

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



ST PATRICK'S COLLEGE, BALLARAT



SCHOOL REGISTRATION NUMBER: 0028



Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal's Report.....	5
College Board Report.....	7
Catholic School Culture.....	9
Community Engagement	11
Leadership & Stewardship	13
Learning & Teaching	15
Wellbeing.....	19
Child Safe Standards	23
School Performance Data Summary	24

Contact Details

ADDRESS	1431 Sturt Street, Ballarat, VIC, 3350
PRINCIPAL	Mr John Crowley (Terms 1 and 4)
ACTING CO-PRINCIPALS	Mr Stephen Hill and Mrs Elizabeth Ryan (Terms 2 and 3)
PARISH PRIEST	Fr Justin Driscoll
SCHOOL BOARD CHAIR	Prof Terry Lloyd
TELEPHONE	(03) 5331 1688
EMAIL	principal@stpats.vic.edu.au
WEBSITE	www.stpats.vic.edu.au
E NUMBER	E2001

Minimum Standards Attestation

I, Stephen Hill, attest that St Patrick's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.



June 12, 2020

Our College Vision

A Vision for St Patrick's College, 2019 – 2021

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

Our Mission

As an EREA College, our Touchstones provide a direction for our work in educating young people in the Charism of Edmund Rice. They challenge us to continue to make the Gospel a living reality in our communities. Our Touchstones call us to provide a liberating education, based on a Gospel spirituality, within an inclusive community committed to justice and solidarity.

Our Catholic Faith

- To enrich the commitment of staff to our Catholic community through engagement with the heritage of St Patrick's College.
- To enrich the commitment of families to our Catholic community through engagement with the heritage of St Patrick's College.
- To enrich the commitment of students to our Catholic community through engagement with the heritage of St Patrick's College.



Teaching and Learning

- To engage and challenge staff, students and parents to assume collaborative responsibility for learning through a whole school learning and teaching vision that promotes excellence.
- To identify and evaluate students' learning strengths and challenges to inform teaching and to provide rigorous and meaningful learning.
- To recognise the diverse learning needs and interests of our students, continue to review and develop classroom programs, pathways and certificate offerings.
- To facilitate a program of staff professional development in the contemporary understanding of research-based learning and teaching pedagogy.

College 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. St Patrick's 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. The 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 this 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 which 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 Golden 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: Federation University, 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 2019 school year saw St Patrick's College's enrolment at 1,365, with 72 students living within the College's Boarding Precinct.

Principal's Report – Mr John Crowley



As I write this reflection on 2019, I am mindful of the efforts of Mr Stephen Hill and Mrs Elizabeth Ryan, who took on the role of Acting Principals for much of the year whilst I was on leave. In addition, Mrs Julia Petrov supported both Stephen and Elizabeth in the role of Acting Deputy Principal. I am personally very grateful for their support of me, together with Edmund Rice Education Australia and the College Leadership Team, throughout this time away from St Patrick's College. Accessing a substantial period of leave, followed by three months in the role of Acting Regional Director for EREA, has allowed me to catch my breath and have a rest from what has been a very exhausting four years in the role. Having had this opportunity, I returned to the College in Term 4, feeling refreshed and ready for the next stage of the journey at our wonderful College.

My absence also provided the opportunity to reflect on how much I have enjoyed the role since my appointment in 2015.

There is not a day that goes by without me reflecting on how fortunate I am to be part of such a hope-filled and vibrant Catholic educational community that provides such vast and exciting experiences for the boys in our care.

At the end of 2019 we saw Professor Emeritus Terry Lloyd step down from the position of Board Chair after four years of superb service to the College in this role. Terry took over the role of Board Chair at the most difficult of times for the College and has been an enormous support to me and the wider College Community.

Throughout the year, the College has been very busy developing a new Master Plan which will provide clear direction to our capital works at the College for the coming years. Working with Morton Dunne Architects from Ballarat, Stephen Hill, College Business Manager, Andrew Ballesty and Elizabeth Ryan, have driven the Master Planning process, providing some exciting opportunity for growth into the future.

Several new projects commenced at the College towards the latter part of 2019, including the refurbishment of the Sir Bernard Heinze Theatre. The building has now been returned to its original glory and design and looks magnificent. A black box theatre has been established in the former boarders' shower block in the Purton Building, which is being utilised well by all of our Performing Arts Students. New music offices have been established in the Waterford Wing, along with some refurbishments in the Wilding Wing and Kelty Resource Centre.

Currently, with the decision to introduce a single lunchtime for all 1400 boys in 2020, we are planning for the removal of the roofing structure that extends over the former assembly area. This area will be replaced with a beautifully designed covered area with walkway, which will provide a picturesque seating and gathering space for the boys.

Our student leaders have excelled throughout 2019. Our College Captains have led the student cohort with great vision, strength and wisdom. I am pleased that our newest initiative, the Year 12 Study Centre, has supported all of our Year 12 cohort to achieve some excellent academic results, with our 2019 College Dux, Matthew Duffy, achieving an ATAR of 99.90! As a community, we look forward to this facility continuing to be an important support for all boys as they journey throughout their final year at the College.

Towards the end of the 2019 School year, substantial time was spent with the Leadership Team and with the College Staff identifying key focus areas for 2020.

They are as follows:

1. Continuing to develop within our Leadership Team a shared understanding of, and collective ownership for, the strategic vision and broad role as senior leaders within the College.
2. Develop a clear understanding of role clarity with respect to the various committees and groups that support the work of the Leadership Team.
3. Explore and clarify our student management processes, Behavioural Tracking and Student Commendations, with an emphasis on expectations of Staff, Students and Parents in supporting the learning of each boy.
4. Furthering our understanding and use of contemporary pedagogical practice in boys' education.
5. Seek and better utilise opportunities to engage parents in our strategic vision and their ongoing support for the areas of focus for 2020.



