

SCHOOL IMPROVEMENT FRAMEWORK

2011 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Patrick's College, Ballarat



Headmaster: Dr Peter M Casey
Registered School Number: 28

School Contact Information

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SCHOOL OVERVIEW

St Patrick's College is a Catholic secondary school for boys located in Ballarat, Victoria. The College was founded in 1893 by the Christian Brothers under the patronage of the Bishop of Ballarat, Dr James Moore. The College caters for both day and boarding students. SPC is located on Sturt Street Ballarat and is part of a recognised education precinct with its close proximity to Ballarat Clarendon College, Loreto College and Ballarat High School.



The College's teachings are based upon the Gospel of Jesus Christ and the charism of Edmund Rice, founder of the Christian Brothers. This philosophy arose from Edmund's reading and interpretation of the Gospel of Jesus Christ and his awareness of the moral, social and political realities of his day. Using a process of liberation through education Edmund was able to restore the dignity of young Irish Catholic boys and provide them with vocational prospects for the future.

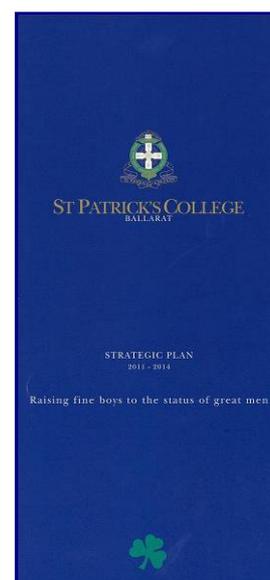
This charism is reflected in the current practices of the College. St Patrick's College maintains an inclusive enrolment policy, is generally considered to be a low fee school and offers a broad range of curricular and co-curricular options to cater for boys with a range of needs. This is highlighted by the wide range of vocations that graduates enter following school, ranging from tertiary studies to traineeships and apprenticeships.

Ballarat is a major regional city within Victoria and is recognised as a service centre for the Central Highlands, Wimmera and Volcanic Plains regions. This trend will continue into the future as government, health and retail services are progressively withdrawn from outlying areas. Ballarat continues to grow well ahead of the national growth rate.

Ballarat is renowned as a centre for education and currently boasts the presence of three Universities: University of Ballarat, Australian Catholic University and the University of Melbourne (School of Forestry Creswick); a range of Catholic and independent secondary schools, a diverse range of government secondary schools as well as an extensive Catholic, independent and government primary schools sector.

The 2011 school year saw St Patrick's College's enrolment at 1270, with 75 students living within the College's Boarding Houses.

The 2011-2014 Strategic Plan Project has been managed by the Policy and Planning Committee. The process to develop the Strategic Plan has utilised primary and secondary research materials, the collective expertise and experience of the Committees of the Board as well as incorporated input from a broad cross-section of the St Patrick's College community.



A Vision for St Patrick's College, 2011-2014....

'Raising fine boys to the status of great men'.

Our Mission

Our Vision will be fulfilled through our commitment to honour the rich traditions which have shaped the identity and culture of St Patrick's College Ballarat:

Our Catholic Faith

- We provide hope by making Jesus present, through proclaiming, sharing and celebrating our Catholic faith.
- We express our faith through our service of others.
- We are first and foremost a Catholic school for boys guided in all that we do by the teachings of Jesus of the Gospels.

In the Spirit of Edmund Rice



- We welcome all boys who wish to honour our tradition, commit themselves to our values and contribute to our story.
- We develop young men who will serve the College and shape society with compassion and justice.
- We work with, and for the marginalised locally, nationally and internationally.

We recognise and celebrate our Indigenous brothers and sisters as the first inhabitants of this land and commit to walking with them to close the gap that currently exists between Indigenous and non-Indigenous Australians.



Teaching and Learning

- We provide a holistic, challenging and engaging education that is accessible to all boys and will inspire boys to be motivated and informed life long learners.
- We provide a curriculum that is challenging and relevant to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy.
- We foster a personal responsibility for learning as a lifetime's work.
- We have committed and highly skilled staff who will be professionally skilled, rewarded and publicly acknowledged.

- We provide excellent resources and facilities which enhance learning and teaching.

College Tradition

- We recognise, respect and build on our St Patrick's tradition of excellence for boys in a joyful celebration of emerging manhood.
- We recognise and celebrate the Christian Brothers as custodians of this land since 1893.

Pastoral Care

- We value and nurture the uniqueness of each individual within our community.
- We provide a school environment where all feel safe and happy.



Communication

- We recognise the family as the primary educators of our students and collaborate with parents for the development of their sons.

- We communicate effectively with all members of our community of students, staff, parents, clergy and Old Collegians and the wider society.



Values

Our vision and mission are underpinned by our community's commitment to bear witness to the following shared values as modelled by Jesus Christ and Edmund Rice:

- Justice – for all;
- Commitment – to personal excellence;
- Respect – for self, others and the environment;
- Responsibility – for ourselves and our living traditions;
- Compassion – for all in our community and those at the margins; and
- Honesty – in all dealings.

HEADMASTER'S REPORT

The College continues to flourish as a Ballarat Catholic school for boys in the Edmund Rice tradition. This is attributable to the strong and effective support of the Patron of the College, Bishop Peter Connors; the College Board led by Mr Adrian Doyle; the Board committees comprising Board members, parents, staff, and community members; the senior leadership of the College including our Deputy Heads, Mr Chris Caldwell (Student and Staff Wellbeing) and Mr Stephen Hill (Teaching and Learning), and the Business Manager, Mrs Shirley Walters; the Leadership Team consisting of the Heads of School and the Directors of Administration, Kely Resource Centre, Mission, Pastoral Care, Performing Arts and Sport; the Heads of House and Year Level Coordinators; the Heads of Faculty and so many other collaborators within our teaching and non-teaching staff.

We are fortunate to have a committed body of parents who appreciate the mission of the College for the good of all boys in attendance. These parents give their support in a myriad of ways to every programme we offer.

As may be gleaned from the pages of this report and the many other communications from the College to the community, our academic endeavours flourish along with the wellbeing of our boys as we continue to provide a holistic education enlivened by the story and example of the Jesus of the Gospels, brought to us through our Catholic tradition and enlivened in our liturgy, theology and social justice programmes.

Student Outcomes

NAPLAN results indicate that our interventionist literacy and numeracy programmes in Years 7 and 8 have led to increases in student outcomes which exceed the state norms for progress and also the progress in like schools. Our students' achievements post school in

universities and in training continue to enhance our reputation as a supplier of outstanding academic achievers and fine Ballarat citizens.

Student Programmes

Survey data indicates that our students and parents continue to value the academic, pastoral and co-curricular offerings of the College. Reviews have led to modifications in the delivery of the College's Enhanced Learning Programme, Indigenous Education Programme, and Middle School Programme for 2012 as well as the introduction of Engineering as a certificated course in our VCE offerings.



Student Population

The College continues to respond to demand for places, with an expanded enrolment of 250 in Year 7 2011 and a 2012 Year 7 enrolment of 250 locked in at the close of enrolment processes in May of 2011. We have worked with over 1250 boys this year and anticipate commencing 2012 with more than 1300 students.

Boarding

Boarding continues as a two-way street of positive influence between the now 75 boarders and the College community. We are indeed greatly enriched by the presence of the diverse boarding population and the variety of cultures that they bring to our traditionally monocultural Ballarat. Accommodation for the increasing numbers remains an issue for the Board and its Residential Committee,

Buildings Committee, Finance Committee and the College Foundation.

Student Leadership

College Captain Nick O'Brien, has performed most memorably. Nick has been very ably supported by Vice Captains, Mathew Begbie and Adam Spencer. We continue to offer many opportunities across the year levels and activities for the boys to demonstrate and to develop leadership in the company of friends and some serious opponents!



Catholic Identity

The College Mission Team led by Mr Geoff Brodie has continued to broaden its engagement of staff through its inclusive membership of the various strands of liturgy, social justice, retreats, St Vincent de Paul Society, faith formation for students and staff and religious education curriculum. Our students continue to respond amazingly to the challenges and opportunities placed before them in the dimensions of faith, service and just living.

Pastoral

The very welcome addition of Mr Eric Hayes to the staff in the Edmund Rice Centre for Student Services has expanded the team of counsellors available to the boys on a fulltime basis. Survey data indicates that our boys feel safe and cared for by our staff, and that this is valued by our parents.

Board

The School Improvement Framework processes have complemented our well-established monitoring of our community's satisfaction with the programmes we offer, our processes and outcomes. These have informed our Strategic Plan 2011-2014 whose theme is 'Raising fine boys to the status of great men'. This Plan was launched at the College Board's December Dinner and forwarded to all families. The Board Committees have continued in their excellent work of guiding and monitoring the College's progress in the areas of Finance, Buildings, Policy and Planning, Boarding, Public Relations and Education.

Cultural

2011 has continued the growth of the music ensembles and public speaking programmes. The College Art Exhibition and its value to our school and to the wider Ballarat community are unheralded but growing in recognition.



Sporting

Growing student numbers and our reputation as the sporting capital of Western Victoria bring joy and challenges. Our programmes continue to bring success across all year levels. 2011 brought premierships in 1st XI Cricket, the Head of the Lake Regatta, 1st XVIII Australian Rules, 1st XI Football aka Soccer, and Swimming to name a few. Of particular note, we were gallant runners-up in the 1st XV Rugby. At the same time there is an obvious need for work in

Athletics and Cross Country given our performances this year.

Finances

Our finances are well grounded but we are always vigilant to maximize the opportunities for our students while maintaining accessibility for an inclusive enrolment. We finished the 2010 school year with a surplus of \$295,810 on an income in excess of \$15,000,000.

A major facet of recent educational times has been Julia Gillard's role as Federal Education Minister and subsequently as Prime Minister in pushing a particular ideological reform agenda in education and funding. She established the Gonski Review of funding which will report to the federal government by year's end. This is the most significant review of funding mechanism since the 1972 Karmel Report which led to acceptance of the principle of government funding for non-government schools. As a sector we have much to lose if the plausible claims of the Australian Education Union are believed, facetly misrepresenting the fundamentals of how funding comes from the federal government to government and non-government schools.

The good news is that the Baillieu Government has honoured its election promise to fund Catholic schools at 25% of the average cost of educating a student in a government school in Victoria.

Buildings

The provision of facilities to match the calibre of our staff and our programmes remains a challenge. The demand for places also calls for increased accommodation for both day students and boarders. The Board has worked hard to ensure that the building programme has matched our other developments. This year we took delivery of the Sir Hugh Devine Wing which will become in time the new Middle School.



In December we reclaimed the refurbished Br W T O'Malley Wing. The boys are already enjoying the redevelopment of St Roch's Oval as the Jo Walter field- six all-weather tennis courts and a three quarter hockey pitch. We have re-established our Indigenous Space, Yimullandburdoo, at the back of the Br R S Stewart Theatre along with an outdoor classroom funded by the current Year 12 Council.

The rain and good management have the grounds looking spectacular, both gardens and playing fields. The rowers more than most appreciate a full Lake Wendouree. Life is good in so many ways!

