an example in speech and conduct, in love and in faith.”* (1 Timothy 4:12) and Founder’s Day centred around our focus EREA Touchstone for the year, Gospel Spirituality. Mothers’ Day Mass was celebrated with nearly 2,000 members of the community at Rosehill Racecourse and there were two Fathers’ Day Masses in the College Gymnasium in September. Friday morning Masses continued throughout the year, led by year cohorts and Houses at various times. We were also blessed with the return of the Festival of Carols and Readings in late November, ensuring we moved into Advent ready to await the coming of Christ at Christmas. Year 12 Graduation Mass returned to the Chapel in September and was a highlight in liturgical celebration this year.

As a community committed to *‘giving to the poor in handfuls’* (Blessed Edmund Rice), we ensured we deepened our justice partnerships throughout the year. Our Year 11 students went to St Joseph’s Flexible Learning Centre, Alice Springs on Immersion in June, and some students from there came here in November to enjoy a reciprocal experience. It was good to see this return after a short break. We also sent an adult immersion group to Rabaul, Papua New Guinea, in preparation for our return with

students in 2023. All three Justice Co-Curricular groups – Junior School Justice, Faith In Action Team and Social Justice Action Group – thrived this year, engaging in many actions and promoting advocacy across the College. One of our biggest actions this year was the SPC Winter Sleep Out in July, with over 200 students participating. We also returned to holding the Year 10 Justice and Advocacy Forum, Winter and Christmas Appeals, and the Lenten Appeal. We ensured all partners were supported financially and physically throughout the year.

Our commitment to a Sustainability Project continued, and students from Years 5 to 10 engaged in Shining Our Light (SOL) Service, while Year 11 students got back to normal with the Social Justice Service program. All staff also engaged in service throughout the year demonstrating the communal commitment to engaging in living for the other. In addition, the Parent SOL group commenced and grew this year with parents promoting different initiatives and partners through stalls and articles. The Reconciliation Action Plan (RAP) Committee also continued their work throughout the year, with a plan to launch in 2023.

Priority Areas for improvement in 2023

Development and implementation of the College’s Sustainability Action Plan

Finalisation and launch of the College’s Reconciliation Action Plan in Reconciliation Week, and the implementation of staff development on Aboriginal Cultural Competencies

Maintaining and following the College’s Vision for Formation Vision





Director of Wellbeing

Robert Simpson

The College's Wellbeing Program was able to return to a sense of normality after the impact of the COVID-19 pandemic in the previous years. Students, parents/carers and staff were encouraged to communicate with members of the Wellbeing Team to promote a safe, inclusive and respectful learning environment for each student. This included staff continuing to complete Be You online learning modules as part of ongoing staff professional development.

The Senior Student Leaders and respective Year Ambassadors led participation in the annual National Day of Action Against Bullying (March), R U OK? Day (September), and organised cohort initiatives such as touch football and volleyball competitions to maintain students' sense of connectedness to their peers. They also worked closely with members of the Wellbeing Team and the College Leadership to continue developing greater awareness of mental health and resilience.

Addressing dimensions of the Wellbeing Framework through participation in Peer Support, camps and presentations from organisations such as BATYR and Brainstorm Productions continued to be valuable strategies in promoting wellbeing across the College. The appointment of a registered nurse and third full time counsellor boosted the effectiveness of the College's commitment to supporting Student Services. Additionally, parents and students were given opportunities to attend forums on the dangers of social media and staying safe online by Kirra Pendergast.

Priority Areas for improvement in 2023

Review of Student Management Procedures in order to consolidate clear expectations and support learning and wellbeing that includes student voice.

Continued implementation of EREA Child Safeguarding Standards, Effective implementation of the 'Bounce Back' program across the Junior School.





Director of Learning and Innovation

Denise Lombardo

After two very challenging years, teachers and students returned to near-normal conditions. Hybrid learning approaches were a feature of Term 1 lessons with many teachers and students still affected by COVID-19. We welcomed the opportunity to gather as a staff and work more closely and collaboratively, face to face.

In 2023, we launched our three-year professional learning plan, supported by a group of enthusiastic leaders and middle leaders who comprised the Learning and Innovation Team. The aim of the first year was to revise evidence-informed pedagogical approaches in support of effective classroom practice. Working in faculty groups, and year group teams in the junior school, teachers engaged in professional reading using the *Making Every Lesson Count* series of books. The texts provided subject-specific, evidence-based teaching strategies in areas including Challenge, Explanation, Modelling, Feedback, Practice, and Questioning. The principles set out in the series provided a strong pedagogical foundation aligned across all areas of our own Learning Framework, thus affording teachers a wide range of practical and effective means for evaluating their practice and continuing to improve the quality of our work collectively.

Small teams of professional learning groups engaged in further discussion, planning, observation and analysis

and implementation of various approaches across the year. We were again able to celebrate our own learning as professionals with a Showcase of our work in the final week of the year, sharing and learning from each other about what worked and what we need to do differently in the new year.

We also moved to NAPLAN online for the first time. As our first effort, it went relatively smoothly but we were also able to learn from our initial approach to implementing these diagnostic tests, ensuring that our next engagement with the online format will be even more successful.