College Board Report – Prof Terry Lloyd

School assemblies are important events on the academic calendar. They offer an opportunity for the school community to celebrate achievements and recognise occasions of significance. Board members are privileged to be invited to join with students and their families, staff, volunteers and supporters on these occasions.

In May this year, the College community attended an assembly during National Reconciliation Week. This is a time for all Australians to learn about our shared histories, cultures and achievements, and to explore ways in which we can contribute to reconciliation in Australia.

Our Indigenous students number more than 60, and these boys designed and conducted the assembly offering powerful messages focused on respect and understanding.

We heard how our emerging leaders viewed the past, our current situation, and their aspirations for the future. The wider community, along with our leaders, would well benefit from hearing the compelling messages our boys conveyed - an example of the richness of the broad educational program offered at the College.



This year the Board and its Committees have continued to provide advice to Headmaster John Crowley and his senior team on a range of issues. We continue to monitor and respond to the revelations of the Royal Commission into Institutional Responses to Child Sexual Abuse and related matters, while maintaining our support for those impacted by these deplorable events.

We remain alert to the ever-increasing demands on our managers and staff who hold key responsibilities for the welfare and development of the boys in our charge.

We have remained vigilant to the formidable organisational compliance requirements which ensure we protect the health, safety and welfare of our students and staff.

Our Strategic Plan has provided a sound context to reference the College's continuing intent to provide a broad range of quality opportunities for all and encourage each boy to strive for personal excellence.

The Board is appreciative of the professional commitment of the Headmaster, his managers and staff. We are indeed fortunate to have such dedicated people at the College.

In addition, the College community continues to benefit from the contribution made by many individual volunteers and groups including the Board and its Committees, the Old Collegians Association and the SPC Foundation.

I particularly wish to acknowledge my fellow Board members who have been so generous with their time, insightful with their advice and judicious in handling complex and sensitive matters.

On a personal note, my term on the Board concludes this year. I wish to express my gratitude for the honour of having this opportunity to give something back to a school that has given me so much. I wish the Board well for the future in adding to the SPC story and tradition.



The 2019 College Board

Back row: Mr Andrew Ballesty, Mrs Jo Stevens, Mr Peter Flynn, Mrs Jane Charles, Mr Peter Wilson, Mrs Elizabeth Ryan, Mr Charles Flynn

Front row: Mrs Jo McKee (Headmaster's Assistant), Mr Stephen Hill, Emeritus Professor Terry Lloyd, Mr John Crowley, Mrs Angela Carey.

Catholic School Culture

Goals & Intended Outcomes

Our Strategic Directions (2019 – 2021) document declares the following goals for Faith, Life and Culture at St Patrick's College:

- To enrich the commitment of staff to our Catholic community through engagement with the heritage of St Patrick's College.
- To enrich the commitment of families to our Catholic community through engagement with the heritage of St Patrick's College.
- To enrich the commitment of students to our Catholic community through engagement with the heritage of St Patrick's College.

Achievements

A clear pattern unites these goals. Each of them recognises an integral person essential for the faith, life and culture of the College: the staff member, the family member, and the student. This is a foundation for a very large number of permutations in the relationships that constitute the life of the College. But that is just the start. The goals require engagement with our heritage, so there are also included the relationships with Old Collegians, past families and staff, Blessed Edmund and the Christian Brothers, the one, holy, catholic and apostolic Church and the Saints through the ages. That is quite a goal.

Each goal also seeks the enrichment of a commitment. A commitment is that unique moment when a person takes responsibility for their life, when they combine their history with their vision and hopes for their future and express the foundations that will be their criteria for a flourishing life. And such a commitment transcends our past, present and future. In all our questions for our intelligence, we are seeking what is real and true, not just what is convenient, for the truth will set us free (*John 8:32*). In all our questions about what action to take, we are seeking what is truly worthwhile, not just what self-satisfying is, for our desire is to the good that leads to eternal life (*Matthew 19:16*). In all our questions about the ultimate meaning of life, we are seeking that which will give us life to the full (*John 10:10*), and we find that answered only in the gift of love (*Matthew 22:36-40*).



This brings us to the clincher for a Catholic school in the Edmund Rice Tradition. All our questions and answers lead us to God. Our quest for the real brings us into the presence of God the Creator.

Our quest for a good life brings us into friendship with Jesus who is the Way, the Truth and the Life (*John 14:6*). Our quest for commitment leads us to the Holy Spirit who floods our heart with Love (*Romans 5:5*). A St Patrick's College education is an invitation into the blessed and eternal life of the Trinity. This is our heritage. This is the commitment that is both our beginning and our end.

All these quests continue to be raised across our Four Domains. I would like to express my personal thanks to the staff and students who have been so active in witnessing God's love to the College. A special mention to Ms Anne-Marie Driscoll for her superb work as the inaugural Mission Facilitator, and Mr Jude Jeandet for this outstanding work as the Faith in Action Trainee.

The Four Domains:

Liturgy: Mr Mtich Leviston, Mrs Helen Lee, Senior Liturgical Choir, Fr Anthony Nagothu, Fr Rupert Bowd and Fr Vincent Long Pham and the priests of the Cathedral Parish.

Student Formation: Mr Nathaniel Winfield and his Religious Education Team.

Staff Formation: Mr Gerard Sullivan, Mr Stephen Hill, Mr Liam Young and Ms Stephanie Parsons.



Faith in Action: Mr Art Nichols, Mr Jude Jeandet and the many staff who volunteered their time.

VALUE ADDED

Whole school Masses each term

Masses and liturgical opportunities in Year Level and homeroom groupings, including on camps. Year Level Coordinators were especially open and supportive in expansion this dimension for students.