Support groups

We continue to be indebted to the work of the Old Collegians, College Foundation, Friends of St Patrick's, Friends of Music, SPC Rowing Club Inc, the NOB-SPC Amateur Football Club, the SPCOCA/UB Rugby Union Football Club. The ongoing connectedness of our community is vital to our ongoing fidelity to what we vision ourselves to be.

Christian Brothers

In recent months we welcomed the appointment of Br Evan Zoch as community leader, caring for Br Breach and Br Parker at Nazareth House, and Br Long, Br Ward and Br Hewitt in the Brothers' residence on the College site. We shared the Brothers' sadness at the passing of Br Bernie Scott this year.

Bernie had served Catholic education in Ballarat in many guises, including heading up St Paul's Technical School, supporting boarding at the College, and being the great mentor of Gymnastics. Tonight we recognize him in the presentation of the Senior Gymnastics Award in his name for the first time.

The death of Mr Peter Farley for me sits nicely with any reporting of the support afforded the College by the Brothers' community. Peter was a member of the teaching staff for forty years- 1963-2002. He was much loved as a larger than life character, a teacher of note, a confidante in the boys' later years and a great mentor. Peter is remembered in our Senior Basketball Award. Throughout his time at the College he remained a good friend to the Brothers. May he, Br Scott and the other members of our community who have died since we last gathered, rest in peace.

Staff Movement

This year there will be significant movement of teaching staff. Trained up in our very successful ways, several staff members are heading off as our missionaries to take on the world. This is a very positive move for them and for us. Each will be recognized over the next few weeks but I note particularly the departure of Mr Mark Waddington, appointed in January 2002 as our inaugural Development Manager and subsequently Director of Boarding, Director of Community Development, Director of Indigenous Education Programmes and Human Relations Manager- all concurrently. Mark leaves us to take up new challenges at St Virgil's College in Hobart. He has been part of a most successful chapter in the history of the College but our model of Boarding and its success, the Old Collegians Pavilion, the John James Medal and Dinner, the Jo Walter Field replacement of St Roch's Oval, The Shamrock publication, the Old Boys Football and Rugby Clubs, and the Indigenous

Programmes, put a name to a few good things that are all attributable to Mark's initiative or follow through. Throughout the ten years Mark has made us all look good and made us feel we were achieving greatness for the College. Jacinta Waddington and their young family have been part of our community and supported Mark and our initiatives throughout the decade. Now we wish them well as they head to new horizons in Van Diemen's Land on the banks of the Derwent.

Conclusion

In conclusion, I thank you all once again for your membership of the College community, your participation and your prayerful support in a year when I have publicly dealt with prostate cancer, surgery and daily radiotherapy for nine weeks. I particularly thank Bishop Peter, his clergy and all that have led prayers for my safe recovery. The school has flourished despite my comings and goings because of the work of many people but particularly that of Stephen Hill, Chris Caldow, and Elizabeth Till who have shouldered additional burdens in my comings and goings. I offer them my gratitude most publicly sincerely.

May God go with us all.

Dr Peter M Casey
Headmaster



SCHOOL BOARD REPORT

2011 at St Patrick's College has been both a challenging and rewarding year for our entire school community. We have seen the completion of new buildings, sporting success and the continued growth of our boarding program.

Buildings Committee

The Buildings Committee oversaw the completion of the O'Malley Wing refurbishment and extension to this building. We now look forward to the official opening on St Patrick's Day in 2012. It is indeed a quality space providing the most modern facilities for the boys of SPC. The committee was also able to assist in the upgrading of the St Roch's Oval thanks to the very generous support of a former old boy of the college. The scoreboard on the main oval was also completed and numerous other projects around the school were undertaken.

The provision of quality boarding accommodation in a safe and learning environment for boys is a priority for the buildings committee and much work has been completed behind the scenes in ensuring that we achieve this objective. Discussions continue with the Christian Brothers Oceania Province and the EREA in relation to future use of the Brothers Residence at the College. Ultimately this will be a valuable resource for the school and the committee continues to work through the options with the Brothers whilst acknowledging their enormous contribution to Catholic education in Ballarat over the last 140 years.

This Committee is well resourced by a variety of qualified professionals, who all make a valuable contribution to the College.

Education Committee

The Education Committee had a very busy year during 2011 overseeing the professional development of the College.

This Committee had a focus on three key items;

- Improving student engagement in the College
- A College-wide approach to improving literacy
- Differentiation in the curriculum.

Apart from the significant contribution of this committee to the College life a number of the members also visited other schools to explore and review different curriculum approaches at those schools. An outcome of this was a major discussion paper that will provide the basis of further discussion and improvement at SPC.

We thank the members of this committee for their ongoing contribution to SPC.

Policy and Planning

The Policy and Planning Committee has responsibility for ensuring that all policies are updated in line with the College's policy review schedule. This Committee is also responsible for the implementation of the School Improvement Framework as a part of the review process as determined by EREA.

During 2011 the key focus was the development and implementation of the 2011 - 2014 Strategic Plan for St Patrick's College, Ballarat. This is a core document for both the school board and the wider College community and considerable thanks go to this committee and in particular to Mark Waddington for his enormous and valuable contribution to the strategic plan and College life generally.

This committee also had a significant input into the EREA School Review process. The purpose of the review is to determine how each school is being faithful to the Charter and to manage the accreditation process for Catholic schools in the Edmund Rice tradition.

Public Relations and Marketing

The Public Relations and Marketing Committee was very active during 2011 and it was instrumental in the excellent media coverage obtained by the College in many areas over the past twelve months.

During 2011 this Committee achieved many favourable outcomes for the College and ensured that SPC was successful in increasing the number of students seeking enrolment in both the day and boarding areas. Demand for places at SPC continues to grow including strong growth for boarding students which are up to 70+. We also have extensive waiting lists in Years 7 and 9.

The College continues to be marketed via television, newspapers and magazines. Again the Art Exhibition was a success and justified the hard work of those responsible for the conduct of this exhibition.

This Committee plays an important role in promoting and supporting the College and is seeking additional members with experience in the marketing area to continue to promote the College.

Finance Committee

The Finance Committee has overseen the finances of the College and closely monitored the on-going financial position in an endeavour to place the SPC in a sound financial position that would see it return a surplus in 2011.

The fee collection policy has been very effective and communication with families to arrange monthly payments has been of great assistance. The ongoing work that this committee puts into cash flow management, and budget and long term planning is very much appreciated by the Board when considering the business of the College.

I would like to take this opportunity to acknowledge the significant and selfless contribution of two long standing members of the Finance Committee and the Board in Noel Ronan and Dennis Foley. Both have chaired the Finance Committee during their long involvement with the school board and have made an enormous contribution to the College generally. We thank them for their time and effort in supporting St Patricks College.

Residential Committee

The Residential Committee was again faced with an increase in the demand for boarding places in 2011 and this looks set to continue into 2012.

The committee continued with its work of promoting the College to key demographic and geographic regions. The committee continues to have regard to the 2009 Burke Report in consideration of boarding matters.

It is pleasing to note the active involvement of the Headmaster Dr Casey and Deputy Headmaster Mr Chris Caldow in the lives of the boarding students. It is this commitment by senior staff that has seen the College reputation enhanced and envied in recent years.

The Indigenous Education Programme continues to grow and is one that is very rewarding for SPC. The need continues for additional accommodation on the College premises in order that we may be in a position to accommodate our increasing boarding numbers and some excellent options are presently being investigated.

College Board

The Board met on nine occasions during 2011. Three vacancies will exist on the Board with the retirement of Noel Ronan, Dennis Foley and Br Brian Brandon. We have also welcomed Denise Corboy and Angela Carey on to the Board this year

and their contribution to College matters is welcomed and appreciated.

It would also be remiss of me not to acknowledge the contribution made by Br Brian Brandon to St Patricks College, Ballarat. As a board member and now chair I have found Brian's wisdom and leadership in all matters a great support. Brian brought to the Board table a unique perspective that was very valued and will be much missed.

Members of the College Board

Members of the College Board in 2011 were as follows:-

Adrian Doyle, Board Chair, Andrew Byrne, Deputy Chair, Dr Peter Casey, Headmaster, Stephen Hill, Deputy Headmaster Teaching & Learning, Chris Caldow, Deputy Headmaster Student Well-being, Br Brian Brandon, Noel Ronan, Leonie Spencer, Denise Corboy and Angela Carey and Dennis Foley as immediate past chairman. Mark Waddington acted as Board Secretary.

Members of the Board Executive Committee were: Adrian Doyle, Chair, Andrew Byrne, Deputy Chair, Dr Peter Casey, Headmaster, Dennis Foley as immediate past chair, Stephen Hill as an auditor and Chris Caldow who acted as minute secretary to the Executive.

I would like to place on record my sincere thanks to both Dr Peter Casey as Headmaster and Mr Dennis Foley, immediate past chair for their ongoing support, guidance and wisdom provided to me through the course of the year.

I have thoroughly enjoyed my first term as Chair of the Board of St Patrick's College Ballarat and I consider it an honour to have been able to fulfil this role and to have made a contribution in some way to the future of this great College.

**Mr Adrian K Doyle
Chairman of the Board**



College Board 2011

Back Row: Mr Dennis Foley, Mr Noel Ronan, Mr Chris Caldow, Dr Peter Casey, Mr Stephen Hill, Mr Mark Waddington

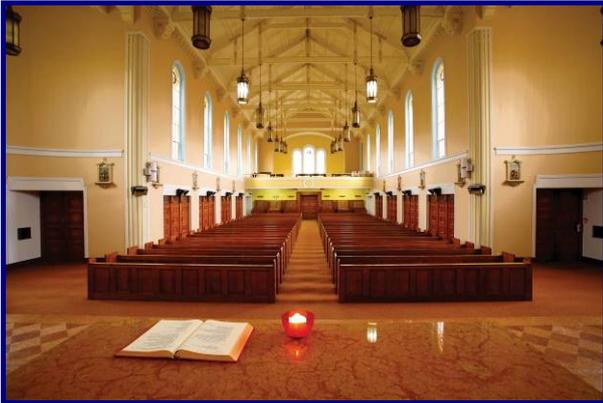
Front Row: Br Brian Brandon, Ms Elizabeth Till, Mrs Denise Corboy, Mr Adrian Doyle, Mrs Angela Carey, Mrs Leonie Spencer, Mr Andrew Byrne

CATHOLIC SCHOOL CULTURE

Goals & Outcomes

Objectives / Goals for 2011

These reference the first order key improvement strategies that emerged from the SIF review.



