



# St Patrick's College Ballarat

2021

## Annual Report to the School Community



Registered School Number: 28

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## Minimum Standards Attestation

I, Steven O'Connor, 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*; and
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School,

except those aspects of the governance minimum standard and of the Ministerial Order 870 which are the responsibility of the governing body of St Patrick's College, in respect of which the Board of the Trustees of Edmund Rice Education Australia is undertaking work to ensure compliance.

30/03/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

Dear St Patrick's College Community,

I am pleased to be able to make a small contribution to your Annual for 2021.

There is so much to celebrate at your school, and indeed in every one of our schools across the nation. I have had the privilege to visit many of our schools in the last year, and to speak with the young people who inhabit them. They never fail to impress me; in who they are, in how they describe their learning, and in their love of their school. Our students are also acutely aware that they belong to a Catholic School in the Edmund Rice tradition - a community within a larger community that stretches across many countries of the globe and unites us in common purpose to be called to action by the message and person of Jesus, to make this world a better place.

As this year commenced, I would have hoped not to have had to refer to COVID-19, because it would have been relegated to our recent history. Alas, we are all still grappling with outbreaks of the virus and living and learning through constant and in some places, extended lockdowns. I appreciate that this has taken its toll on so many in our school communities, and has affected how we live, relate, and engage in schooling. I offer my congratulations to our students and young people who have been so ready to adapt, to remain engaged and who are determined to get the most out of school despite the many challenges. I also offer enormous gratitude and thanks to our staff. I have always known that those who choose to work in school education work hard, but the last two years have evidenced for me time and again, the true selflessness and vocation that belongs to this work. Our teachers and support staff have put students first and have been acutely attuned to their learning and well-being needs.

In education, we often speak about the primary role of parents and carers as the first educators of their children. When a student enters an Edmund Rice school, it is not only the child who is welcomed into the community, but indeed the whole family. Our partnership with parents and carers is so important to us, and the support and interest that families demonstrate in their local community never ceases to impress upon me the value that we all share in belonging: to a group that is bigger than ourselves, to an expression of a faith community, and to a shared belief in the power of an education to liberate. I offer my thanks to our parents and carers for the contributions that you each make in making your school community a vibrant place.

For those young women and men who are taking their leave from school this year, I offer you every blessing and best wishes as you navigate the post-school world. Please know that you will remain in the thoughts and prayers of the wider Edmund Rice community. Whatever it is you take with you from your experience of education in your school, my sincere hope is that you will have an appreciation of and be moved to action to use your gifts and skills to make change in the world. May the inspiration of Blessed Edmund Rice, and the living out of the Gospel move you to look out for those who are marginalised in our world, give of your time as well as your resources, and in turn, motivate others in your world to do the same.

There is much that is happening in our world right now, that can cause us to become glum, if not distressed. Yet, as a faith-filled Catholic community, we remain hope-filled. May the birth of the Christ-child bring joy, peace and happiness.

Dr Craig Wattam

Executive Director

Trustees of Edmund Rice Education Australia

## Our College Vision & Mission

### 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 2021 school year saw St Patrick's College enrolment at 1313, with 75 students living within the College's Boarding Precinct.

## Principal's Report

2021 was a memorable year for many reasons. None of us anticipated the number of COVID-19 interruptions and challenges. Following the experiences of 2020, most thought that we had got through the pandemic and that 2021 would be a more normal and predictable year. This was not to be the case with numerous lockdowns declared and schools, including St Patrick's, expected to 'pivot' into remote learning mode overnight!

I am very proud of how students and staff navigated their way through 2021! We will be left to pick up the pieces of the pandemic for many years to come; the impact on student learning and wellbeing has been significant, as well as the impact of the pandemic on the staff of any school. I do wish to record my sincere thanks to the staff at St Patrick's for their tremendous work during such a challenging year. Their focus on what is best for students was inspirational.

I have said a number of times throughout the year that St Patrick's is an incredibly well-resourced school in terms of its physical resources - our classrooms, specialist facilities and our ovals and grounds. I have worked in many schools and the resources at St Pat's are amongst some of the best I have seen. Of course, one of the most important resources of a school is its staff. And in this sense, St Pat's is again very well positioned and blessed with a great staff!