Retreats at each year level

Daily prayer in the morning announcements

Staff formation opportunities

Faith in Action activities that included the walkathon, Christmas Toy Drive, Easter Egg Drive, Bread Run, St Albans Tutoring, attendance at St Vincent de Paul conferences, Faith in Action assembly.

Prayer-led responses to tragedy and key current events

Community Engagement

Goals & Intended Outcomes

Two key touchstones of an Edmund Rice education are Liberating Education and Inclusive community. Parents seek a liberating education for their son. This is in the knowledge that their time at St Patrick's College is but a snapshot in their life's journey. So, while academic success is important, parents hope their son will mature into a well-rounded young person who, at some point, is willing and able to share his talents and gifts with the broader community thus making a valuable and active contribution for betterment of all. As a Catholic school in the Edmund Rice tradition we help our young men see and achieve their potential and then use their attributes to help not only themselves but others, especially those who are less fortunate.

Achievements

The return of international boarders in 2019 increased diversity within the student body, bringing with it a greater exposure to the traditions and cultures of other students, building relationships based on respect. The College continues its significant volunteer work in the community including support for tutor refugee programs in Ballarat and West Melbourne, visits to the sick and elderly, work with the Ballarat soup van and food kitchen and the Year 10 Night of Homelessness. 2019 also saw the introduction of the Year 9 Community Service Program which saw every Year 9 student participate in a series of year-long community service and outreach activities.

The SPC Foundation continued its important work in raising awareness of and providing financial assistance for families in the College community where the father is suffering mental illness through the highly successful MENTAL Brekky event. The College was also the sole host of the Walking Off the War Within event which saw thousands of Ballarat people walking together in solidarity to raise awareness of post-traumatic stress disorder.



Each of these community-based programs and initiatives are centred

on building relationships and teaching the students how to respect others and to work for the greater good of the community.

VALUE ADDED

The College also encouraged and facilitated student community involvement through:

- Active involvement with Legacy and the RSL. Our students were again involved in both the ANZAC Day, Remembrance Day and the Prisoners of War memorial services held here in Ballarat.
- Students serving both as wreath bearers, readers and officials. Further, the College Band had the prestigious honour of leading the Anzac Day memorial march in Ballarat.
- Creation of special message sticks by indigenous students as part of the smoking ceremony for new indigenous babies born in the Base Hospital.
- Fund raising over \$25,000 for charitable organisations as part of the College's annual Edmund Rice Day celebrations

PARENT SATISFACTION

The College did not participate in the Insight SRC Survey in 2019.



Leadership & Stewardship

Goals & Intended Outcomes

As outlined in the *2019-2021 Strategic Directions* document, the College maintained its commitment to its Mission of "Raising Fine Boys to the Status of Great Men" throughout 2019. This included:

- A continued expansion and furthering of College's relationship with Edmund Rice Education Australia (EREA)
- Furthering the links between the Touchstones of being an EREA school and the vision and mission of St Patrick's College, making them clear and explicit to all. That is, our Touchstones call us to provide a liberating education, based on a Gospel spirituality, within an inclusive community committed to justice and solidarity.
- Strategic use of the knowledge and expertise of the College's Executive and Leadership teams to identify, develop and initiate programs and offerings which recognise the diverse learning needs and interests of our students.

Achievements

Renewal and updating of the "Great Man" video and class posters associated with the College's Mission of "Raising Fine Boys to the Status of Great Men".

The launch of a dedicated Year 12 Study Centre (which was partly staffed by returning 2018 Year 12 students employed as year 12 Study Tutors).

The very successful initiation the Re-engagement Centre and program to support our most at-risk students as they transitioned back into the classroom.

Successful completion all aspects of the VRQA whole school review process.

Growth and furthering of the leadership capacity of key POL holders through the work of external consultants.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Throughout 2019, staff of the College participated in a range of whole-school, faculty and personal professional development in the key areas directly related to the College's Strategic Directions document. This included:

Faculty specific professional development to support the implementation of the College's 1:1 laptop program, with particular focus on the expansion of this program into Year 7 from 2020

Whole-school formation (focussed on working in a Catholic school in the Edmund Rice tradition)

Whole-staff briefings on the implications and changes to the College's teaching and learning programs associated with the changes to NCCD

A series presentations and workshops related to Child Safe legislation and mandated programs (e.g. anaphylaxis training)

Whole staff presentations on developing the capability of teachers to work with and support student with identified learning needs

Successful piloting of the professional learning provided by the International Boys Schools Coalition (IBSC).

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	108
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,340

TEACHER SATISFACTION

The College did not participate in the Insight SRC Survey in 2019.



Learning & Teaching

Goals & Intended Outcomes

2019 was the first year of implementation of the *2019 – 2021 Strategic Directions*. Consequently, much of the year was focused on the consolidation and establishment of work commenced in previous years whilst at the same time preparing and laying the groundwork for initiatives to be implemented in the coming years.

Teaching and learning at St Patrick's is focused on the development of curriculum that meets the diverse learning needs of our students and which furthers pathways to support our boys' many and varied learning needs and goals.