The College Mission Team sought to

- Strengthen religious attitudes and values and deepen understanding of what it is to live in a Catholic community.
 - Through offering a range of liturgical opportunities in which individuals may encounter our Loving God
 - Through offering a cognitive theory and formation opportunities through which, motivated by wonder and directed by meaning, the individual will engage in personally significant questions of meaning and value
 - Through offering defined Domains that operate within distinct categories of Catholic action
- Develop a shared understanding of an agreed set of skills and practices in relation to contemporary learning.
 - Through offering a systematic rhetoric of meaning and value that unites and contextualises all knowledge, choices and actions within the College community

- Develop a whole of school approach to learning and teaching to meet the diverse needs of our growing population
 - By offering a systematic rhetoric of meaning and value that unites and contextualises the pedagogical practices utilised by individuals, learning teams, faculties and year levels
- Develop a whole school organisational structure that accommodates boys' developmental stages and educational needs
 - By offering a systematic structure of meaning and value that may be used to critique the organisational structure of the College
- Develop a clear structure for leadership which has a shared vision that empowers all staff.
 - Through offering Mission Domains that allow leadership opportunities for staff involved in the actions of the Domains
 - Through offering a vision of personal value that confirms the leadership imperatives of all individuals
- Continue to build community connectedness as a foundational dimension of all school programs and activities.
 - Through the recognition of the full range of activities that contribute to the meaning and value of the College community



To achieve the first order key improvement strategies, two key goals emerged:

- To operate successfully under the new structure of Mission Domains
 - Domains to be the focus for the questions of Mission
 - Membership to be inclusive and continually offered to all members of staff
- To generate a College wide rhetoric that unites all staff across legitimate horizontal and vertical divisions
 - Respond to the challenge of making 'mission' a meaningful and valuable concept for all staff and students
 - To acknowledge all that is already 'done' in Mission and naming it
 - To frame an 'aspirational' rhetoric that motivates and directs the actions of individuals and groups within the College community

Achievements

Action Items Implemented in 2011:

- Introduction to staff of the 'meaning and value' framework for Mission
 - At staff meetings
 - In staff memo
 - In formal PD settings
- Increase in liturgical opportunities for staff and students
- Re-examination of College activities under the domain structure to identify roles, responsibilities, achievements and required action
- Draft versions of guiding document and operational policy created:
 - Currently with Mission Executive
 - To be offered as a discussion paper in near future
- Mission executive meetings prior to full Mission Team meetings
 - Planning
 - Issue identification and control
 - Maximise engaging nature of full Mission Team meeting



LEARNING AND TEACHING

Goals & Outcomes

Objectives / Goals for 2011

In July 2010, the College received its External Review Report in response to data and insights collected during the School Improvement Framework (SIF) process. The broad learning and teaching goal identified in the report focussed on the College developing a culture of shared contemporary practice. Three intended learning and teaching outcomes, or specific areas for improvement were noted in the report:

- Improve literacy and numeracy outcomes for each cohort of students
- Improve VCE outcomes.
- Improve student engagement in learning across all disciplines particularly stimulating learning and student motivation.

These three areas have acted as the focus point for all of our strategic work in 2011. To this end, 2011 has been very much a time of reflection and planning.



Achievements

Action Items Implemented in 2011:

- Continued exploration of the documentation issued by ACARA in preparation for the introduction of the Australian Curriculum (including AusVELS).
- Presentations and updates from Literacy Co-ordinator, Michael Goss, re the development and implementation of the Middle School Literacy Project, exploring the potential of this project as a model for a whole College approach to literacy.
- Presentations and review of academic performance data – Years 7 and 9 NAPLAN, VCE, On-track and data recorded on the My School website
- Several members of the Committee participated in school visits to Whitefriars College, Donvale; St Bernard's College, Essendon and St Kevin's College, Toorak to review how these schools are addressing literacy and numeracy outcomes, improving VCE outcomes and improving student engagement.
- The 2012 Years 11 and 12 Information Handbook was re-written using the same structure and layout as the Year 9 and Year 10 handbooks.
- A VCE data services authentication key was given to each Head of Faculty allowing each to access VCE data specific to subjects in their discipline. Several Heads of Faculty also attended the VCAA VCE Data Services PD to enhance their capacity to interpret and use VCE data to improve learning outcomes.
- Head of Faculty role description reviewed and updated as part of end of POL cycle.
- Arrangements were put in place for each Head of Faculty to meet with Kerrie Leach providing each with access to administrative support to update curriculum documentation and ensure that classroom programme plans remain up-to-date.
- Negotiations took place to ensure that Heads of Faculty now have an active role in the ARM process.

STUDENT WELLBEING

Goals & Intended Outcomes

Objectives / Goals for 2011

Whilst Pastoral Care is the responsibility of all staff at St Patrick's College, the main contact person for the student is his Pastoral Care Tutor whom the student meets with every morning. The Pastoral Tutor aims to support and promote the social, emotional and spiritual growth of students. I thank all Pastoral Tutors for their efforts this year in developing relationships with the boys within their pastoral group and the care that they provide to all boys.

Pastoral Care is the umbrella under which the entire College operates. It is the thread which binds all within the College and it is an expectation that the College community operates within the Pastoral Care guidelines.

The challenge is to respond to the needs of the College community and this often requires establishing links with external agencies to ensure the best possible outcome for each boy. The wellbeing of students, staff and parents continues to be the main focus of the College. Dr Casey often reflects that "we are a human institution that survives by divine intervention."

The College has focussed on enhancing student wellbeing, particularly aspiration, student motivation and morale through

- Students setting high expectations of themselves for their personal learning and interpersonal development.
- Improving the culture of student behaviour management to better reflect restorative practices rather than retributive justice.



Achievements

Action Items Implemented in 2011:

- Develop a whole school organisational structure that accommodates boys' developmental stages and educational needs.
- Develop a clear structure for leadership which has a shared vision that empowers all staff.

The College has three School Counsellors, Mr Gerard Knobel, Mrs Cathy Walls and Mr Eric Hayes who are available to talk with students about emotional, relationship, family, behavioural and mental health issues. A range of therapeutic approaches are utilised by the School Counsellors to promote the wellbeing of the students including cognitive-behavioural, solution-focused and narrative therapy techniques.



Students can refer themselves to the School Counsellor by making an appointment in person or via their Pastoral Tutor or another trusted staff member. Alternatively, referrals can be made by parent contact or by the teaching staff. Contact with the School Counsellor remains confidential but involvement of relevant staff at the school may be negotiated with the student and family to ensure optimal support for the student in the school community.

LEADERSHIP and MANAGEMENT

Goals & Outcomes

Objectives / Goals for 2011

The College will develop a goal that focuses on developing an inclusive, shared and consultative decision making process. To improve staff empowerment and ownership and to improve professional learning and appraisal and recognition practices, specific goals included:

- To continue with the development of the Strategic Plan for 2011-2014, particularly the School Improvement Plan which incorporates an Annual Plan for each of the 4 years of the Strategic Plan.
- To review the organisational structure of the College as well as review the Positions of Leadership offered to staff to support this organisational structure.
- To coordinate the EREA School Renewal process in May 2011.
- To assist Year Level Coordinators and Heads of School with student management to ensure that all boys are feeling safe within our community and that the learning and teaching environment is not disrupted.
- To continue to support all staff so that they continue to develop both personally and professionally.
- For Leadership to be available for staff, students and parents so that they feel as though they can approach and discuss any issues of concern.
- To review the Staff Appraisal process.
- Neal Arthurson was appointed as the Head of Middle School in 2011. In addition to this three new Heads of House:- Ria Coffey, Brendon Gilbert and Geoff Crawford were appointed.
- The Emergency Management Plan for the school was updated as were the evacuation maps and these were placed on display in every room within the College. This involved working with our current Architects so that the evacuation routes, fire extinguishers and hose reels are clearly displayed as well as communicating the updated Emergency Management Plan to all staff. An evacuation was held in Term 3 and an evacuation in Term 4.
- School review undertaken to determine the best structures for Pastoral Care in the entire College. Staff Surveys conducted to determine the most appropriate structure for 2012 and beyond. Staff voted overwhelmingly for retaining the three school model but with staff teaching predominantly in one school. Other decisions for 2012 included the introduction of joint year level coordinators and horizontal homerooms at each year level as well as the reinstatement of the Pastoral Care period in the Senior School.
- The EREA School Renewal review which took place in May. The purpose of the EREA School Renewal process is to determine how each school is being faithful to The Charter and to manage the accreditation process for Catholic schools in the Edmund Rice tradition.
- The development of the next strategic plan (2011-2014) was a major focus this year. This plan incorporates the five areas identified in the School Improvement Framework process of Education in Faith, Teaching and Learning, Student Wellbeing, Leadership and Management and School Community as well as Finance, Boarding and Buildings.

Achievements

Action Items Implemented in 2011

- Review undertaken of performance management for all staff.
- Review undertaken of selection and induction practices.
- Identification of ways of empowering staff to contribute to the clarification of roles and structures.

SCHOOL COMMUNITY

Goals & Outcomes

Objectives / Goals for 2011

- Continue to build community connectedness as a foundational dimension of all school programmes and activities.
- Ensure staff, students and parents have a better understanding of the cultural backgrounds of all who join the College.
- Celebrate the success of community members.
- Develop more effective communication practices with various community groups.
- Further enhance ways of connecting and valuing community relationships and contributions.
- Continue to market boarding effectively at the College to key demographic and geographic regions.
- Continue to market the College as a Catholic school in the Edmund Rice tradition.
- Develop and implement plans to enable the construction of boarding facilities to cater for 80 students.
- Identify prospective external funding sources to assist with the costs of boarding house construction and maintenance.
- Ensure maintenance schedules are in place to maintain the quality of residential facilities provided to boarding students.
- Further develop strategic partnership with key feeder organisations in the region to continue growth in student numbers.

Achievements

- Continued growth in student numbers at the College – significant interest in boarding and day school enrolment;
- Media coverage for College events throughout the year – St Patrick's Day, Academic results; One night of Homelessness; Legends Dinner, MCC Herald Sun Shield, social justice initiatives, Music and Drama events and Indigenous Education Programme for example;

- Public perception of St Patrick's College – generally very positive word of mouth endorsement in community as reflected by enrolment numbers, market research data and support for fundraising and other projects. In 2011 the College received in excess of 300 applications for 2012 Year 7 enrolment and ended up taking in ten streams of 25 students (250 students);
- Management of the College's enrolment and scholarship programmes;
- Communication with sections of the College community, via:
 - The Shamrock (3 editions)
 - The Crest (weekly newsletter – 40 per annum)
 - The Crest – e-newsletter
- Occasional usage of SMS and email for news and events
- Production of College calendar to publicise key College dates in 2011.