Any school, however, exists for its students and, as Principal of the College, my first thought when dealing with any issue is 'What will be the best thing for the boys? What is the best outcome for them in relation to their education and to their time at St Patrick's?' It was evident that this was the focus of staff during 2021 as they worked to manage several periods of remote learning and then shifting back to onsite learning.

I wish to thank parents and carers for their understanding and support of the College as we navigated our way through 2021. The partnership between home and school is vital and I am grateful for the support shown by parents during the course of a disrupted and challenging year.

Whilst so many events and activities were cancelled or postponed during the year, we did manage to conduct a Valedictory Celebration for the class of 2021 (and also a similar celebration for the class of 2020)! I am conscious that the Year 12 classes this year have had a really challenging time during the course of the last two years. An extended lockdown and period of remote learning during Year 11 in 2020 and several lockdowns during 2021. The impact of this led to you missing out on a number of Year 12 events and milestones and caused many to almost run out of puff along the way. But I have to say that I am very proud of them, particularly with the determination, focus and good humour that many of them showed along the way, especially in Term 4 when we were able to have everyone back on site! Parents are naturally aspirational for their children - they want the very best for them. As Principal of St Pat's, I too have similar hopes and dreams. Of course, I want the students to be successful in their studies, careers, in their relationships, sport, and in their cultural interests but more than all of these, I absolutely want the students to be good people who live their lives with a wisdom which comes from a moral compass borne of the Gospel values, with kindness, respect, gratitude, an appreciation of community, courage and compassion.

In this same vein, I commend all students on their courage, commitment, determination, enthusiasm and their humour during 2021. The best schools are dependent upon their communities and the sense of connection to this community. This is in my mind, one of the great strengths of St Patrick's College. I look forward to working with the St Pat's community in 2022 and the years ahead!

Steven O'Connor, **Principal**

## School Advisory Council Report

It is my distinct pleasure and honour to report on behalf of the Council for 2021. The role of the Council is enshrined in the EREA "Design" charter for School Advisory Councils. Our responsibility is to work collaboratively with the Principal in providing advice, support and endorsement in the performance of his duties.

This year saw the induction of a number of new members to the Council: Wendy Graham, Jon Kanoa, Jarrod King, Colin Marshall, Angela Morrison and Jane Valpied. The existing members, Ange Carey, Charlie Flynn, Peter Flynn, Jo Stevens and I, were delighted to have them join us and reinvigorate the Council.

2021 was a significant year, being the first year of Steven O'Connor's leadership as Principal. The expectation that we felt around his appointment was more than met as he led the school through 2021. His enthusiasm for the College was very evident. The innovative way in which he has set about resetting goals particularly in improving academic outcome for students has been inspiring. Whilst those important changes have been led by him, he has remained entirely respectful of the long and proud history of the College and of its unique identity and culture.

We had hoped that with 2020 behind us, 2021 would be a much better year for the College community. Regrettably in many ways 2021 proved harder than 2020. The "novelty" factor of remote learning had worn off. There was frustration at the continuing uncertainty as to classroom learning and the inability to engage in "normal" activities of schooling, sport, performing arts etc. and importantly the loss of camaraderie among schoolmates.

Thankfully, and due in no small measure to the dedicated staff of the College, we were able to navigate the difficulties of the year. The resilience shown by teachers, parents and guardians, staff generally and the boys themselves is to be commended.

With 2021 hopefully behind us, 2022 promises to be an exciting time in the history of the College. Steven led a major leadership review and has installed new people to the leadership team. Renewed focus on learning and teaching creates a sense of excitement around the College and what, as a community, we can achieve. Particularly, continuous improvement in the outcome for each and every boy, providing them with the opportunity of achieving their best, whatever 'best' might be for each boy.

I know I speak on behalf of the Council when I say how honoured we are to serve the College. How inspired we are in our meetings with the boys who conduct themselves so well. Whenever I meet with boys, they are invariably welcoming and demonstrate enthusiasm for the College.