Achievements

2019 saw noteworthy progress made in the development and enacting of programs and other teaching and learning initiatives in response to this challenge. This was evident:

- In the introduction of VCE Units 3/4 Psychology into the Senior School program. The College now has an established pathway for Years 10, 11 and 12 boys seeking to complete studies in Psychology.
- Through the establishment of the *Pathway to Hospitality* offering in the Senior School program. With the support of Old Collegian and local hospitality consultant, employment advisor and trainer, Mr Leroy Hand, *Pathway to Hospitality* provided interested Senior School boys with the skills and knowledge to gain entry-level employment in the hospitality industry.
- In the construction and opening of the Year 12 Study Centre where, supervised and supported by experienced senior school staff and high achieving student tutors from the 2018 Year 12 cohort, 2019 Year 12 students attended their timetabled study sessions.
- In the outstanding work of the Enhanced Learning Team, led by Enhanced Learning Coordinator, Maria Richards, to implement the many significant aspects of the newly launched Nationally Consistent Collection of Data on school students with disability (NCCD) program. The work of the Enhanced Learning Team ensured that all students with an identified need were identified and that the teachers had all the necessary information to make the appropriate adjustments to their classroom programs and student assessment.
- Our continued exploration and consolidation of relationships with external educational providers to support and extend our programs. In 2019, our strong relationship with the many and varied STEM based programs and professional development offered by Ballarat Tech School saw many boys participate in a variety of STEM learning experiences to the betterment of their learning.



In addition to this, the College continued its ongoing work in furthering and advancing our teaching and learning programs as part of preparation for 2020. This included:

- Preparation for the 2020 introduction of VCE Units 1/2 Environmental Science, VCE Units 1/2 Philosophy, Year 10 Commerce and Year 10 Legal Studies and Politics to meet student interest and demand in these emerging areas of the Senior School program.
- As a consequence of the work done by the ICT Executive, a key recommendation of the College's eLearning Plan, the introduction of laptops for 2020 year 7 students, has been launched.
- Extending our commitment to contemporary, evidence-based best practice in boys' education through our membership of the International Boys' School Coalition (IBSC).
- The refurbishment of the Sir Bernard Heinze Theatre to create a second teaching space to support the College's classroom Music, Instrumental Music and Bands program.
- The refurbishment of Purton 006 to create a contemporary "black box" Theatre and Drama space to support the boys' increasing interest in the performing arts.
- Planning and preparation for the return to a single lunch.

The purpose of each of the above is clear – to further the teaching and learning culture of St Patrick's College in order to maximise the learning outcomes of each boy. Whilst 2019 has seen a number of valuable initiatives activated or developed for implementation in 2020, all at St Patrick's College recognise the need for continuous curriculum review and development if we are to build and enhance what has been achieved to-date and to ensure that our teaching and learning programs are engaging, remain relevant and continue to meet the needs of students and parents into the future.

Study Centre

Over the summer holidays, the former College Dining Room was re-purposed as the site of the OCA Year 12 Study Centre. The Centre provides a quiet and productive space for students during their study sessions. The Centre has defined spaces for different activities, allowing for group work, tutorials, small group instruction and individual work.

Every Year 12 student must attend the Study Centre during their timetabled study sessions and the supervisors were in regular contact with the Year 12 Coordinators to follow up any absences. The tutors and supervisors provided advice and guidance to students about their studies, especially how to make the most of their study time. Throughout the year, many teachers also used the Centre to meet with students from their classes and provide additional support.

In order to assist students' progress in their studies, former St Patrick's College students were employed every day to provide tutoring in the subjects in which they excelled. While some tutors had greater demands on their time than others, each provided important assistance at different times of the year. They were also an informal source of advice about further study and how to best manage the stress and competing demands of Year 12.

The Year 12 students certainly appreciated having a space that was dedicated to them and their studies. While there was occasional disruption, most teachers who visited the Centre noted the gentle hum of productive work.

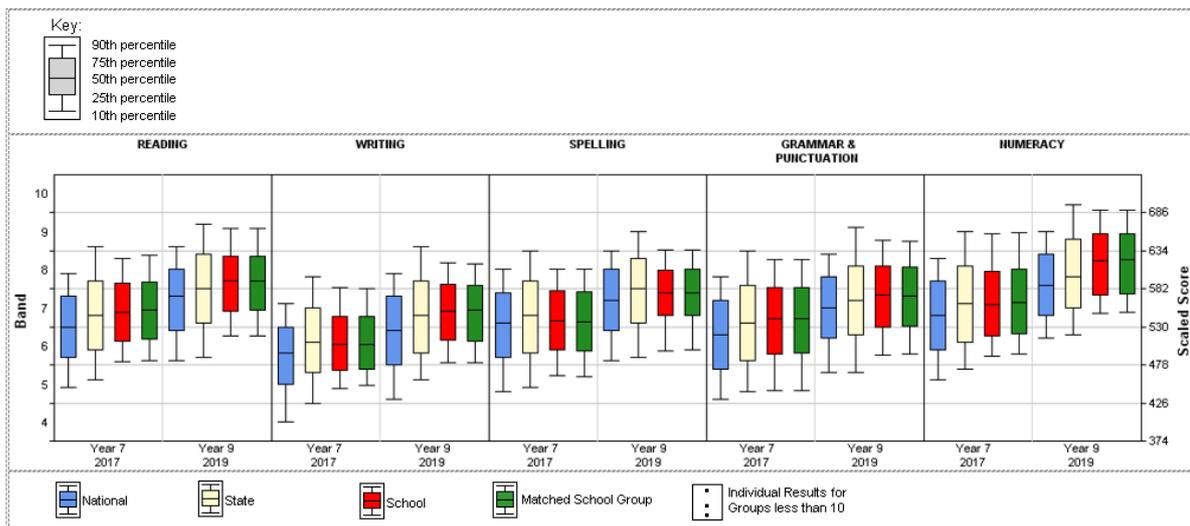
There were important lessons to learn in this inaugural year, such as how to best deploy our tutors, and these lessons will direct the Centre's improvement in 2020. The staff and students would like to acknowledge the generosity of the OCA in supporting the establishment of the Study Centre.



STUDENT LEARNING OUTCOMES

The following graph and data table highlight the NAPLAN results of the 2019 Year 9 boys in the key areas of reading, writing, spelling, grammar and punctuation and numeracy. It includes a comparison to other matched boys in National, State and schools for the years 2017-2019.