Priority Areas for improvement in 2023

Support our Learning Support Officers and Science teachers in new pedagogies that support the new learning spaces in the Scientia Building.

Consolidate best and evidence informed practices in the second year of our professional learning plan, using reflection on and analysis of assessment results to backward map required adjustments to teaching practices in all years.

Through the new Professional Growth Coach role, revise our support structures for pre-proficient teachers to provide timely guidance over a two-year process of induction to the profession.





Director of Curriculum

Michael Cutrupi

With COVID-19 Public Health Orders still in place for the major part of first term in 2022, the College transitioned back into normal operations over the course of the year, however, not without significant teacher and student absenteeism due to COVID-19, and not without significant impact on teaching and learning, particularly for Year 12 who also endured two prior years of State imposed pandemic lockdowns, remote learning and restrictions that had significantly disrupted their learning and the sociocultural environment of the College.

Over the course of 2022, much work was done to improve and develop a systemic approach to differentiation, including the use of student data and tracking to enhance teachers' understanding of student learning progress, such as the implementation of the Post-Secondary Academic Measure – ATAR Estimation and Analysis program in collaboration with Academic Attainment Services.

Professional Learning in 2022 was focused on the text *Making Every Lesson Count: Six principles to support great teaching and learning* (2015) by Shaun Allison and Andy Tharby, which developed and provided teachers with a common language and core principles underpinning teaching and learning in the College.

The process and procedures for Year 10 students selecting courses of study for Years 11 and 12 were further enhanced in 2022, thereby improving the quality of advice for making better and confident informed decisions.

In addition, Vocational Education and Training (VET) Hospitality was offered for the first time to Year 10 to coincide with the fitting-out of commercial kitchens in the newly constructed *Scientia* Building, operational in 2023 not only for VET Hospitality, but also new laboratories for all Science classes.

The following three priority areas for improvement from 2022 will continue to be priority areas for 2023:

Develop of a systemic approach to differentiation, including use of data and tracking, so every student is known and understood.

Develop a common language and core principles underpinning our teaching and learning.

Review the curriculum offerings so every boy is engaged and has opportunities to reach his potential.

Be a centre of excellence for teaching and learning through the development of 'illustrations of practice'.

Implement NESA curriculum in a manner that engages boys in their learning.

Consistent implementation of the College's reading, writing and numeracy programs.

Gather and respond to student perception data and evidence-based feedback from students who experience, and observe, teaching to make positive changes in the classroom.





Director of Co-curricular

Steve Fochesato

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

The College's Co-curricular program plays a vital role in building an intense sense of school pride, community, and tradition. It also provides students with an opportunity to participate in meaningful and enjoyable experiences. In 2022, it further demonstrated the resilience and determination that exists within the College and the wider SPC community as we rebounded from COVID-19 and the subsequent restrictions that were put in place. Students and their families were delighted to fully re-engage in the College's Co-curricular offerings. Vast numbers of the student cohort indicated a willingness and desire to participate in their preferred Co-curricular activities and success was achieved across several domains.

Significant additions to the 2022 Co-curricular Program included:

- The implementation of the Junior School Summer Sports Skills program targeted to assist the development of students who were not selected to represent the College in the IPSHA competition.
- The College employed full-time Heads of Rugby and Football Development with a focus on both student and coach development.

These additions have contributed to an improvement in skill development and game understanding of our students. The Junior School Summer Sports Skills program has also ensured that maximum participation takes place whilst creating further opportunities for these students to be selected in their preferred sport in coming seasons. The feedback from parents has been most positive.

Priority Areas for improvement in 2023

Explore opportunities for students to fulfill Co-curricular expectations by way of refereeing sporting fixtures and contributing to the *Lumen* publication.

Promote College Rugby by sending our Open and Development Rugby Squads to tour Japan in the Term 1, 2023 school holidays.

Investigate the climate regarding membership of other school associations based around Co-curricular offerings.





Co-curricular activity	Participants	Co-curricular activity	Participants
AFL	18	Duke of Edinburgh	45
Athletics	74	Football	670
Band/ Orchestra	185	Mock Trial	16
Baseball	48	Performing Arts production	50
Basketball	380	Public speaking	20
Choir	40	Rugby	430
College Supporters' Group	-	Social Justice Action Group	68
Cricket	248	Softball	12
Cross Country	60	Swimming	75
Debating	98	Tennis	80

College Co-curricular Achievements and Awards

- The NSW Senior Theatresports Championship Shield
- The CSDA Year 10 Metropolitan Debating Championship Shield
- The CSDA Junior Debating Aggregate Shield
- The ISA Division 1 First XI Football Championship Shield
- The ISA Football Schools Championship Shield
- The Black and Green Aggregate Shield
- The Junior Eastern Division Secondary Schools Chess Championship Shield
- The Mark McFadden Aggregate Rugby Shield