I believe that the College's success lies in its welcoming and inclusive character and that it is seen by the student body as a safe place.



In closing, I thank my fellow Council members, members of sub-committees, the Old Collegians Association and the Foundation for their enthusiastic work and support of the College. My appreciation also to Jo McKee, the Council secretary, for her support to Council members.

I thank Jo Stevens for her time on the Council as she retires. Jo has been much valued for her broad range of skills and experience that she brought to the role. As Chair, I was particularly grateful for her support during the last few years as we worked together on the Council.

Peter Wilson

**Chair**

**School Advisory Council**

## Catholic School Culture

### Goals & Intended Outcomes

- 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

- Opportunities were offered for staff to deepen staff their self-understanding as made in the image of God.
  1. Opportunities for personal prayer.
  2. Resources offered to engage the Catholic vision of education
  3. Whole School Mass and weekly Mass in our Chapel, led by College Chaplain Fr Eladio Lizada.
  4. Liturgical moments in meetings
  5. Literature was distributed to enrich the understanding of prayer the as a key path to personal and community growth.
- Formation activities designed to engage the hopes and desires of staff as the ground to confront the challenges of COVID-19, isolation and the return to face-to face learning after remote learning.
- Mission Team meetings open to all staff that engaged deeply with the questions of the faith, life, and culture of the College.
- The Seeds in the Soil program offered to Heads of Faculty and Year Level Coordinators.
- The provision of liturgical resources to families in isolation.
- Opportunities for students to deepen their understanding of personal growth and responsibility through the retreat program, Mass, liturgies, and prayer.
- Maintaining relationships with our service partners during isolation, to ensure a resumption of student opportunities when permitted.
- Cooperation with Edmund Rice Camps Australia, including the provision of resources for camp leaders training.

### VALUE ADDED

The critical role of a Catholic school in the Edmund Rice Tradition was tested once again in 2021, as we experienced extended periods of lockdowns, restrictions and remote learning. It is easy to think that our life was on hold whilst we endured the limited opportunities imposed

during the pandemic. However, our faith in Jesus ensured this was not the case, for our capacity and responsibility to love endured through all challenges. Our faith and love transformed challenges for our good. Remote learning has meant we have found new ways to build the bonds between family and school, the school and the community, new ways to recognise and celebrate achievement, new ways to be God's family. The 'Seeds in the Soil' was a new formation program offered to Heads of Faculty and Year Level coordinators. Led by Mr Stephen Lawrence, this program recognised the importance of middle leadership in the life of the College and invited participants to enrich their understanding of the faith, life, and culture of a Catholic school community. The program recognises middle leaders as sources of value, insight and wisdom for colleagues and students. Mission offered staff an understanding of culture from which to confront contemporary challenges faced by the College. Culture is the realm of freedom and responsibility that mediates between the transcendent realm of Tradition and the evolving responsibilities of the realm of Heritage. Culture engages the key question: Are we passing on to our students a heritage worthy of their human dignity? The cultural question is emerging as critical for Leadership and staff as the College understands and responds to its challenges.

## Community Engagement

### Goals & Intended Outcomes

St Patrick's College's Strategic Directions 2019-2021 document sets out eleven defined goals.

The first of these goals is to engage and challenge staff, students and parents to assume collaborative responsibility for learning. When the Strategic Directions document was written pre-2019, nobody could have envisaged the pandemic and just how challenging (and important) realising this goal would become.

Remote teaching and learning were our reality for teachers, students and their parents for a very large part of the school year. Staff, students and parents by necessity (if nothing else), were 'forced' to work collaboratively just to get through the day. In the end we lost count of how many lockdowns we endured.

### Achievements

In March, our Year 10 students participated in the 'Man Cave'. This is a program designed to improve students' mental health utilising empathy, gratitude and mindfulness. This was a powerful experience for many as they discovered how to be honest about how they were feeling and to empathise with others experiencing challenges. No student's journey consists of school alone and the boys learned the importance of being aware that the invisible portion of each student's iceberg may be more complex and difficult than we can imagine.