St Patrick's College
School Comparison Report
 National Assessment Program - Literacy and Numeracy Tests 2019
 Year 7 2017 to Year 9 2019
 Gender: Boys, LBOTE: All, ATSI: All
 Date: 17/06/2020 Time: 11:56:41 AM



THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.

	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2017	2019	Diff	2017	2019	Diff	2017	2019	Diff	2017	2019	Diff	2017	2019	Diff
National Mean	538	574	36	497	532	35	541	574	33	529	564	35	556	597	41
State Mean	546	580	34	509	542	33	542	577	35	536	567	31	565	605	40
School Mean	551	590	39	507	548	41	535	573	38	538	572	34	566	618	52
No. of Students (School)	241	236	-5	241	238	-3	241	238	-3	241	238	-3	241	236	-5
Matched School Mean #	553	590	37	507	548	41	534	573	39	539	572	33	568	619	51
No. of students Matched		220			221			221			221			220	
% Matched		93%			93%			93%			93%			93%	

N/A = no results available

The Matched School Group is the group of students who have sat both tests at your school.

THIS TABLE DISPLAYS SCALED SCORES

Online tutorial assistance for reports can be accessed at <http://usingassessmentdata.vcaa.vic.edu.au/naplan/index.aspx>

This data indicates that students who commenced at St Patrick's as Year 7 boys in 2017 performed above State and National means for boys in reading, writing, grammar and punctuation and numeracy as Year 9 students. The spelling outcome is just below the National and State means for Year 9 boys. The boys' gain (or difference) between 2017 and 2019 is above the State means for boys in the areas of writing, grammar and punctuation and numeracy and the same for reading highlighting the progress that has been made in these areas since the boys commenced at the College in 2017.

St Patrick's has achieved much in recent years to actively meet and further the literacy and numeracy needs and outcomes of the boys. The expanded use of data to inform the English and Mathematics blocking model used to deliver the Junior and Middle Schools English and Mathematics has done much to support and further the diverse literacy and numeracy needs of the boys of St Patrick's College, enhancing their learning outcomes in these two critical areas of learning.



Wellbeing

Goals & Intended Outcomes

2019 has been an exciting year in the Wellbeing space at St Patrick's College with all areas establishing sound foundations to ensure that the goals articulated in the 2019-2021 Strategic Directions were met in a timely manner.

Achievements

2019 saw 64 Indigenous students from all over Australia enrolled across our College. This is the largest number in the history of the College and is a testament to the hard work, care and compassion freely shared by all who work in this space. Mr Michael Silcock, our Director of Boarding, came across to support and work with Fiona Cummins (who coordinates the administrative arm of our Indigenous program) and Mr Daniel Briggs, our Indigenous Support and Mentor Officer. This team, in conjunction with the Enhanced Learning Team, the English as an Additional Language Team and the Boarding staff have truly united to provide all boys with both an enriching and holistic educational experience. I would like to take this opportunity to acknowledge the incredible work done by Miss Sarah Slater in this space which saw a record number of our Indigenous students complete their VCE in 2019.



College staff again visited remote communities in the Northern Territory and Tiwi Islands, home to many of our boys. The relationships fostered and new bonds formed are establishing authentic partnerships with the primary educators of our boys. The opportunity created through the diligent work done by Ms Cummins for parents from remote communities to visit the College further enhances the bonds of the partnership.

The successful launch of the Re-Engagement Centre enabled the provision of significant one-on-one support to the 30 boys who accessed the centre throughout the course of the year. Whilst the reason for each student's disengagement with the education system varied, the one constant in the lives of these boys was the support, care and attention shown to them by Mr Howard Clark, Mrs Kerry Grant and the counselling team made up of Mrs Rebecca Petrie, Mr Eric Hayes and Mr Jehan Katrak. The individualised programs saw many boys reengage with mainstream classes across a number of faculty areas and ensured that two boys who would have otherwise dropped out, completed their VCE.

Speech pathologist Mrs Fiona McKenny continued her great work in the wellbeing space. Her skills, knowledge and expertise has been invaluable to boys with special needs and has led to significant improvements in the outcomes of many. Further, the College's ability to undertake timely assessments of student needs in this space has ensured that they gain access to the support and programmes needed in a timely manner.

2019 saw an unprecedented growth in the number of students wishing to access counselling services at the College. While some of the growth can be attributed to governance requirements that mandatory counselling be made available to certain categories of students, students at risk etc many contacts were from students struggling with the vicissitudes of life. This increased demand to access the support and services of our counselling team will see an addition to the team in 2020. I would like to acknowledge and thank the counselling team for all they do outside the traditional scope of their role to ensure that students with special needs are afforded access to all opportunities provided by the College. Their commitment and willingness to go the extra mile for our boys was evident by their attendance at the many extracurricular events (camps, retreats, sporting events, excursions etc) which can prove challenging to some of our boys. Their calming presence made possible experiences, which up until then, may have been viewed as far too challenging for some.



The College's Pastoral Care Program was refined by Brad Murray in 2019 to ensure that the big-ticket items: resilience, cyber safety, child safety and bullying continue to be addressed in a manner appropriate to age and stage. My thanks go out to all staff who take on the important role of being a Pastoral Care teacher. They are the constant in a student's life at St Patrick's College and their role and influence on a student's wellbeing can never be underestimated.

Year Level Coordinators (YLC) continue to be the unsung heroes at the College. They work tirelessly with students, parents and staff to support our boys, promote diversity and offer a varied and broad range of opportunities to our boys. The role of YLC is integral if diverse experiences are to be offered. In conjunction with staff their passion, commitment and extra time given, way above "the award" continues to make it possible for the College to offer the vast array of activities from performing arts, social justice, excursions, after school sports, homework clubs, international tours to community engagement. I recognise and give thanks for the contributions made by the staff and in particular I would like to thank each of the YLCs for their support of the boys and their families throughout the year.