Individual Co-curricular Achievements

Individual Co-curricular Achievements	Achievement or Award
Mitchell Woods	U16 NSW Waratahs Rugby team, Australian U16 Rugby Training Squad, NSW CIS Touch Football Opens, U16 NSW AFL team and named in 2022 AFL U16s All-Australian team.
Alex Conti	U16 NSW Waratahs Rugby team, Australian U16 Rugby Training Squad, NSW CIS Touch Football Opens and NSW CIS Opens Rugby League team
Dylan Parks	NSW and Australian Representative in Rock Climbing/Bouldering
Jack Dwyer	Represented the Australian Youth Men Water Polo squad at the World Cup
Jonathan Meaker	NSW CIS Cross Country
Anthony del Popolo	NSW CIS Diving team and NSW Diving team
Vincent Pappalardo	NSW CIS Diving team and NSW Diving team
Matteo Guerra	Selected in the NSW CIS Open Football team
Adriano Garigliano	Selected in the NSW CIS Open Football team



Director of Junior School

Glenn Stephenson

2022 was a year defined by reconnection for the Junior School boys. It was most pleasing to finally offer students a more normal educational experience at the College after two unique years preceding! Filled with many exciting opportunities both within and outside of the classroom, students eagerly embraced their regular face-to-face return to school and the various challenges they encountered along the way.

Teachers quickly sought to ensure a smooth transition for all boys as class routines and expectations were established and students soon realised the importance of placing their best effort into every piece of work or activity that they undertook.

A range of engaging learning opportunities were enjoyed by the boys throughout the year, such as our annual Book Week celebrations, several educational on-site activities and excursions, not to mention the meaningful everyday teaching experiences that occurred in classrooms.

Within each of our Junior School classes, students worked diligently and enthusiastically in order to broaden their own knowledge and understanding of the Key Learning Areas taught. Importantly, the boys were able to do so while also realising the benefits of making meaning by having a curious and inquiring mindset.

The Junior School excitedly hosted its inaugural 'Celebration of Learning' events as all students proudly presented their work to parents in attendance based on a range of learning experiences covered in class. It was truly heart-warming to see classrooms filled with guests as we continued to build the crucial partnership between home and school.

The 2022 school year was a truly memorable one for our students in the Junior School, who can be extremely proud of the committed effort and positive attitude they demonstrated throughout the year.

Priority Areas for improvement in 2023

Implementation of carefully composed Mathematics groups across the Junior School

Effectively implement the 'Bounce Back' wellbeing program in each class

Offer further opportunities for meaningful parent engagement throughout the year





Director of Human Resources, Risk and Governance

Karyn Corcoran

After more than four years as the College's Human Resources Leader, I was privileged to be appointed to the role of Director of Human Resources, Risk and Governance and join the College Leadership Team in this newly created position.

The primary focus of this position is to drive the strategic agenda for Human Resources, Risk and Governance as aligned to our *Strategic Plan 2022-2025*, and strengthen our commitment to the College's workforce, risks and governance matters that are such an important and emerging part of school leadership. In a contemporary educational context, this means a focus on the development and management of the College's workforce across the employee life cycle (Human Resources); the identification, analysis, and control of risks to the College (Risk); and the means by which the College is directed and controlled (Governance).

Staff excellence and Governance are both key focus areas of our *Strategic Plan 2022-2025* as we aim to be a school that attracts, develops, rewards, and retains quality staff, while ensuring that governance, compliance and regulatory frameworks continue to meet the College's registration and legal obligations as required by State and Federal legislation, Edmund Rice Education Australia (EREA) Ltd and the NSW Education Standards Authority (NESA).

Central to this is the College's commitment to continuous improvement and implementation of innovative and contemporary people and culture management strategies. Through a culture of sharing best practice and an unrelenting focus on school improvement, staff will be challenged to constantly enhance their professional practice. Balanced with this is the implementation of governance, compliance and regulatory frameworks all while ensuring the EREA mission and vision is embedded in all aspects of College life.

Priority Areas for improvement in 2023

Maintain an unrelenting focus on best practice in Child Safeguarding.

Implementation of Sage People, a fully integrated, end-to-end Human Resources and People cloud-based system.

Development of a Workforce Plan (2023-2025) aligned with the College's Strategic Plan.

Strengthen partnerships with universities focused on teacher graduate programs, internships, targeted practicum placements.





Director of Business Services

Bernadette Arraj

I can't believe I have only started my role with the College in August 2022.

What a wonderful journey it has been thus far!

Being a part of the College Leadership Team and overseeing the operation of the Uniform Shop, Finance, IT, and Maintenance teams has given me great exposure to the complexities involved in the management of a school. It did not take me long to appreciate the hard work and passion carried out by both academic and support staff in ensuring the success of the College and its students.

As the College Representative for the new *Scientia* Building, I look forward with excitement to the completion of the development in 2023. What a beautiful space it will be! The positive impact to the students at the College was always considered in constructing this "state of the art" facility. The College is excited to be able to provide new subject offerings to students with the introduction of Food Tech and VET Hospitality.

Providing our Year 12 VET Construction students with the opportunity to carry out a site walk of the building while under construction was welcomed with excitement. The boys were able to see in real time the different trades working together for the completion of a final product.

I look forward to my future at the College and am thankful to everyone who has welcomed me into the St Patrick's family.

Priority Areas for improvement in 2023

Completion of the new *Scientia* Building.

Continued improvement to the maintenance of the College and financial reporting.