The Director of Community Development was directly engaged in:

- Development of marketing and HRM materials for process to source new staff for St Patrick's College;
- Leadership in consultation with Mr Chris Caldwell and the College Policy and Planning Committee in the development of the 2012-2014 Strategic Plan;
- Management of the data collection process for the School Improvement Framework (SIF) process as part of the Policy and Planning committee's operations;
- The St Patrick's College Art Exhibition was again well received and showcased the College in a favourable light. Some attention needs to be given to identifying buyers and increasing entries for the event. Whilst the event did not make a great surplus it did increase the College's art collection and standing in the arts community;
- Recruitment of volunteers for the 2011 Art Exhibition – tapped into groups not previously engaged with the College;
- Leadership of the College's 2011 Darwin Football Tour including enrolment proformas and fundraising plans;
- Assist Deputy Headmaster in facilitating the activities of the Friends of St Patrick's (FoSP), an umbrella group to assist and coordinate support groups at the College;

- Support for the operation of boarding at the College;
- Management of the College's nationally renowned Indigenous Education Programme including development of student pathways, community consultations and student management;
- Strategic marketing of the College to raise community profile, enhance brand and publicise fine work of students and staff;
- Development of SPC Style Guide for launch in 2012;
- Development of Bequest materials for the Foundation to launch programme in 2012;
- Facilitated Foundation Strategic Plan for 2012 to provide committee with direction for the next 12 month period;
- Management of 2011 'Welcome Dinners' in Ballarat and Bacchus Marsh;
- Development of funding submissions for capital and Indigenous education initiatives for 2011/2012 – sourced in excess of \$160,000 for 2012;
- Successful management of the St Roch's Oval project which delivered the College a \$350,000 all weather playing facility that will be a great addition to the educational landscape of the College;
- Identification of additional strategic alliances that enhance educational outcomes for students of the College – Tracy Pty Ltd, Waubra Football Club, Old Boys Hockey Club, BCA;
- Ensuring all processes are clearly and extensively documented for the 2012 Director of Development Mr Gavin Nash;
- Coordination of opening and blessing of St Roch's Oval with Mrs Jo Walter and members of the former SPC ladies Auxiliary;
- Formation of an Old Boys committee to review Legends selection criteria and identify prospective Legends for the future; and
- Management of and attendance at Community events – OCA Golf Day, Legends' Dinner, Mother's and Father's Day Mass.
- Management of boarding operations in 2011 as evidenced by positive feedback to Residential Committee and strong word of mouth endorsement leading to increased enrolments for 2012;
- Marketing of boarding to traditional areas of recruitment in regional Victoria – Wimmera, Mallee, south west Victoria, central Victoria. Numbers continue to rise from the Wimmera Mallee region in particular.



- Development of social media protocols, policies and planning for 2012 should enable the College to use these mediums for a range of marketing activities;
- Support for the Business Manager with the management of the Canteen and College Shop – as a member of the Uniform Committee;
- As part of the Uniform Committee monitoring of performance of suppliers in supplying stock and service to the Uniform Shop and develop Uniform Style Guide;
- Continued growth in boarding numbers (72 in 2011) highlights the strength of the College's boarding programme. Whilst numbers have increased the levels of pastoral care and support for boys has remained high. This is reflected within SIF data collected by the College and anecdotal feedback to Caitlin and College leadership;
- Quality of catering and pastoral support provided Mr Bernie Kenna and the Catering team. The quality of meals provided to boys is outstanding, as is the genuine interest staff take in the wellbeing of each boy in boarding;
- Tuesday/Thursday cooked breakfasts increased opportunities for boys and staff to get together as a community;
- Implementation of key recommendations from 2009 Burke Boarding review – Indigenous student transition programme, lunchtime procedures, cultural awareness

Community outcomes included:

training, boarding tour for staff for example;

- Increased number of staff members dining each day with boarders has further reinforced the pastoral dimension of boarding at the College as well as better informing staff of how boarding works at SPC;
- Director of Boarding continued to play a significant role in the lives of students and has enjoyed excellent working relationships with parents of boarding students;
- Housekeeper Brenda Brennan, Helen Bourke and Loretta Gaffney do an exceptional job in assisting and caring for boys and supporting them during times of illness or hardship;
- The construction of a dedicated laundry, supported by transport solutions, ensures the College boarding houses comply with OH&S requirements whilst providing staff with high quality equipment;
- Occasional boarding is a greatly appreciated service that the College offers. Feedback from parents and students is very positive and also has the added benefit of links to weekly boarding for boys in Year 11 and 12;
- Diversity of study tutors who worked with boys during scheduled study sessions – major learning areas such as Maths, English, Science, Commerce and HaPE were well covered in 2011;
- The culture of personal excellence and commitment to study by the Class of 2010 was picked up by Year 12 students in 2011. It is important that staff and students continue to work together to maintain this culture and set a positive example for students at lower year levels;
- Studying outside of the Houses continues to be an effective strategy in enabling students to access the Kelty Resource Centre, Little and Wilding Wing;
- Growth of Indigenous Education Programme (IEP) and support of IEP staff – Adam Jennings, Rick Blachin, Shannan Sosinski and David Loader. These staff are an exceptional team and greatly assist boarding staff in managing and developing Indigenous students;
- Support from Mr Gerard Knobel and Mr Eric Hayes has been outstanding in dealing with students with high level social and emotional wellbeing needs;
- Tutoring support provided to Indigenous students through the development of a volunteer tutor programme with ACU and the University of Ballarat.
- The introduction of a personal development course of study for boarding students has been well received. Ryan Waight, Steve Moneghetti and Jake Bridges have delivered engaging sessions focussing on goal setting, personal wellbeing, team building, resilience and self esteem. The programme has complemented one off sessions delivered by staff such as Mr Knobel, Mr Clark and Mr Bobrowski on topics such as gambling education, relaxation strategies and time management;
- Recruitment of high quality GAP students from England and Canada, supported by an exceptional SPC trainee were essential in ensuring boarding ran effectively in 2011. This is essential given the limitation of housing available to staff residing on the property;
- Improved recreational programmes for boarders – O'Malley Centre open Monday to Friday from 4-5 pm and 8.45 to 9.45 pm;
- Sporting performances of boarders in school and community programmes were quite extraordinary – MCC Herald Sun Shield, State basketballers and Charlie King being selected to play for Melbourne Heart for example;
- Support from families in providing care for their sons. The majority of families feel very connected to our model of boarding and have great confidence that their sons are happy, well looked after and are being challenged in a range of curricular and co-curricular areas.



2011 Data

Staff Attendance

In 2011, the average rate of attendance for teaching staff was 93.2%. This figure includes days when staff were engaged in professional learning activities and off-site activities (camps and excursions) but does not include days when teaching staff were on approved leave (eg. long service, maternity leave, leave without pay, study leave).

Staff Retention

Staff retention from the previous year was 88.7%.

Teacher Qualifications

All teaching staff have appropriate qualifications and are registered with the Victorian Institute of Teaching.

Headmaster

Dr P. M. Casey, Dip.Teach., B.Sc., B.Ed., M.Ed., Ph.D.

Deputy Headmaster, Student and Staff Wellbeing

Mr C. Caldow, M.Ed., B.Ed.

Deputy Headmaster, Teaching and Learning

Mr S. Hill, B.A., B.Ed.,
Grad.Dip.Ed.Admin., Grad.Dip.R.E.,
M.Ed., Cert. IV Assess. & Workplace
Training

Teaching Staff

Mr P. Andrews, B.Ed., Dip.Creative
Design

Mr N. Arthurson, Dip.Teach., B.Ed., M.Ed.,
Cert. IV Assess. & Workplace Training,
Cert. IV Bus. (Real Estate)

Mrs V. Arthurson, Dip.Teach., B.Ed.,
M.Ed., Cert. IV Assess. & Workplace
Training

Mr M. Barrins, Dip.Tech.Ed., National
Cert.Engineering., Cert. IV Assess. &
Workplace Training

Mr K. Baxter, Grad.Dip.Ed. (Sec.), B.A.
(Hons), Assoc.Dip.Outdoor.Ed.

Mr A. Beggs, B.App.Sc., Grad.Dip.Ed.,
Grad.Cert.R.E., Grad.Dip.Comp.,
Grad.Dip.Theol.

Mr P. Blanchfield, B.Ed. (P.E.)

Mr W. Bottrall, B.Ed. (P.E.), M.Ed.
(Leadership)

Mr M. Brady, T.P.T.C., Cert. of Fine Arts

Mr P. Brady, Dip.Teach., Grad.Dip.Ed.
(R.E.)

Mrs U. Bridges, B.Sc., M.Ed.

Mr G. Brodie, Grad.Cert.R.E.,
Grad.Dip.Ed. (Sec.), B.A., M.A.
(Theol.Stud.)

Miss B. Brown, Mngt. (Marketing),
Grad.Dip.Ed. (Sec.)

Mrs J. Burge, Dip.Ed., Grad.Dip.Spec.Ed.

Mr M. Busscher, M.Ed. (Leadership),
Dip.Teach., Grad.Dip.Ed. (R.E.)

Ms C. Canavan, B.A., Grad.Dip.Ed.,
Grad.Cert.R.E., Ass.Dip.Mus.

Mr J. Carmody, B.App.Sc., Grad.Dip.Ed.,
Grad.Cert.Ed.Admin.

Ms F. Carroll, B.Ed. (P.E.)

Mr A. Chamings, B.App.Sc., Grad.Dip.Ed.
(Sec.), Cert. IV Assess. & Workplace
Training

Mr H Clark, B.Ed., Dip.Teach.

Ms R. Coffey, B.Ed., M.Ed.(Teach.Lib.)

Mr L. Corden, B.Ed.

Mr G. Crawford, B.A., Grad.Dip.Ed.

Mr J. Daniel, B.Ed. (P.E.)

Mr J Davey, B.A., Dip.Ed.

Mrs R. Dean, B.A, Grad.Dip.Ed. (Sec.)

Mr Emmanuel Desfosses, Grad.Dip.Ed.,
B.A. (Hons), B.A.

Mrs N. Dixon, B.Bus., Grad.Dip.Ed. (Sec.),
Grad.Cert.R.E., Grad.Cert.Maths

Ms E. Downey, B.Sc., Grad.Dip.Ed.,
M.Ed., Grad.Cert.Gifted Edn.

Mr B. Earl, B.Ed., B.Tech., Cert. III Com.
Cook. (Trade), Cert. IV Assess. &
Workplace Training

Mr M. Emerson, B.Sc. (Hons),
Grad.Dip.Ed.