Year Level Coordinators

Year 7:	Mrs Jacinta Burge and Mrs Margie Dodd
Year 8:	Mr Leigh McKee, Mr Steven Biggin and Mr Chris Gleeson
Year 9:	Mr Shane Hayes and Mr Samuel Cue
Year 10:	Mr Matthew Taylor, Mr Joseph Carmody and Ms Katherine Clegg
Year 11:	Mr John Sullivan and Mr Jeremy Daniel
Year 12:	Mr Andrew Chamings and Mr Shane Murphy

This year saw the changing of the guard with Mr Joseph Carmody, Mr Jeremy Daniel, Mr Chris Gleeson and Mr Steven Biggin relinquishing their role of YLC. I wish them well in their new positions and thank them for their service and dedication as YLCs.

An Edmund Rice education is about the provision of opportunities for young people to grow and develop in a caring and nurturing environment. This is the focus of all who work and foster wellbeing at St Patrick's College. It is our hope that students at St Patrick's College reach their potential, find success in the many and varied activities offered, become men of service and recognise how they can make a difference in the world.

Counselling

The counselling team moved from Kennedy House into ERC this year, bringing the Student Services Team together in a central location. This move created great opportunity for collaboration and a significant increase in referrals to counselling services. This space has been much more accessible for boys seeking support. Men's mental health is at the forefront of our work and we are proud to acknowledge that awareness is better than ever and stigma surrounding help-seeking has been reduced. This year we have also found that parents, students and staff are being more productive in the recognition of and discussion about mental health. The increase in demand for our services means that we have employed an additional counsellor for next year. We would like to welcome Michelle Norton to our team for 2020.

Re-Engagement Centre

2019 has been a time of innovation for the Wellbeing Team. We identified a need for intensive intervention with boys who were becoming disengaged. Out of that need, the Re-Engagement Centre trial began. We took the time to work with approximately 30 students throughout the year to re-engage them in their schooling. Over this time, we learnt that boys could become disengaged from mainstream classes for a variety of reasons, and this may look different for each student. It could take the form of absenteeism, school refusal, or problematic behaviours. In the Centre we worked in small-group and 1:1 situations to develop positive academic and social/emotional skills to increase resilience and self-regulation. The program has been successful and will continue into the 2020 school year, following some refinement.

STUDENT SATISFACTION

The College did not participate in the Insight SRC survey in 2019.

STUDENT ATTENDANCE

Student attendance is monitored very closely at St Patrick's College. Each morning during pastoral care, teachers are required to mark the attendance register. Parents receive an automatically generated SMS message alerting them to their son's absence at 10am each morning if their son is absent from pastoral care and parents have not telephoned in to explain

why. The College thus has a record of each student's overall daily attendance. Non-attendance can be broken down into school approved absences (excursions etc) and parents approved absences and unexplained absences.

Further, at the beginning of each session the attendance register is also marked by the class teacher. Thus, providing the College with a record of class attendance percentages. Inconsistencies are drawn to the attention of the Year Level Coordinators who will follow them up with both the student and the student's parents. Should a student's overall attendance fall below 70 percent the College will intervene with follow-up from a College Counsellor and the Director of School. The College also works closely with Navigator to support any student whose overall attendance and engagement at school becomes an issue.



Child Safe Standards

Goals and Intended Outcomes

In 2019, the College continued with its response to Ministerial Order 870. This involved the continued professional development of staff in the revised EREA Code of Conduct incorporating the Child Safe Code of Conduct, the PROTECT resources and Reportable Conduct.

The College also continued with its work in implementing the Keeping Safe curriculum and regularly updating the community via the Crest newsletter.

Achievements

In 2019, the College continued its process to implement the CompliSpace regulatory system, including the Child Protection module, and continued to revise and use recruitment processes which explicitly refer to child protection obligations at the application, interview, appointment and induction stages.

The College hosted Moores Legal who provided a whole staff professional development session in relation to child safety in an online environment.

Over 2019, the College continued, as relevant, its processes for responding to potential adverse findings of the Royal Commission in relation to person(s) historically associated with the College in identified circumstances.

In 2019, the College passed its CRICOS Registration Audit, including specific child safety requirements for overseas students.



In 2019, the College was involved in an EREA WWCC Audit and refined its processes to better meet the regulatory and practical requirements.

In 2019, the College continued the empowerment of students in child safe matters, including meeting with the Student Council, drafting a Child Safety Policy (student version) and ensuring that visual reminders were displayed for students to seek support.

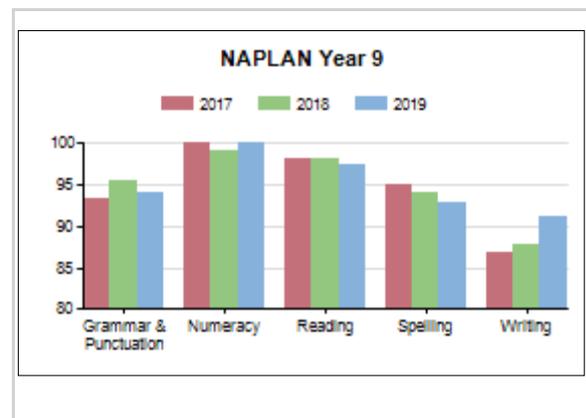
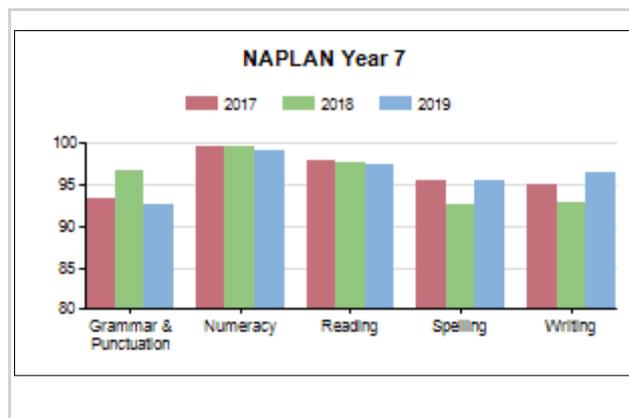
In 2019, the College formalised its processes around its Child Safe Committee, including preparing a Terms of Reference document.