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 point of entry 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 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 owned and operated by Edmund Rice Education Australia (EREA). EREA schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The College is accredited by EREA as an authentic Catholic school in the tradition of Blessed Edmund Rice.

The College was founded in 1928 with an initial enrolment of 39 boys. An enduring feature of the student population, which now exceeds 1,500 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 30 June 2023.

The College caters to all ability levels through a broad and differentiated curriculum. We enjoy excellent sporting and cultural facilities which support a comprehensive co-curricular program. Training and rehearsals take place before and after school each day, with both weekday and weekend competition. The Co-curricular program also includes justice, peace and advocacy activities.

Further improvement of facilities will take place in the coming years as the new *Scientia* Building is finished and the Capital Master Plan is finalised. 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	211
Year 6	185
Year 7	180
Year 8	175
Year 9	195
Year 10	192
Year 11	168
Year 12	166
Total enrolment	1,472
Students who identify as Aboriginal and/or Torres Strait Islander	7
Students who indicate a language background other than English	652 (<i>Family language background</i>)
Students who indicate English as an additional language or dialect	310 (<i>speak another language other than English at home</i>)
Families	1,170

Student attendance

Cohort	5	6	7	8	9	10	11	12	College
Attendance rate	94%	93%	92%	93%	91%	91%	93%	95%	93%

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 and monitored by the Director of Wellbeing and disseminated to Year Coordinators and the Director of Junior School. Parents can also advise the College of their son's absence by sending a message via the TASS Parent Lounge.

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

Student retention rates

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

5.



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

HSC

One hundred and sixty-five Year 12 students sat the HSC examinations in 2022 plus twenty Year 11 students accelerated in HSC Mathematics Advanced 2 unit. Sixty-one students (37% of total Year 12 candidates) and thirteen Year 11 accelerated Mathematics students made the 2022 HSC Distinguished Achievers List (or Merit List) one hundred and forty times, having attained marks of 90% or more in various courses.

Two students were placed on the State's All Rounders List for having placed on the Distinguished Achievers List for courses totalling 10 or more units and two students were placed on the Top Achievers List for top rankings in the State in one or more courses.

There were eighteen courses (53% of courses sat) where the percentage of students with a Band 6 or E4 was greater than that of the State as shown in the table below.

Course	School (%)	State (%)	School/State Difference (% above)
Ancient History	18.18	8.37	9.81
Business Studies	24.63	10.38	14.25
Construction	24.13	5.70	18.43
Drama	25.00	20.51	4.49
Economics	17.85	14.46	3.39
Engineering Studies	14.28	8.82	5.46
Industrial Technology	21.42	7.52	13.9
Information Processes & Technology	8.33	5.73	2.60
Italian Beginners	66.66	22.88	43.78
Italian Continuers	40.00	20.99	19.01
Italian Extension	100	39.39	60.61
Mathematics Advanced	33.33	22.53	10.80
Mathematics Extension 1	46.87	34.67	12.20
Mathematics Extension 2	100	39.51	60.49
Modern History	11.11	9.76	1.35
History Extension	100	25.34	74.66
Physics	18.75	12.31	6.44
Studies of Religion II	20.00	10.05	9.95



There were twenty-eight courses (82% of courses sat) that had students in the top two performance bands, i.e., Band 5/ E3 or Band 6/E4, greater than that of the State as shown in the table below.

Course	School (%)	State (%)	School/State Difference (% above)
(% above)			
Ancient History	63.63	33.35	30.28
Business Studies	57.96	34.50	23.46
Chemistry	44.82	33.03	11.79
Construction	58.61	30.34	28.27
Design & Technology	61.53	47.02	14.51
Drama	100	58.44	41.56
Economics	74.99	49.23	25.76
English Advanced	76.76	67.09	9.67
English Extension 1	100	92.36	7.64
English Extension 2	100	84.88	15.12
Geography	50.00	41.94	8.06
Industrial Technology	42.84	21.81	21.03
Information & Digital Technology	30.00	17.07	12.93
Information Processes & Technology	58.33	27.53	30.08
Italian Beginners	77.77	45.41	32.36
Italian Continuers	60.00	55.24	4.76
Legal Studies	53.84	40.55	13.29
Mathematics Standard 1	50.00	18.31	31.69
Mathematics Standard 2	34.93	28.82	6.11
Mathematics Advanced	60.60	48.88	11.72
Mathematics Extension 1	78.17	73.36	4.81
Mathematics Extension 2	100	85.00	15.00
Modern History	57.77	34.17	23.60
History Extension	100	83.51	16.49
PD/Health/PE	38.09	25.81	12.28
Physics	81.25	41.30	39.95
Studies of Religion II	68.57	46.25	22.32
Visual Arts	78.25	65.62	12.63

Furthermore, five courses had no students below Band 4: Design and Technology, Drama, Industrial Technology, Italian Beginners, and Visual Arts. In addition, five extension courses had no students below Band E3: English Extension 1, English Extension 2, History Extension, Italian Extension, and Mathematics Extension 2.

In twenty-nine out of thirty-four (85%) courses examined, the College examination mean was above that of the State examination mean. The following tables shows the school HSC examination means over time from 2019 to 2022 and the School versus State variation of the examination means over the same period.