Ms L. Fazzalari, Dip.Ed., B.A., Cert. IV
Assess. & Workplace Training

Mr I. Fernee, B.Info.Tech., B.Man.,

| | |
|--|---|
| Grad.Dip.Ed. (Sec.) | Grad.Dip.Ed., Grad.Dip.Arts (App. Jap. Ling.) |
| Ms C. Frame, B.Ed. (P.E. & Maths) | Mr L. McKee, B.Ed. (P.E.) |
| Ms C. Garvey, Dip.Ed., B.A. | Mrs H. McLennan, B.Ed., |
| Mr N. Geaghan, B.Ed., Cert. IV Train.Assess. | Grad.Dip.Child.Lit., Grad.Dip.Spec.Ed., Cert. IV Assess & Workplace Training |
| Mr J. Giampaolo, B.Ed. (P.E.) | Mr S. McMahon, B.App.Sc. (H.M.) (Hons), Grad.Dip.Ed., Grad.Cert. Middle School Maths., M.Ed., M.Ed.Lead., Cert. IV Train. Assess., Cert.II.Comm.Rec, Cert.II I.T. |
| Mr B. Gilbert, B.Ed. (P.E.) | Miss V. Moore, B.A., Grad.Dip.Ed., Grad.Cert.R.E. |
| Mr C. Gleeson, B.Ed. (P.E.), Grad.Dip. Sport & Rec.Mngt. | Mrs J. Murphy, M.Ed |
| Mr M. Goss, B.Ed., M.Ed. (Leadership), Dip.Teach., Grad.Cert.Ed.Stud. | Mr S. Murphy, B.A., Grad.Dip.Ed. (Sec.) |
| Mrs V Green, Grad.Dip.Ed., B.Com. | Mr B. Murray, B.Mus., B.Teach., Cert. IV TAA Train.Assess. |
| Mrs M. Griffin, Dip.Art, Grad.Dip.Ed. | Mr A. Nichols, B.Theol., Grad.Dip.Ed. (R.E.), Grad.Dip.Ed. (Sec.) |
| Miss K. Hart, B.Sc., Grad.Dip.Ed. (Sec.) | Mr C. Nielsen, B.App.Sci. (Enviro.Man), Grad.Dip.Ed. (Sec.), Assoc.Dip.Hort. |
| Mr S. Hayes, B.Teach., B.A. | Mr A. Nunan, Grad.Dip.Ed., B.App.Sc. |
| Mrs N. Hexter, B.Ed., Dip.Sport & Rec. | Mr M. O'Loughlan, B.Sc., Grad.Dip.Ed. (Sec.) |
| Ms J. Howlett, B.A., Post.Grad.Dip.Ed. | Ms J. Patching, B.A., Grad.Dip.Ed. (Sec.), Grad.Dip.Ed. (R.E.), Grad.Dip.Soc.Sc. (Welfare), Cert. IV Assess. & Workplace Training |
| Ms S. Hughes, B.Ed., B.Tech. | Mrs J. Petrov, B.A., Dip.Ed., M.Ed. (Teach.Lib.) |
| Mr P. Hutchins, B.A., Grad.Dip.Ed. (Sec.) | Mrs K. Plastow, M.Ed., B.Ed., Dip.Teach. (Sec.Mus.Eng.), Grad.Cert.Ethnomusicology, Cert. III Syst.Theol. |
| Ms D. Jordan, B.Ed., Grad.Cert.Human & Soc.Sc.,B.Sc. | Ms C. Pope, B.Sc. (Hons), Dip.Ed. |
| Mr P. Joyce, B.A., Post.Grad.Dip.Ed. | Mr C. Procaccino, B.Ed., B.Tech, Cert. IV Assess. & Workplace Training |
| Mr J. Kaczkowski, M.Ed., B.Ed., Grad.Dip.Student Welfare, Grad.Dip.Ed.Admin., Grad.Dip.Health Ed. | Ms R. Rajki, B.Ed. |
| Mrs M. Kambouridis, B.Ed., Cert. III Spec.Ed., Cert. IV Assess. & Workplace Training, Dip.Childrens' Services | Mr S. Rajki, Dip.Ed., B.E.(Hons.) |
| Mrs C. Kavanagh, B.Sc., Grad.Dip.Ed. | Mr J. Richards, B.Ed., Dip.Teach. |
| Mr D. Kinnersly, B.Ed. (P.E.), Cert. IV Train.Assess., Cert. III Fitness, Cert. IV Fitness (Personal Training), M.P.E.T. | Mrs E. Ryan, M.B.A., LL.B., Dip.Teach., B.Ed., Grad.Dip.Ed. (Sec.), Grad.Dip.Ed.Admin. |
| Mrs L. Klopak, B.App.Sc., Dip.Ed., Grad.Cert.Prof.Dev., P.B.C.E. | Mr P. Ryan, Grad.Dip.Ed. (Sec.), Dip.Art (Industrial Design), Cert. IV Assess. & Workplace Training |
| Mr R. Knight, B.Ed., B.Tech. | Mr A. Schuurs, B.App.Sc. (Maths), Grad.Dip.Ed. (Sec.), Grad.Dip.R.E., Grad.Dip.Comp.Sc., M.Ed. |
| Mr S. Kruger, B.Ed. (P.E.) | Mr G. Shawcross, B.A., Grad.Dip.Ed. (Sec.), B.A., Arts (Acting) |
| Ms B. Lees, Grad.Cert.R.E, B.A. (Performing Arts), L.T.C.L., F.T.C.L., Grad.Dip.Ed. (Sec.), G.D.C. | Mr P. Sherry, Grad.Dip.R.E., B.Ed., Dip.Teach., Grad.Dip.Adol.Health & |
| Miss R. Leighton, B.A., Grad.Dip.Ed. (Sec.) | |
| Mr L. Lindorff, Dip.Tech. Ed., Grad.Cert.Ministry, Cert.Syst.Theol., Cert.Ind.Elec. | |
| Mr J. Lynn, B.Ed. | |
| Ms G. Maes, Dip.Food & Food Services, T.T.T.C. | |
| Mr J. Magee, B.A., Post Grad.Dip.Teach., M.Ed.,LL.B. | |
| Mr H. McCrum, B.Ed. (Mathematics), Grad.Dip(R.E.) | |
| Mrs M. McIntyre, B.A., Grad.Dip.Lib., | |

Welfare

Mrs K. Smardon, Dip.Ed., Grad.Dip.Ed. (R.E.), Grad.Dip.Teach.Comp.
 Mrs S. Sosinski, Grad.Dip.Ed. (Sec.), M.Ed., B.S.W.
 Mr F. Spittle, Dip.Art, Dip.Ed., Dip.Arts Education
 Mr J. Sullivan, B.Ed., B.Tech.
 Mr M. Taylor, Grad.Dip.Ed., Cert. IV Assess. & Workplace Training, B.V.A., Grad.Cert.R.E.
 Ms S. Taylor, B.A., M.A., Dip.Ed., Grad.Dip.Teach.Lib.
 Mrs S. Thapa, B.Ed., M.Ed., Cert. IV Assess. & Workplace Training, Cert. IV T.E.S.O.L.
 Ms E. Till, M.Ed., Dip.Ed., Grad.Dip.Residential Boarding, B.Sc.
 Mr R. Van Bentum, Grad.Dip.Ed., B.Maths (Adv.) (Hons.)
 Mr M. Weadon, B.Ed., M.Ed., Grad.Cert. Middle School Maths, Grad.Dip.Arts
 Mr G. Webb, B.Ed. (P.E.)
 Mr G Willis, Dip.Teach.(Primary), B.Ed.

Visiting Music Teachers

Mrs K. Bird, B.Sci., B.Mus.
 Mrs L. Emery, B.Mus., B.Mus (Hons)
 Mr J. Heenan
 Mrs A. Lewicki, A. Mus.
 Miss G. Parry, B.Mus., A Mus.A., L.Mus.A.
 Mr B. Smith, B.Mus.
 Mr G. Williams

Boarding**Director:-**

Mr M. D. Waddington, B.Ed. (P.E.) (Hons), Grad.Dip.Management (Sports), M.Bus.Man., M.B.A., Cert. IV Assess. & Workplace Training

Housemasters:-

Wanliss House – Mr J. Love
 McCann House – Mr A. Newbold
 Kenny House – Mr S. Lethbridge, B.Info Tech.
 Nangle House – Dr J. Bishop, B.App.Sc., M.Clin.Chiro.

Resident Tutors:-

Nangle House – Mr T. Cronin, B.A. (Hons)

McCann House – Mr E. Browne, B.Sc.

Non-Resident Tutors:-

Mr A. Jennings, B.App. Sc.
 Mr P. Blanchfield, B.Ed.

Residential Family:-

Mr M. and Mrs J. Waddington, B.Ed., Dip.T. Grad.Dip.R.E.

Business Manager

Mrs S. A. Walters

Kelty Resource Centre**Director**

Mrs J. Petrov, B.A., Dip.Ed., M.Ed.

Information and Communication Technology Director

Mr C. Maciejewski, B.Info.Tech.

Curriculum Support

Ms A Adams, Dip.Ed., Adv.Dip.Agriculture, Enhanced Learning Aide
 Mr M. Abeyrama, B.Info.Tech.
 Ms A Birkett, Food Technology Assistant
 Mr A. Brodie, ICT Technician
 Mrs Denise Clark, Enhanced Learning Aide
 Mrs P. Delahunty, Dip.Lib. & Info. Services, T.P.T.C., T.T.L.C., Library
 Ms A-M. Driscoll, B.Ed., Dip.R.E., Enhanced Learning Aide
 Mrs S. Edwards, Dip.Lib., Library
 Mr G. Fisher, Audio Visual
 Mr G. Fitzsimons, Cert. IV Assess. & Workplace Training, Cert. IV Career Devel., Dip.Bus. (Human Resources), Cert. III Occup.Health & Safety, Grad.Cert.Career Ed. & Dev., Enhanced Learning Aide
 Mrs L. Gladman, Enhanced Learning Aide
 Ms A. Hadley, B.A., Grad.Dip.Spec.Ed., Enhanced Learning Aide
 Mrs T. Holland, Cert. III Spec.Ed., Enhanced Learning Aide
 Mrs A. Hucker, Enhanced Learning Aide
 Miss S Hughes, B.Ed., B.Tech., Enhanced Learning Aide
 Mr N. Kirkpatrick, Technology Assistant
 Mr S. Lethbridge, B.Info.Tech.
 Mr D. O'Donnell, Grad.Dip.Ed. (Visual Arts), B.F.A., Enhanced Learning Aide

Mrs T. Pearsall, Library
 Mrs L. Robe, Food Technology Assistant
 Mr R. Roberts, Technology Assistant
 Mrs S. Scholten, TAA, Cert. IV Train. Assess., Enhanced Learning Aide
 Mrs T. Simpson, Cert. IV Ed. (Early Learning), Enhanced Learning Aide
 Ms C. Sinclair, Library
 Mr D. Sutton, B.Sc. (Hons), Cert. IV Bus., Cert. III Hosp., Grad.Cert.Sc.Com., Intergration Aide
 Mrs C. Walshe, Enhanced Learning Aide
 Mrs C. Warhurst, Laboratory Technician
 Ms T. Westwood, Sport
 Mrs M. Wright, Enhanced Learning Aide

Transition and Careers

Mr A. Meehan, B.A., Grad.Dip.Ed. (Sec.), Grad.Cert.R.E., Grad.Dip.Rehabilitation Studies, Post.Grad.Ed. (Career Dev.)

Director of E-Learning

Mr A. Nunan, Grad.Dip.Ed., B.App.Sc.

Enhanced Learning Coordinator

Mrs V. Arthurson, Dip.Teach., B.Ed., M.Ed., Cert. IV Assess. & Workplace Training

Archives

Ms C. Banks, B.A., Grad.Dip.Archives & Rec.Mgmt., Dip.Bus.Frontline Mgmt.

School Counsellors

Mr E. Hayes, B.A., Dip.Ed.
 Mr G. Knobel, Grad.Dip.Ed. (Sec.), Grad.Cert.R.E., B.A. (Social Science), M.Couns.
 Mrs C. Walls, Assoc.Dip.Welfare Studies, B.A. (Soc.Sc.), Grad.Dip.Ed. (Sec.), Grad.Dip.Psych.Studies, M.Couns.

Indigenous Education Manager

Mrs S. Sosinski, Grad.Dip.Ed. (Sec.), M.Ed., B.S.W.