In November 2019, the College passed its VRQA Registration Audit, including the specific Child Safe Assessment.

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017-2018 Changes %	2019 %	2018 – 2019 Changes %
YR 07 Grammar & Punctuation	93.4	96.7	3.3	92.7	-4.0
YR 07 Numeracy	99.6	99.5	-0.1	99.1	-0.4
YR 07 Reading	97.9	97.7	-0.2	97.3	-0.4
YR 07 Spelling	95.4	92.5	-2.9	95.5	3.0
YR 07 Writing	95.0	92.9	-2.1	96.4	3.5
YR 09 Grammar & Punctuation	93.3	95.5	2.2	94.1	-1.4
YR 09 Numeracy	100.0	99.1	-0.9	100.0	0.9
YR 09 Reading	98.2	98.2	0.0	97.5	-0.7
YR 09 Spelling	95.1	94.1	-1.0	92.9	-1.2
YR 09 Writing	86.9	87.9	1.0	91.2	3.3



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	620.8
Year 9 Reading	591.4
Year 9 Spelling	572.8
Year 9 Writing	547.4

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	98%
VCAL Completion Rate	86%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	36.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	19.0%
Deferred	19.0%
Employment	14.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

YEAR 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	76.8%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.1
Y08	90.5
Y09	90.7
Y10	89.2
Overall average attendance	90.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.2%

ALL STAFF RETENTION RATE	
Staff Retention Rate	87.6%

TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	16.7%
Graduate	38.9%
Graduate Certificate	8.3%
Bachelor Degree	81.5%
Advanced Diploma	16.7%
No Qualifications Listed	6.5%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	122
Teaching Staff (FTE)	116.4
Non-Teaching Staff (Headcount)	89
Non-Teaching Staff (FTE)	80.9
Indigenous Teaching Staff (Headcount)	1

2019 College Staff



Back row (L-R): John Sullivan, Angus Armstrong, Joe Carmody, David Carpenter, Peter Ryan, Daniel Sutton, Matthew Taylor, Nicholas Joosten, Luke Corden, Gavin Webb, Eric Hayes, Liam Young, Andrew Agardy, Daniel Lombard, Brett Earl, Matthew Miller, Shane Hayes, Ryan Bullock, Michael Weadon, Mark O'Loughlan, Peter Brady, John Resuggan, Stuart Lethbridge.

Seventh row: Daniel Willey, Jeremy Daniel, Michael Goss, Anthony Meehan, Liam Davie, Ruan Pretorius, Tamara Westwood, Jarrett Giampaolo, Shane Murphy, Nathan Geaghan, Peter Shawcroft, Mark Emerson, Stephanie Parsons, Ebony Corden, Chris Gleeson, Joseph Magee, Bridie Laffey, Oliver Williamson, Craig Roberts, Peter Joyce, Nathan Morcombe, Jared Lynn.

Sixth row: Timothy Snibson, Barry Schuurs, Casey Coghlan, Courtney Simpson, Emmanuel Desfosses, Stuart Harridge, Ainslie Silcock, Ann-Maree Hannon, Glenda Morris, Kathryn Mundy, Kate Brusamarello, Samuel Cue, Glenn Fisher, Mitchell Leviston, Andrea Hadley, Brian Hayes, Pietro Angeli, Ashleigh Giampaolo, Thomas Clark, Jude Jeandet, Ian Fernee, Michelle Norton, Bradley Murray, Steven Biggin, Nathaniel Winfield.

Fifth row: Claire O'Brien, Jo McKee, Jacinta Reidy, Robyn Cocomazzo, Lyn Maniz, Janelle Spierings, Monica Green, Lisa Henderson, John Davey, Sarah Slater, Jehan Katrak, Brianah Walsh, Amanda Rossato, Joanne Dickson, Kristine Smardon, Peter Hutchins, Belinda Lees, Maria Richards, Katherine Clegg, Fiona Wilson, Louise Macquire, Melissa Binnie, Jo Crick, Shandelle Gertz, Monique Allen, Jennifer McDonald.

Fourth row: Jarrod Ryan, Andrew Chamings, Karla Strambini, Kerry Grant, Daniel Briggs, Catriona Banks, Sarah Kochskamper, Jo-anne Dyer, Leigh McKee, Russell Roberts, Ryan White, Katrina Bird, Art Nichols, Mark Holland, Melissa Delaland, Rachael Leighton, Nadeera Jayasinghe, Rachel Ryan, Clare Kavanagh, Patricia Staley, Sarah Sharp, Maureen Ralton, Fiona Cummins, Trudi Hooper.

Third row: Margaret McIntyre, Kerrie Leach, Sharyn Kennedy, Angela van Berkel, Sandra Clark, Antony Beggs, Anne-Marie Driscoll, Maree Stevenson-Chamings, Jacki Twaits, Garry Fitzsimons, Kerryn Parkinson, Shannon Willey, Kylie O'Brien, Karen Spezza, Catherine Walshe, Macky Steyn, Mifanwy Wright, Bettina Pritchard, Fiona Purcell, Helen Lee, Roger Knight, Rebecca Petrie, Gail Severino, Jenny Willis, David McCarthy.