Course	2019		2020		2021		2022	
	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff
Studies of Religion II	86.18	9.60	79.62	4.12	78.69	2.83	82.01	5.19
Studies of Religion I (1U)	39.17	0.93	37.82	0.13	37.77	0.39	36.59	1.32-
English Standard	74.15	4.99	72.76	2.83	71.76	1.29	71.26	1.38
English Advanced	82.70	1.97	81.08	0.25-	83.13	1.21	82.36	0.83
English Extension 1 (1U)	44.00	2.23	43.47	1.81	43.17	1.10	41.60	0.19-
English Extension 2 (1U)	40.50	1.36	41.90	2.47	NA	NA	39.62	0.27-
Mathematics Standard 1	NA	NA	NA	NA	76.20	6.74	78.40	6.05
Mathematics Standard 2	79.54	8.86	73.44	5.04	74.12	4.97	73.81	2.94
Mathematics Advanced	83.98	5.97	83.04	3.84	85.31	6.90	82.08	3.77
Mathematics Extension 1	85.37	5.39	71.33	7.16-	81.09	2.88	81.04	3.59
Mathematics Extension 2	89.90	8.31	92.80	11.34	88.10	5.03	93.45	12.02
Biology	73.44	1.51	75.34	2.95	79.55	6.17	71.98	1.95
Chemistry	83.18	7.80	78.77	3.25	77.68	3.31	77.23	4.72
Earth & Environmental Sci	76.16	3.64	NA	NA	NA	NA	68.96	4.81-
Physics	78.22	5.02	80.04	6.05	81.02	5.68	85.01	10.76
Ancient History	NA	NA	76.20	4.10	NA	NA	78.69	6.71
Business Studies	79.84	7.66	78.54	6.55	77.53	4.21	80.32	6.37
Economics	86.77	9.43	79.25	2.23	79.09	1.43	82.20	4.94
Geography	NA	NA	74.46	0.01	79.32	3.57	79.96	4.77
Legal Studies	81.48	7.82	77.03	2.06	76.43	1.71	75.34	1.56
Modern History	81.92	8.48	78.33	5.80	77.59	4.74	78.72	5.05
History Extension (1U)	43.95	5.03	38.25	0.11-	38.50	0.19-	46.30	6.83
French Beginners	93.05	18.15	NA	NA	NA	NA	NA	NA
Italian Beginners	70.56	3.44-	85.80	9.82	74.48	2.67-	87.62	10.96
Italian Continuers	79.91	1.24	79.00	1.40-	78.90	5.16-	77.00	3.38-
Italian Extension (1U)	46.80	3.13	44.95	1.91	42.97	0.77-	45.00	2.58
Construction	83.79	10.64	80.25	4.37	77.63	1.98	81.81	5.18
Design & Technology	NA	NA	NA	NA	80.04	0.93	79.95	2.33
Engineering Studies	75.46	1.21	73.94	0.26-	78.03	3.24	75.77	3.13
Industrial Technology	80.13	11.44	86.37	16.92	73.63	4.21	77.43	7.11
Information & Dig. Tech.	NA	NA	NA	NA	75.57	2.41	76.56	4.50
Information Proc. & Tech.	83.62	11.16	76.66	6.69	75.95	4.98	77.07	5.47
Drama	NA	NA	76.76	2.86-	76.14	2.56-	89.20	8.49
Entertainment Industry	NA	NA	NA	NA	79.23	0.12	NA	NA
Music 1	90.00	8.15	85.92	4.36	85.70	4.36	NA	NA
Music 2	91.27	3.60	84.4	2.63-	84.60	2.97-	NA	NA
Music Extension (1U)	NA	NA	NA	NA	39.20	5.27-	NA	NA
PD/Health/PE	78.43	5.86	81.00	8.54	73.57	1.38	74.08	4.33
Visual Arts	88.00	7.23	86.67	5.65	85.69	4.70	83.42	2.06

Bearing in mind that the College is an academically non-selective comprehensive school, the 2022 HSC results overall are excellent.

ROSA

In 2022, one student was 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	527	510	515	484	536	505	525	499	530	488
Year 7	575	543	565	530	580	547	572	533	600	546
Year 9	610	578	596	560	602	577	601	573	638	584

Senior secondary outcomes

23.6% of students in Year 12 undertook vocational or trade training.

23.6% of students in Year 12 attained a Year 12 certificate or equivalent VET qualification.

Post-school destinations

Post-school destination	Number of students	% of cohort
University entry	129	78%
TAFE entry	3	2%
Employment	28	17%
Other/unknown	6	3%



6.



Workforce composition, teacher standards, accreditation and professional learning

Workforce composition

Category	Number	FTE
Teaching staff delivering NESA curriculum		
Executive female	3	3.0
Executive male	5	5.0
Middle leader female	10	9.6
Middle leader male	18	18.0
Full-time female	30	30.0
Part-time female	20	11.8
Full-time male	38	38.0
Part-time male	1	0.5
Total (teaching staff)	125	115.9
Support staff		
Support staff female	37	32.6
Support staff male	10	9.2
Total (non-teaching staff)	47	41.8
Staff members who identify as Aboriginal and/or Torres Strait Islander	0	0

The average teacher attendance rate during 2022 was 96 per cent. This figure does not include teachers on planned leave. The teacher retention rate for 2022 was 74 per cent. This retention rate was impacted by the retirement of five long-standing staff members and three staff who moved to a regional town, interstate or overseas.