Indigenous Support Officer (Programmes)

Mr A. Jennings, B.App.Sc.
 Mr R. Balchin, B.Bus. (Marketing)

Indigenous Support Officer

Mr D. Loader

Sport and Outdoor Education Assistant

Ms T. Westwood

Administrative Staff

Ms C. E. Bennett, Development and Marketing Assistant, B. Mgt (Marketing)
 Mrs A. Clark, Shop Assistant
 Ms E. Clark, Administration Officer – Reception
 Mrs S. Crawford, Headmaster's Secretary
 Ms T. Hooper, Administrative Officer – Creditors
 Mrs K. Jackson, Administration Officer – ERC, Cert.III Bus. Admin.
 Mrs G. Kydd, Receptionist - ERC
 Mrs K. Leach, Administrative Officer - Leadership
 Ms M. Lloyd, Shop Manager
 Mrs A. Loader, Finance Office Manager
 Mr D. McCarthy, Payroll Officer
 Mrs A. McDonald, Music Secretary
 Mrs T. McManus, Administration Officer - ERC

Development Manager

Mr M. D. Waddington, B.Ed. (P.E.) (Hons), Grad.Dip.Management (Sports), M.Bus.Man., M.B.A., Cert. IV Assess. & Workplace Training

Director of Organisational Development

Mr J. Bobrowski, Dip.Front Line Management, Cert. III Fitness, Cert. IV Fitness (Personal Training), Adv.Dip.Bus. (Human Resources), Cert. IV Assess. & Workplace Training, Grad., Cert., Occ., Hazard, Mngt

Tuckshop

Mrs V. Sizeland
 Mrs C. Strybosch
 Mrs J. Dickson

Sacristan

Mrs H. Lee, Sacristan

Kitchen

Mr B. Kenna
 Mrs L. Thompson
 Ms T. Armstrong
 Mr P. Foley

Boarding**House Keepers**

Mrs B. Brennan
Ms H. Bourke
Mrs L. Gaffney

Grounds and Maintenance Manager

Mr A. Liston

Property Maintenance

Mr J. Ryan
Mr G. Werndly
Br D. Zoch

Programme Maintenance

Mr M. Ilsley
Mr P. Button
Mr L. Jackson

Boat House Manager

Mr P. Blanchfield , B.Ed.

HaPE Trainee

Mr Justin Gordon

Technicians

Mr P. Shawcroft, AV Technician

Expenditure and Teacher Participation in Professional Learning (PL)

In 2011, 106 staff took part in professional learning activities. An average of \$985 was expended per teacher.

Teachers took part in professional learning activities related to:

- Improving Teaching pedagogy (both whole school and discipline specific)
- Introduction to new teaching and learning initiatives and programmes eg. The Australian Curriculum
- Whole school approach to discipline
- Post Graduate study
- Promotion and development of school initiatives eg. Literacy

Student Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. On average, students attended 92.54% of the days required for the year.

| Year Level | Attendance % | Year Level | Attendance % |
|------------|--------------|------------|--------------|
| Year 7 | 94.97% | Year 10 | 92.03% |
| Year 8 | 93.94% | Year 11 | 91.13% |
| Year 9 | 92.60% | Year 12 | 89.60% |

Proportion of Students Meeting National Minimum Standards

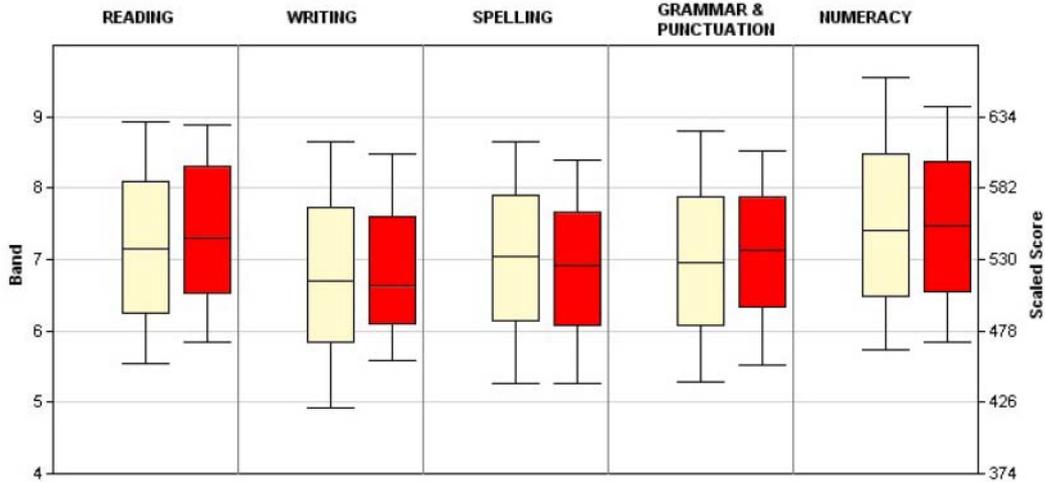
The table below show the percentage of students in Year 7 and Year 9 who were at or above the National Minimum Standards 2009-2011.

| Proportion of students meeting National Benchmarks | | | |
|--|------|------|------|
| | 2009 | 2010 | 2011 |
| Year 7 Reading | 98% | 98% | 99% |
| Year 7 Writing | 95% | 94% | 95% |
| Year 7 Spelling | 96% | 95% | 93% |
| Year 7 Numeracy | 97% | 99% | 99% |
| Year 7 Grammar and Punctuation | 97% | 94% | 95% |
| Year 9 Reading | 97% | 97% | 100% |
| Year 9 Writing | 95% | 95% | 92% |
| Year 9 Spelling | 93% | 93% | 96% |
| Year 9 Numeracy | 100% | 99% | 100% |
| Year 9 Grammar and punctuation | 97% | 95% | 96% |

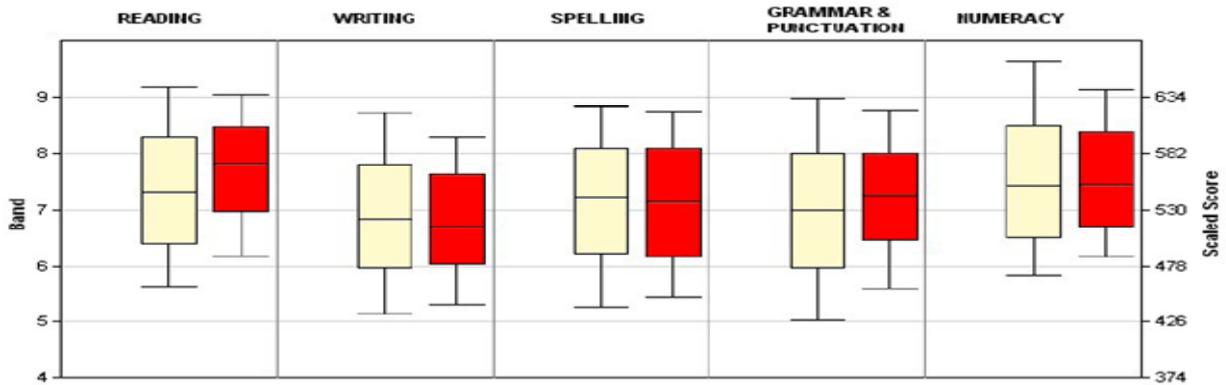
NAPLAN (2009 – 2011)

Year 7 National Assessment Program – Literacy and Numeracy Tests:

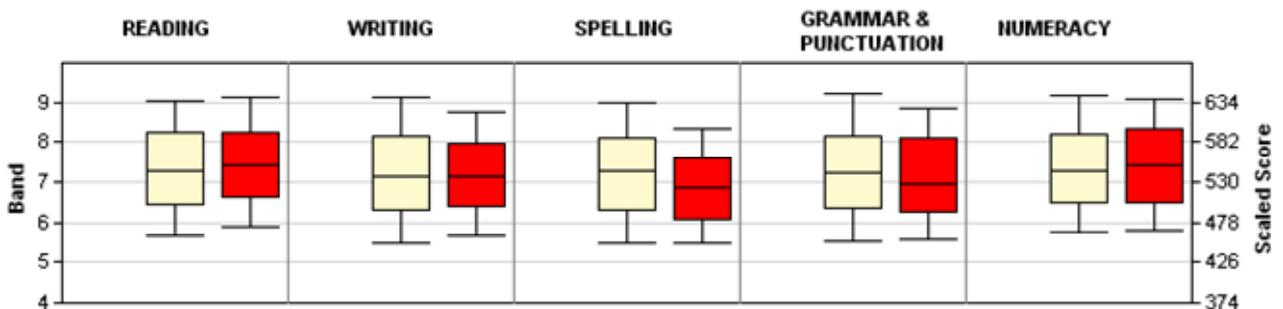
2011



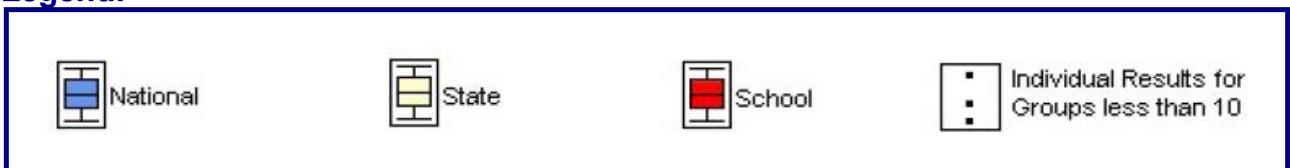
2010



2009

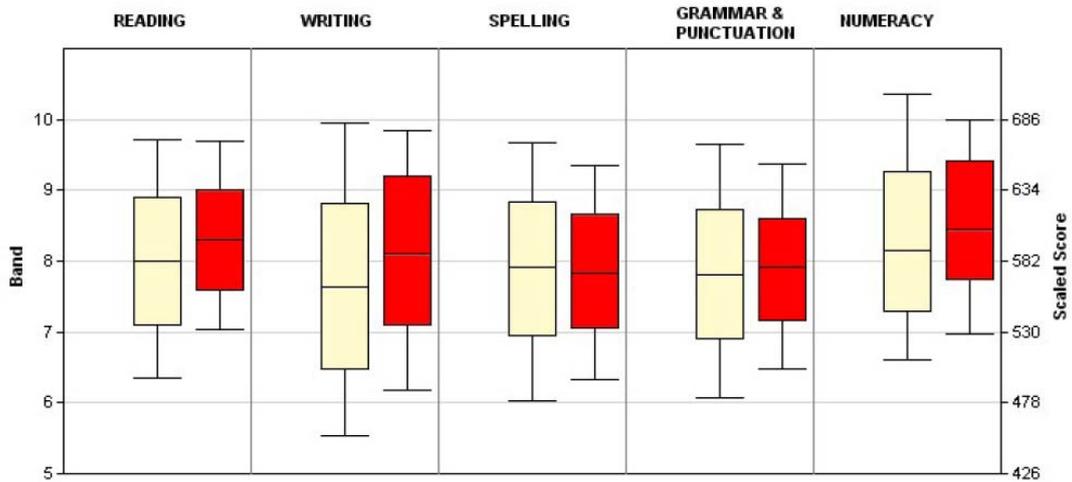


Legend:

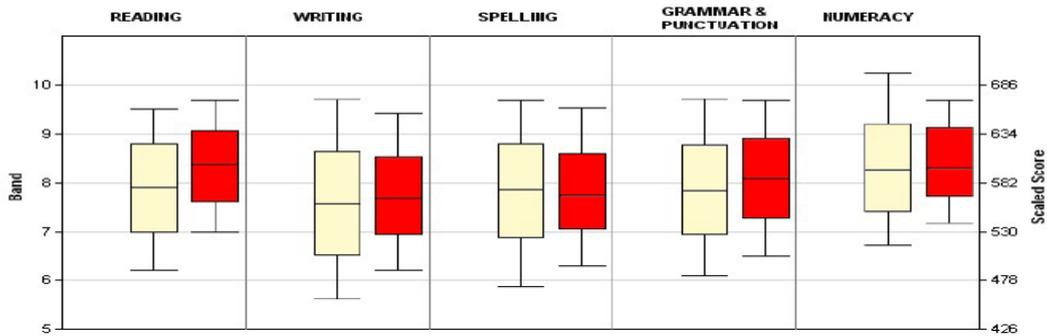


Median NAPLAN Results for Year 9

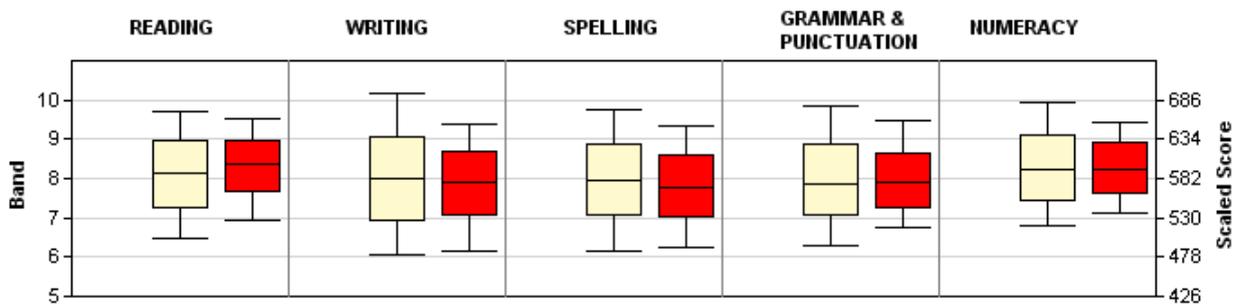
2011



2010



2009



Legend:



A: Absent The National Minimum Standards percentages do not include absent students

THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE
 ADDITIONAL DATA WILL BE PROVIDED WHEN AVAILABLE

Senior Secondary Outcomes

| | 2009 | | 2010 | | 2011 | |
|--|--------------------|-----|---------------------|-------|--------------------|--------|
| Number of Year 12 students | 143 | | 176 | | 175 | |
| % who obtained the VCE | 100% | | 98% | | 100% | |
| Number of VCE studies at the Units 3/4 level taken by students | 36 | | 48 | | 52 | |
| Number of enrolments in at least one VET certificate | 128 | | 275 | | 326 | |
| Number of VET certificates with enrolments | 17 | | 23 | | 25 | |
| % of VET units of competence satisfactorily completed | 85% | | 98% | | 93% | |
| Number and % of study scores of 40 or above | 38 | 5% | 62 | (7%) | 58 | (6.5%) |
| Median study score | 30 | | 30 | | 29 | |
| Number and % of ENTER scores over 90 | 12 | 8% | 13 | (9%) | 10 | (5%) |
| Number and % of ENTER scores from 80-89 | 21 | 15% | 24 | (16%) | | |
| Highest ENTER | 99.05 B. McOwan | | 98.40 B. Brennan | | 97.60 T. McOwan | |
| Average ENTER | 64.30 | | 65.05 | | 62.60 | |
| Number of Year 11 students who completed VCE Units 3/4 studies | 76 | | 86 | | 72 | |
| % who applied for a tertiary place | 81% (116) | | 72% (126) | | 65 (114%) | |
| % these who received a tertiary offer | 85% (99) | | 90% (113) | | 93 (106%) | |



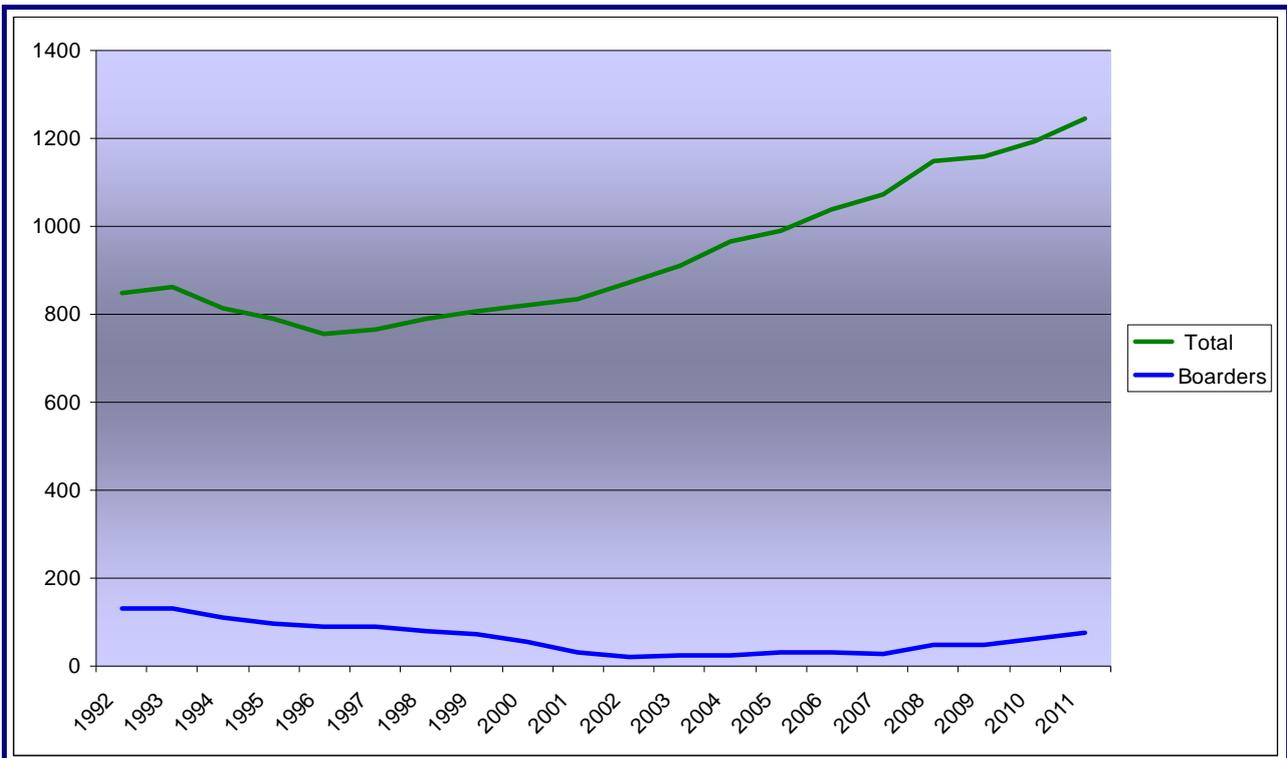
Year 9-Year 12 Student Retention

85.5% of Year 9 students retained to Year 12 Post-school destinations

| | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year 7 | 130 | 154 | 133 | 120 | 122 | 150 | 149 | 160 | 168 | 168 | 180 | 196 | 199 | 199 | 199 | 225 | 200 | 199 | 250 |
| 8 | 121 | 127 | 148 | 128 | 123 | 122 | 148 | 149 | 157 | 168 | 167 | 176 | 191 | 199 | 198 | 198 | 222 | 201 | 195 |
| 9 | 138 | 117 | 126 | 143 | 129 | 125 | 130 | 149 | 144 | 157 | 169 | 164 | 174 | 192 | 202 | 200 | 198 | 224 | 207 |
| 10 | 154 | 146 | 130 | 124 | 155 | 134 | 125 | 139 | 142 | 141 | 157 | 165 | 157 | 174 | 182 | 207 | 205 | 206 | 234 |
| 11 | 157 | 128 | 137 | 128 | 118 | 155 | 122 | 115 | 121 | 126 | 134 | 136 | 150 | 136 | 170 | 160 | 190 | 191 | 188 |
| 12 | 161 | 142 | 117 | 113 | 120 | 105 | 133 | 110 | 102 | 113 | 105 | 129 | 118 | 137 | 122 | 157 | 142 | 173 | 171 |
| Total | 861 | 814 | 791 | 756 | 767 | 791 | 807 | 822 | 834 | 873 | 912 | 966 | 989 | 1037 | 1073 | 1147 | 1157 | 1194 | 1245 |
| Boarders | 132 | 110 | 95 | 90 | 89 | 78 | 71 | 54 | 32 | 22 | 25 | 25 | 30 | 30 | 26 | 48 | 47 | 63 | 75 |



Year 12, 2011



Post-Secondary School Destinations

Published post Year 12 destination information 2011:

| | |
|--|-----|
| Year 12 completers consenting to On Track (Actual Number) | 110 |
| VTAC Data | |
| Tertiary Applications and Offers | |
| Tertiary Applicants consenting to On Track (Actual Number) | 87 |
| University Offers % | 87 |
| TAFE/VET Offers % | 13 |
| Any Tertiary Offer % | 100 |
| On Track Survey Data - April 2011 | |
| In Education and Training | |
| Bachelor degree enrolled % | 49 |
| Deferred % | 17 |
| TAFE/VET enrolled % | 10 |
| Apprentice/Trainee % | 14 |
| Not in Education and Training | |
| Employed % | 9 |
| Looking for Work % | 1 |

Value Added

The College undertook the following activities to bring about overall School Improvement:

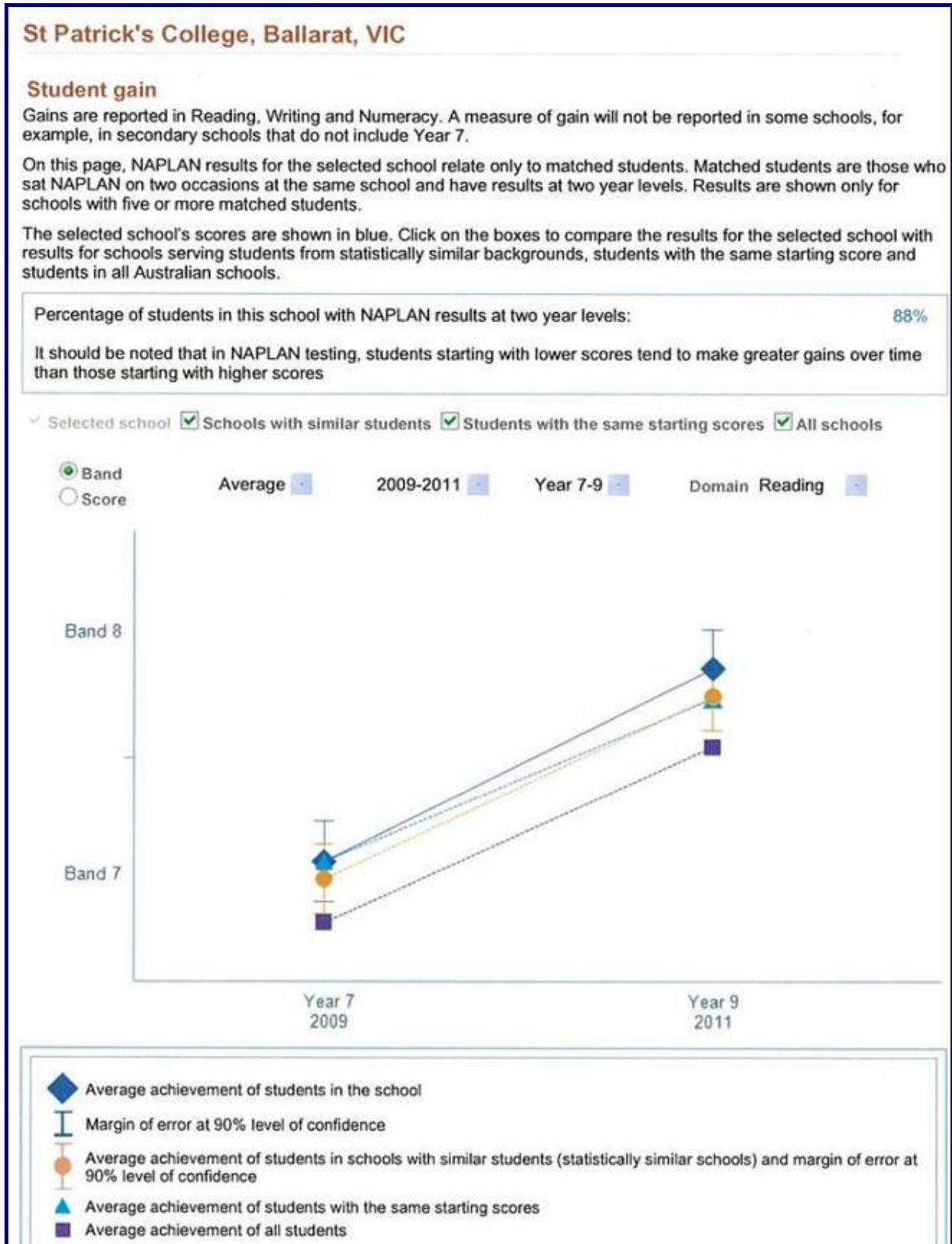
Education in Faith

- Strengthen religious attitudes and values and deepen understanding of what it is to live in a Catholic community.
- Continue supporting staff to achieve accreditation and ensure that accurate records are kept of this accreditation.
- Expand Religious Education opportunities for all staff through staff and other meetings.
- Review the induction of staff in relation to our Catholic identity and rituals.
- Consider ways of evangelising across the college.
- Implement Catholic Schools Youth Ministry Program.

Learning and Teaching

- Implement On-demand testing to monitor and guide boys' learning in literacy and numeracy in Years 7-10.
- Develop and introduce Academic Profile for all year levels.
- Ensure all assessment tasks have rubrics and clearly established marking guidelines and moderation processes.
- Improve quality and timeliness of student feedback.
- Review the effect of contemporary pedagogy on student motivation.
- Conduct student focus groups concerning effective classroom learning practices and individual motivation.

- Of particular note was the value adding recorded in the Year 7 to 9 NAPLAN testing 2009 – 2011.



St Patrick's College, Ballarat, VIC

Student gain

Gains are reported in Reading, Writing and Numeracy. A measure of gain will not be reported in some schools, for example, in secondary schools that do not include Year 7.

On this page, NAPLAN results for the selected school relate only to matched students. Matched students are those who sat NAPLAN on two occasions at the same school and have results at two year levels. Results are shown only for schools with five or more matched students.

The selected school's scores are shown in blue. Click on the boxes to compare the results for the selected school with results for schools serving students from statistically similar backgrounds, students with the same starting score and students in all Australian schools.

Percentage of students in this school with NAPLAN results at two year levels:

87%

It should be noted that in NAPLAN testing, students starting with lower scores tend to make greater gains over time than those starting with higher scores

Selected school Schools with similar students Students with the same starting scores All schools

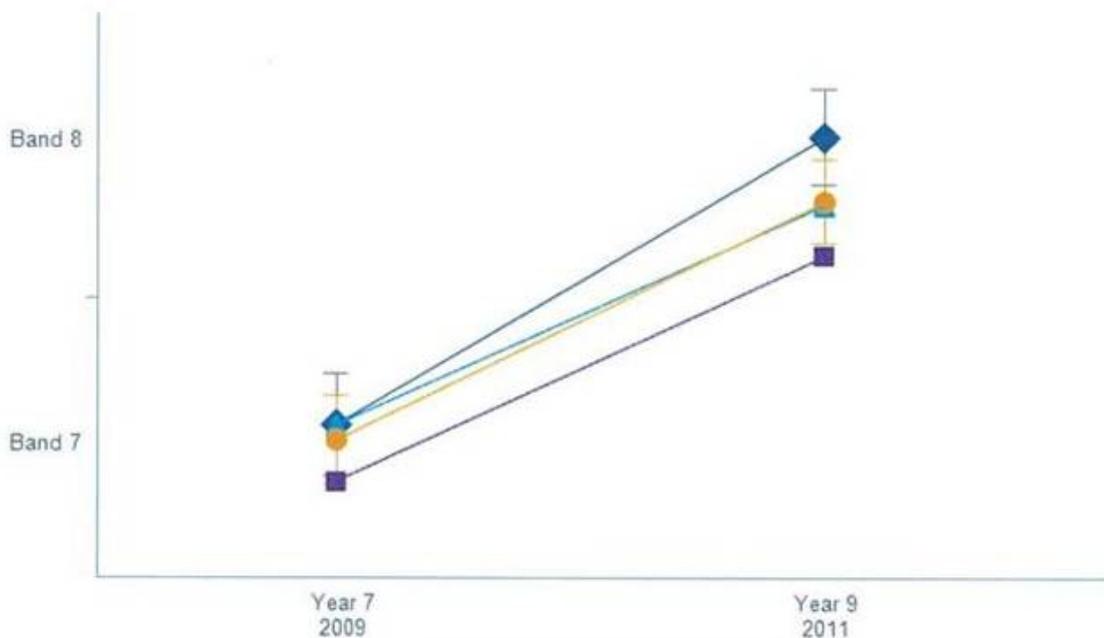
Band
 Score

Average

2009-2011

Year 7-9

Domain Numeracy



Average achievement of students in the school

Margin of error at 90% level of confidence

Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence

Average achievement of students with the same starting scores

Average achievement of all students

Student Wellbeing

- Develop a whole school organisational structure that accommodates boys' developmental stages and educational needs.
- Develop a clear structure for leadership which has a shared vision that empowers all staff.
- Determine role clarity for decision making areas for the school in light of new structures to be adopted for 2012.
- Identify ways of empowering staff to contribute to the clarification of roles and structures.

Leadership and Management

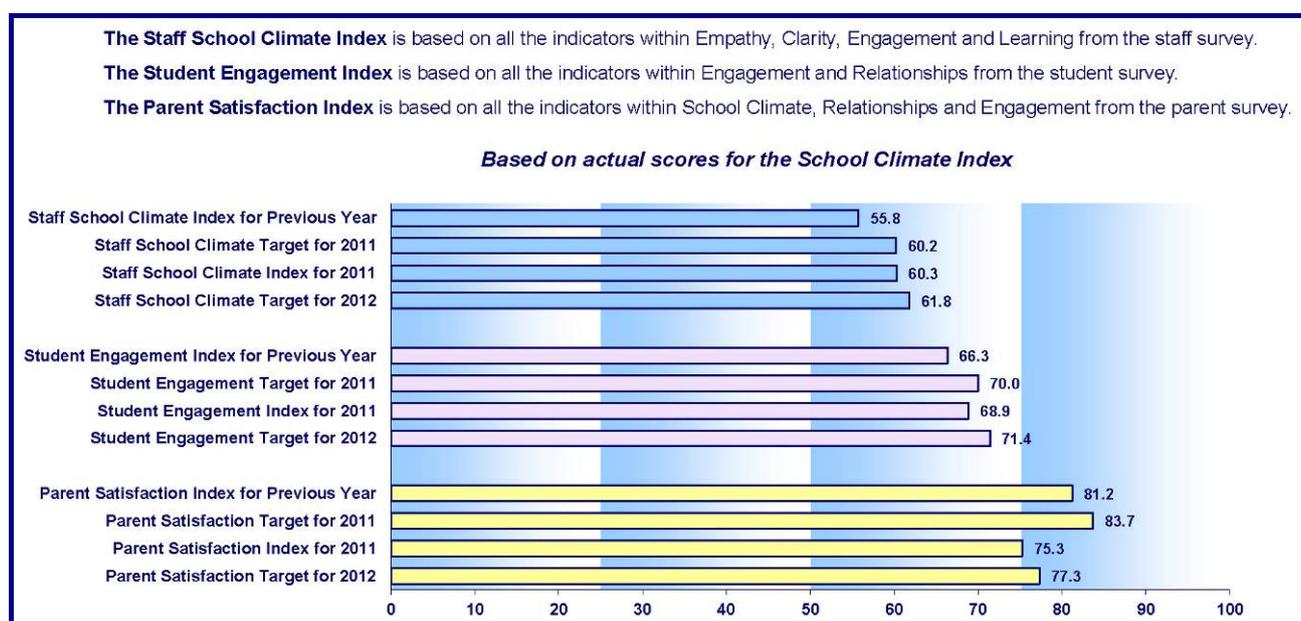
- Develop a whole school organisational structure that accommodates boys' developmental stages and educational needs.
- Develop a clear structure for leadership which has a shared vision that empowers all staff.

School Community

- Continue to build community connectedness as a foundational dimension of all school programs and activities.
- Manage and promote one major social event per annum for members of the College community.
- Promote and manage one focus group per semester to provide a forum for community engagement.
- Ensure staff, students and parents have a better understanding of the cultural backgrounds of all who join the college.
- Develop more effective communication practices with various community groups.

Parent, Teacher and Student Satisfaction

The following activities would strongly suggest there is a high level of satisfaction among staff, parents and students on the operation of the school:



Financial Performance for the year ended 31 December 2011

| Reporting Framework | \$ |
|--|-------------------|
| Recurrent income | |
| School fees | 5,303,922 |
| Other fee income | 324,852 |
| Private income | 1,151,706 |
| State government recurrent grants | 2,650,001 |
| Australian government recurrent grants | 9,169,645 |
| Total recurrent income | 18,600,126 |
| | |
| Recurrent expenditure | |
| Salaries, allowances and related expenses | 11,610,052 |
| Non salary expenses | 7,046,775 |
| Total recurrent expenditure | 18,656,827 |
| | |
| Capital income and expenditure | |
| Government capital grants | 1,760,414 |
| Capital fees and levies | 655,512 |
| Other capital income | 2,953,240 |
| Total capital income | 5,369,166 |
| Total capital expenditure | 5,369,166 |
| | |
| Loans (Includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | 7,499,299 |
| Total closing balance | 9,335,059 |

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

FUTURE DIRECTIONS FOR THE COLLEGE

2012 will see the College continue to implement the 2011-2014 Strategic Plan.

Major activities will include:-

- The further development of the functional domains of the Mission Team;
- The consolidation of work on Teaching and Learning initiatives;
- The confirmation of the new Building Master Plan 2012-2022 to replace the current 2002-2012 Plan;
- The sourcing of funding to support the College's programmes at all levels;
- The clarification of boarding capacity, facilities and delivery as a continuation of the implementation of the 2009 Burke Report into Boarding at the College;
- The continuation of the development of strategic partnerships with key community partners to the mutual benefit of the College and the Ballarat community;
- The continuing search for a balanced integration of faith and life for all in our community.



Peter M Casey
Headmaster



Outdoor classroom provided by 2011 Year 12 Student Council