Our Year 10 students also experienced the 'Night of Homelessness'. It is one of the long-lasting memories for many St Pat's boys and they move forward with a deeper understanding and insight into the life of the underprivileged. The most frequent comment heard on the night was "I never want to do this again". Nor do we want anyone else to have to. The donations that were given on the night will make a difference in the lives of many who suffer through cold Ballarat winters. Our behaviour, attitude and actions can make a huge difference toward the suffering of those less fortunate than ourselves.

Our Year 11 students were able to participate in two significant seminars. The seminars featured David Kobler and Glen Gerreyn who spoke about a diverse range of topics. Our students were challenged to consider their roles as young men in today's society and to ponder the choices they are going to make in the coming years as they journey beyond the four walls of SPC.

In the latter part of 2021, a working group comprising staff, students and local Aboriginal and Torres Strait Island representatives finished work on a new Reconciliation Action Plan (RAP). This very important document will be unveiled during Reconciliation Week in May 2022.

#### VALUE ADDED

Despite the many and varied impacts of the pandemic, the College was still able to host several significant school engagement events that are very important to the life of a student at St Pat's. These included Head of the Lake rowing, the summer sports program, some winter sport and work experience. We were even able to host an end of year Valedictory Dinner.

#### PARENT SATISFACTION

St Patrick's College Ballarat participated in the School Improvement Survey via Catholic Education Ballarat in 2020. The feedback from parents acknowledged the positive learning opportunities available to their son(s) at the College, the importance that the College places on relationships, the pastoral care, wellbeing and safety of every student, as well as recognising the significant efforts staff made around the provision of a quality education via remote learning platforms which continued in 2021.



## Leadership & Stewardship

### Goals & Intended Outcomes

Following the extraordinary school year of 2020 and the impact that COVID-19 had on the operations of the College, the staff and students at St Patrick's College were looking forward to a more predictable routine in 2021. The College continued to be guided by its strategic planning document '2019-2021 Strategic Directions' and remained committed to the mission of 'Raising Fine Boys to the Status of Great Men'.

In 2021, the College focused on a number of key initiatives and programs, which included:

- Faith and Mission - working with the College's Middle Leadership to further enhance the understanding of and commitment to the College as a Catholic school in the Edmund Rice tradition
- Community - to continue to promote respectful relationships, particularly with women as an integral element of the educational experience for students at the College
- Community - to review and renew the College's Reconciliation Action Plan
- Teaching & Learning - to maximise our commitment to boys' education via our membership of the International Boys' Schools Coalition
- Teaching & Learning - to review current VCAL offerings as VCAA moves to new vocational education model
- Teaching & Learning - to commence a review of the timetable to maximise educational opportunities for students
- Community - to pursue possible renewal of membership of the Associated Catholic Colleges (ACC) sporting association

### Achievements

The hopes for an uninterrupted year in 2021 were short-lived and we experienced the first of a number of lockdowns and periods of remote learning in February 2021. During the course of 2021, there were several periods of remote learning and school communities were required to pivot from face to face learning to remote learning overnight.

In January 2021, Mr Steven O'Connor commenced as the Principal of St Patrick's College. Mr O'Connor is an experienced educational leader, having been in Deputy Principal and Principal roles for 16 years prior to taking up the role of Principal at SPC. Most recently, Mr O'Connor was Deputy Principal of Santa Sabina College in Sydney. During 2007-08, Mr O'Connor was Deputy Headmaster of St Patrick's and therefore, brought with him some context and knowledge of the College, its history and heritage, its strengths and its opportunities.

During the course of 2021, a review of the Organisational and Leadership structures at the College was conducted. This process responded to feedback from staff in 2020 and via the individual meetings held between the new Principal and all staff. Importantly, it involved engaging an independent external agency to work with the Principal and Leadership Team in responding to this feedback and the needs of the College. The process included most members of the

Leadership Team participating in a 360 degree review. Following the review process, a new Leadership structure was determined and included revised roles specifically designed to address important elements of the College's operations and strategic direction. The Leadership Team was also reduced from 14 to 8 and included a single Deputy Principal role (appointed by EREA) and the new positions of Assistant Principal: Mission & Identity; Assistant Principal: Learning Innovation; Assistant Principal: Pastoral & Wellbeing; and Assistant Principal: Staff & Culture.