Teacher standards and accreditation

Teacher accreditation status	Number of teaching staff
Conditional/Provisional Teachers	16
Proficient Teachers	107
Highly Accomplished Teachers	0
Lead Teachers	0



Professional learning

Accredited professional development provider status was revoked in November 2022 (along with all other accredited professional development providers). We had one session in 2022, facilitated by an external provider which was accredited by NESAs. No other accredited professional development was provided at the College in 2022. Below is a list of professional learning sessions held at school or facilitated online.

Professional learning provided at the College	Participants
Indigenous perspectives (AIS)	All staff
Red Cross First Aid	All staff
2022 EREA Code of Conduct	All staff
HR: Discrimination, Harassment and Bullying (2022)	All staff
HR: Confidentiality (2022)	All staff
Work, Health and Safety NSW (2022)	All staff
Complaints Handling EDU 2022	All staff
HR: Internal Grievance Resolution and Consultation Procedures (2022)	All staff
Privacy (2022)	All staff
Student Duty of Care (2022)	All staff
HR: Social Media (2022)	All staff
Whistleblower Training for EREA Staff	All staff
2022 Child Safeguarding Program	All staff
Staff Development Day – Making Every Lesson Count	All teaching staff
EREA KLA Day	All teaching staff



Professional Learning from External Providers	Provider	Participants
2022 ICT Management and Leadership Conference	AIS	1
2022 Inter-Diocesan Sector Moderation Day	CSNSW	1
2022 School Counsellors & Psychologists Conference	Propsyh	1
2022 Wellbeing Conference – ‘Along for the Ride’	AISNSW	2
Surviving and Thriving in the English classroom	Think Forward Educators	1
AIS NSW Pathways and Partnerships Forum	AIS	2
AIS Wellbeing Conference	AIS	1
AISNSW Curriculum Leadership Conference 2022	AIS	1
Annual ICT Schools Summit	ICT Schools Summit	1
ASET-NSW Conference 2022	ASET	2
Autism Awareness and Strategies for the Educational Environment	TTA	1
Behaviour Management Essentials PD	Calmer Classroom	1
CAA 2022 Online Tertiary Update Day	CAA	1
CAA Annual Conference	CAA	1
Catholic Social Justice Teaching		1
Content and Language Integrated Learning	Languages Roadshow	1
CSNSW Disability Network Day	CSNSW	1
CSNSW Disability Support Network Meeting	CSNSW	1
CSNSW Diverse Learning Network Meeting	CSNSW	3
CSNSW RI/PJP Disability Network Meeting Day	CSNSW	1
Deepening the Learning in Technology Mandatory	AIS	3
Disability provisions for the HSC	NESA	1
Discursive Writing in Junior English	Into English – Emily Bosco	1
EBENSW – Economics Update Conference	EBE	1
ECT and Learning Support Leaders NCCD Workshop	CSNSW	1
EREA Learning and Wellbeing Conference	EREA	2
FAPSA Advanced Practice Workshops	FAPSA	1
GATSTA Negative Perfectionism	GATSTA	1
GATSTA Professional Learning Meeting	GATSA	1
IDT Network Meeting – Marist Kogarah	CSNSW	1
Introduction to Philosophical Community of Inquiry	FAPSA	1
IPSHA Gifted and Talented Umbrella Group	IPSHA	1
IPSHA Learning Support Umbrella Group	IPSHA	1
ISA Heads of Sport Conference	ISA	1
Leadership in Aboriginal Education e-Conference	USYD	1
Legal Studies Australia Annual Conference	Legal Studies Association	1
MacqLit Training	MultiLit	1
Managing the behaviour of students with anxiety	TLN	1
Mathematics Extension 2-Complex Numbers EXT2#2	TTA	1
Mathematics Extension 2-Mechanics Ext 2#4	TTA	1
Maximising Potential: Strategies to Mitigate Underachievement	GATSTA	1
Microsoft 365 Security Administration	DDLS	1
Nationally Consistent Collection of Data: Process, Practice and Review	AIS	1