Second row: Jacinta Burge, Claire Mill, Gerry Willis, Eamonn Nolan, Veronica Sizeland, Tina Benoit, Annette Clark, Michelle Roberts.

Front row: Maya Watters, Laura Fazzalari, Claudio Procaccino, Margaret Dodd, Janine Clements, Glenis Kydd, Carol Horsman, Tom Ferguson, Lisa Oldham, Leonie Darken, Michael Silcock, Andrew Ballesty, Elizabeth Ryan, John Crowley, Stephen Hill, John Richards, Michael Busscher, Damian Kinnerly, Julia Petrov, Paul Nolan, Hamish McCrum, Geoff Brodie, Howard Clark, Lorrie Liston, Rachel Bryant, Narelle Dixon, Rosalie Rajki.

Positions of Leadership 2019

Headmaster:	Mr J. Crowley
Headmaster's Executive Assistant:	Mrs J. McKee
Deputy Headmaster – Teaching & Learning:	Mr S. Hill
Deputy Headmaster – Wellbeing:	Ms E. Ryan

Directors

Administration:	Mr T. Ferguson
Boarding:	Mr M. Silcock
Community Development:	Mr P. Nolan
Human Resources:	Ms L. Oldham
Information and Communication Technology:	Mr Stuart Lethbridge
Junior School:	Mr J. Richards/Mr G. Webb
Kelty Resource Centre:	Mrs L. Darken
Middle School:	Mr M. Busscher/Mr M. Taylor
Mission:	Mr G. Brodie
Risk and Compliance:	Mrs J. Dyer
Pathways and Applied Learning & VET:	Mr D. Kinnersly
Senior School:	Mr H. McCrum
Studies:	Mrs J. Petrov

Departmental Heads

Sport:	Mr G. Webb/Ms T. Benoit
Co-curricular Performance:	Mr J. Ryan

Year Coordinators

Year 7:	Mrs M. Dodd & Mrs J. Burge
Year 8:	Mr L. McKee & Mr S. Biggin/Mr C. Gleeson
Year 9:	Mr S. Cue & Mr S. Hayes
Year 10:	Mr J. Carmody & Mr M. Taylor/Ms K. Clegg
Year 11:	Mr J. Sullivan & Mr J. Daniel
Year 12:	Mr S. Murphy & Mr A. Chamings

Faculty Heads

Religious Education:	Mr N. Winfield
Computing:	Mr I. Fernee
English:	Mr J. Magee
Health & Physical Education:	Mr J. Giampaolo
Humanities:	Mr M. Miller
Languages:	Mrs M. McIntyre
Mathematics:	Mr L. Corden

Music:	Ms F. Wilson
Science:	Ms S. Parsons
Technology:	Mr P. Ryan
The Arts:	Mr J. Lynn

Positions of Leadership/Responsibility

1:1 E-Learning Coordinator:	Mr I. Fernee
Applied Learning Coordinator:	Ms L. Maniz
Daily Organiser:	Mr D. Sutton
Enhanced Learning Coordinator:	Mrs M. Richards/Ms M. Delaland
Domain Leader – Faith in Action:	Mr A. Nichols
Domain Leader – Liturgy:	Mr M. Leviston
Domain Leader – Facilitator:	Ms A. Driscoll
Domain Leader – Staff Formation:	Mr G. Sullivan
Literacy Coordinator:	Ms S. Slater
Pastoral Care Co-ordinator:	Mr Brad Murray
Sustainability Coordinator:	Mr M. Weadon
Transition and Careers:	Mr A. Meehan
VCE Co-ordinator:	Mr M. O'Loughlan
Year 12 Study Centre Coordinator:	Mr S. Harridge & Mr B. Hayes

Pastoral Care Groups

Senior School

Year 12

12A	Mr L. Young
12B	Mrs N. Dixon
12C	Mr J. Magee
12D	Miss S. Slater
12E	Mrs J. Petrov/Mr C. Gleeson
12F	Mr P. Ryan
12G	Miss S. Sharp
12H	Mr A. Schuurs

Year 10

10A	Mr J. Lynn
10B	Mr D. Willey
10C	Mr M. Emerson
10D	Ms C. Simpson
10E	Mrs C. Coghlan
10F	Mr J. Davey
10G	Mrs C. Kavanagh

Year 11

11A	Ms B. Lees
11B	Mr M. Goss
11C	Mr P. Joyce
11D	Mr A. Beggs
11E	Mr N. Geaghan
11F	Mrs M. McIntyre
11G	Mr P. Hutchins
11H	Mr E. Nolan
11I	Mrs S. Kochskamper/Mrs J. Delaney
11J	Mr J. Giampaolo

Middle School – Year 9

9A	Ms L. Macquire
9B	Mr S. Biggin/Mrs N. Jayasinghe
9C	Ms B. Laffey
9D	Mr E. Desfosses
9E	Mr M. Weadon
9F	Mr L. Davie
9G	Mrs K. Smardon/Mr K. Baxter

10H Mr N. Joosten
 10I Mr R. Knight
 10J Mr L. Corden

9H Mr A. Agardy
 9I Ms J. Spierings
 9J Mrs A. Hadley

Junior School
Year 8

8A Mr D. Carpenter
 8B Ms G. Morris
 8C Mr C. Procaccino
 8D Ms R. Rajki
 8E Mrs M. Griffin
 8F Mr. G Willis
 8G Ms M. Delaland/Ms G. Jarvis
 8H Mr J. Ryan
 8I Mr M. Holland

Year 7

7A Miss M. Allen
 7B Ms J. Reidy
 7C Miss K. Brusamarello
 7D Ms B. Walsh
 7E Ms K. Parkinson
 7F Mrs J. Willis
 7G Mrs Katrina Bird
 7H Ms F. Wilson
 7I Mr B. Earl