Professional Learning from External Providers	Provider	Participants
NCCD Moderation seminar	SCS	1
PDHPE leadership	ACHPER	1
Perfectionism and Gifted Students	GATSTA	1
Ethical Understanding through Philosophical Inquiry	FAPSA/PinS NSW	1
Physical Education Pre Conference Masterclass	AIS	1
Promoting and Protecting Student Wellbeing and Mental Health	AIS	1
Provide Advanced First Aid	St John Ambulance	1
Refresh: Reconnecting and Rebuilding Music in Schools		1
RI/ PJP Behaviour and Disability Network Meeting	CSNSW	1
Rugby Safety & Education Day	NSW Rugby and Australian Rugby	1
Rugby Union Coaching Director & Coach annual PD & Safety Day	Rugby Australia	1
Seven Steps Writing	Seven Steps	1
Managing the learning of students with anxiety	TLN	1
Strategies for New Leaders	TTA	1
Striving for Perfection in an Imperfect World	GATSTA	1
Summit on Self-harm	Black Dog Institute	1
IPSHA Quarterly Network Meetings	IPSHA	1
2022 School Counsellor & Psychologist Conference	ProPsych	1
The resilience project teacher seminar	The Resilience Project	1
The Strategic Leader	Coaching Focus – Janine Stratford	1
Writing and Source Analysis Skills in History	TTA	2
CSNSW and ATSI State Education Conference 2022	ATSI	1
Understanding and Educating Boys	Calmer Classrooms	1
Understanding the Results Analysis Package	CSNSW/NESA	1
UTS Careers Advisers Day	University of Technology Sydney	1
VADEA 2022 CONFLUXUS	VADEA	1
Vessels and Vases: Wheelforming Techniques	National Art School	1
VET Construction Network Day	AIS	1
VET Hospitality and Kitchen Operations Network Day	AIS	1
VET Hospitality Webinar	AIS	1



7.



School Policies

Enrolment

Applications for enrolment at St Patrick's College will be considered from any family that shares the mission and vision of the College. The enrolment policy seeks to articulate a just and consistent basis for selection of students who are to be offered a place at the College.

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

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

The normal point of entry into the College is Year 5. There are also a strictly limited number of boys accepted into Years 7 and 11. Casual vacancies in other years are ordinarily filled from the waiting list. The College enrolls approximately 217 students at the Year 5 entry point. Continued enrolment at the College is subject to satisfactory behaviour, performance, the payment of fees and commitment to the life of the College and will be reviewed on a regular basis. All students undergo a rigorous review process at the end of Year 10 in preparation for Years 11 and 12.

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

The links to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment can be accessed on the College website:

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



Student Welfare

St Patrick's College endeavours to provide a safe and supportive environment for students. A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm relates not only to dangers in the physical environment but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment is one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the College community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the College community
- consultation takes place on matters relating to students' education and welfare.

Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare. Training with respect to student welfare issues is provided to all staff who have direct contact with students.

The College has developed a comprehensive policy framework designed to provide for student welfare and attendance. The list of key policies is set out in the *Student Welfare, Enrolment and Attendance Compliance Policy* available through the *Staff Policy Portal*.



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, and 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 takes the view that any form of bullying or harassment is unacceptable. Bullying is a breach of the responsibilities and rights in the Student Code of Conduct.

The College has developed an *Anti-bullying Policy*, and a *Statement on Bullying* available on the College website.

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

Discipline

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

- Students' responsibilities and rights
- Statement on bullying
- Student management guidelines
- College expectations
- 'Hands off' rule.

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 are able to 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.

More information, including procedures for making a complaint, can be found in the *St Patrick's College Complaints Handling Guide* which was developed in 2019 and made publicly available on the College website.



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						•								
Christmas Hamper Appeal – Catholic Care, SVdP, Domestic Violence Home	•	•	•	•	•	•	•	•	•	•	•	•		
Cohort Justice Partner Program – Awareness, Advocacy & Action	•	•	•	•	•	•	•	•	•	•	•	•	•	
Election of Year 7-11 Ambassadors			•	•	•	•	•							
EREA Formation Programs												•		
External Justice Forums and Events	•	•				•	•	•	•		•			
Immersion – Alice Springs							•							
Immersion – St Joseph's from Alice Springs at SPC							•	•						
Immersion – Papua New Guinea												•		
JM Murphy Shield Touch Football Match						•	•	•						
Lenten Appeal – Edmund Rice Centre for Justice	•	•	•	•	•	•	•	•	•	•	•	•	•	
Opportunities for 'black tie leadership' e.g. non-Prefects assisting with Lenten Dance supervision								•						
Peer Support	•					•								
Prefect Duty Rosters to promote responsibility and service								•						
Prefect Leadership Workshop – Mulgoa							•							
Reconciliation Round of Sport	•	•	•	•	•	•	•	•				•		
Reflection & Spirituality Days	•	•	•	•	•	•	•	•				•		
Retreat							•	•				•		
Safe & Inclusive Committee														
Selfless Silence	•	•												
Social Justice Service							•							
Shining Our Light (SOL) Service Program	•	•	•	•	•	•						•	•	
Staff and student justice groups	•	•	•	•	•	•	•	•					•	
Staff Formation Team												•		
Student Leadership Team nomination and election processes							•							
Student surveys – relationships, bullying & wellbeing	•	•	•	•	•	•	•	•				•		
Sustainability Committee						•	•	•				•		
Various justice campaigns e.g., Detention 4 Detention, Recycling	•	•	•	•	•	•	•	•	•	•	•	•	•	
Winter Appeal – SVdP, House of Welcome, Catholic Care & others	•	•	•	•	•	•	•	•				•	•	
Winter Sleep Out	•	•	•	•	•	•	•	•				•	•	
Work & Welcome – Refugee Employment Program												•		
Year 5 Orientation Day Tours	•	•					•							
Year 11 Leadership Day							•							
Year Prefect initiated meetings with Year Ambassadors and JS Leaders	•	•	•	•	•	•	•	•						
Year Prefect led items at PCPs	•	•	•	•	•	•	•							
Young Leaders Afternoon hosted by St Patrick's College								•						

9.



Parent, student and
teacher satisfaction

Parents

The College continues to enjoy a strong reputation in the parent community; attendance at and participation in College events is strong and there is strong demand for enrolment of younger siblings. The College relies on feedback from the AISNSW *Perspectives: Your School in Focus* suite of surveys. We were pleased to see an improvement in the responses received in the domain of **School Environment** (Vision, Mission and Values, Religion and Faith, Sense of Safety and the Physical Environment). In particular, the “sense of welcome” experienced by parents when they interact with the College improved strongly, an area which we targeted after returning from COVID. The expansion of counselling services and the inclusion of a registered nurse in our staffing has also been well received and commented upon. We also experienced a strong improvement in the way parents viewed the domain of **Teaching and Learning**. The work we have put into designing learning to include students’ interests and academic backgrounds has been noticed and well received. Learning is well-designed, future focused and digital technologies are used appropriately as tools for learning. In 2023, we will be focusing on improving the areas of teacher feedback to students and the need to implement impactful teaching strategies and pedagogies.

Further, our strategies for improving communication between members of our community have been well received (TASS Parent Lounge, Student Café and the SPC app) however, communication throughout the year on student progress is still an issue for some parents.

Students

Students have a number of opportunities throughout the year to give feedback formally through survey instruments, as well as ongoing informal opportunities. They participated in Bullying Surveys, the AISNSW *Perspectives: Your School in Focus* and a Year 12 Exit Survey. Students continue to report a strong sense of belonging and College identity, a strong level of satisfaction with the way students present themselves with pride, and also with the opportunities to be involved in co-curricular activities. Some students would like to see additional sports in the Co-curricular program. Students have expressed a desire for all learning areas to be air-conditioned; they emphasise their desire for consistency and equity in the enforcement of College policies; and they express high levels of satisfaction when teachers have good classroom management skills and exercise these in respectful ways. The students also expressed an appreciation for the role of the Heads of Football and Rugby development on their skill development in Rugby and Football. Students were vocal in asking for opportunities to return to learning from overseas travel and in 2023, we will be meeting these requests with a Rugby tour to Japan, Languages tour to Italy and World Youth Day in Portugal.

Staff

Likewise, staff members have numerous formal feedback opportunities and forums as well as ongoing informal channels of feedback. Staff undertook the AISNSW *Perspectives: Your School in Focus* and the AISNSW Staff Wellbeing Survey. Staff members report a very strong level of enthusiasm for teaching in general and working at the College in particular, as well as a high level of alignment with the College’s mission and values. Staff members are clear about the valuable contribution they are making to the College community, and they derive a strong sense of purpose and meaning in their work.

Opportunities for the co-creation of professional learning experiences are valued. Staff members indicate that they would like all learning spaces to be air-conditioned, and classroom furniture and facilities updated. Staff indicate positivity about the collaborative relationships between staff and families and a desire to continue to co-create the professional learning opportunities offered at the College. The new open learning spaces in the new *Scientia* building will require some training in pedagogical practices and it is hoped that the introduction of a Professional Growth Coach as a resource for staff will be utilised effectively to this end.



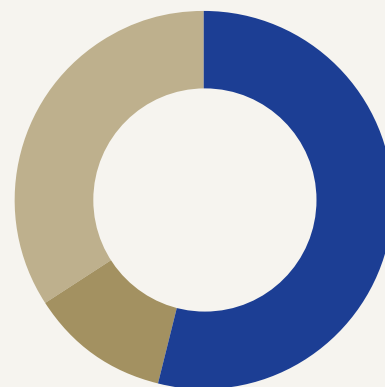
10.



Summary financial information

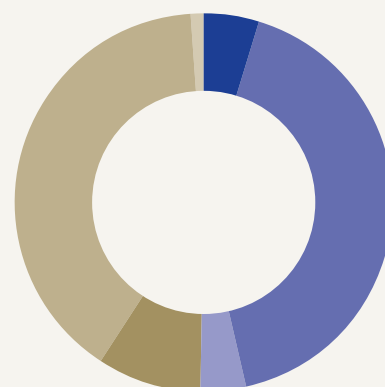
Income

● Fees and Private Income	54%
● State Recurrent Grants	12%
● Commonwealth Recurrent Grants	34%



Expenditure

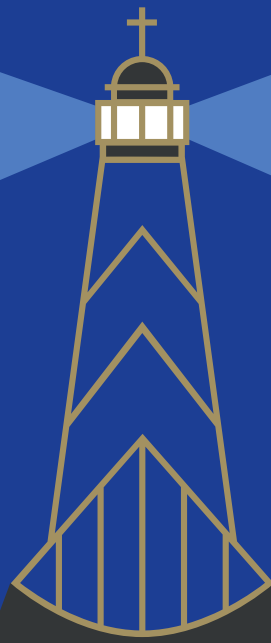
● Faculty Costs	5%
● Salaries, Allowances and Related Expenses	42%
● Depreciation and Amortisation	4%
● Admin and General	9%
● Capital Expenditure (Scientia)	40%
● Capital Expenditure (Operating)	1%



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ST PATRICK'S COLLEGE



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