Despite the impact of the pandemic, the professional learning with Middle Leaders was offered successfully throughout the year. As a Catholic school in the Edmund Rice tradition, and as a member school of EREA, the formation of all staff is an integral element of the professional learning plan for the College. The investment of the College in this context is important and goes a long way to ensuring that the Touchstones of EREA and the Edmund Rice Charism inform our practice as professionals as we continue to work with our students and families.

The College Captain, Darcy Williams, led the Student Council with great poise, diligence and commitment. It was terrific to see the Student Council respond to the important theme of respectful relationships via liaising with their leadership counterparts at Loreto College. Through a number of joint sessions, the student leadership groups established a joint workshop for all Year 12 students from Loreto and St Patrick's to focus on and work their way through the important area of consent. This workshop included guest speakers from VIC Police and other youth services. As well as this, Darcy Williams prepared and delivered a wonderful speech on consent and respect for women to all Year 11 and 12 students at the College. The speech was filmed and was made available to the College community and used as a reference in junior classes as part of our work around respectful relationships.

During the course of the year, students from Year 7 through to Year 12 were involved in developing a Code of Conduct for students. This involved a number of workshop sessions where students were asked to contribute their own thoughts to the development of a code. The exercise was a wonderfully productive one which was based on student voice or agency. The Student Code of Conduct was written for students by students.

The College's Reconciliation Action Plan (RAP) committee met regularly during the course of 2021 (most often remotely). The committee included members of the College staff (including the Principal, Director of Students and Director of Teaching & Learning), students (indigenous and non-indigenous), parents, members of the School Advisory Council, representatives from the local community, Catholic Education Ballarat and local indigenous elders. The commitment to renewing the College's RAP and making it an authentic expression of the College's commitment to reconciliation and working to embrace our indigenous students and families was incredibly encouraging. The RAP renewal was completed and submitted to Narragunnawali who endorsed the plan in November.

## VALUE ADDED

As the lockdown periods continued and remote learning continued intermittently and unpredictably throughout 2021, most of the usual Parent information sessions, Parent-Teacher meetings and professional learning sessions for staff occurred via remote learning platforms or online. Sadly, most excursions, sporting fixtures and camps were lost to the pandemic. The College became quite adept at pre-recording many sessions and award presentation ceremonies and/or presented them via a live-stream format. In relation to Parent-Teacher meetings, these were held remotely during 2021, and it is important to note that parents and carers appreciated the flexibility and creativity of the College's approach to ensure that not all was lost to the pandemic and that the important contact between home and the school was maintained.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

The College recorded 271 training events in 2021. The events included all staff sessions in mandatory reporting (child safety) and Anaphylaxis and Asthma Briefings as well as smaller courses and training for job specific development, for example, leadership or counselling. These were conducted in person or online.

Staff continued to access courses available through the College's membership with the International Boys School Coalition.

Number of teachers who participated in PL in 2021

117

Average expenditure per teacher for PL

\$622

### TEACHER SATISFACTION

The survey results from staff reflect the significant challenges and pressures they experienced in 2021, continuing on from 2020. Continuing with remote learning was very difficult and placed enormous pressure on many staff members. The survey results reflect strong commitment to the College community from staff despite the ongoing challenges of 2021. During 2021, the new Principal met with every member of staff and as part of these conversations and sought their informal feedback on job satisfaction amongst other things.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

90.2%

### ALL STAFF RETENTION RATE

Staff Retention Rate

83.6%

TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	14.0%
Graduate	31.8%
Graduate Certificate	5.6%
Bachelor Degree	75.7%
Advanced Diploma	15.9%
No Qualifications Listed	15.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	133.0
Teaching Staff (FTE)	122.4
Non-Teaching Staff (Headcount)	94.0
Non-Teaching Staff (FTE)	87.0
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

Adaptability, creativity, and collaborative responsibility for the learning of our students, were key features of our pedagogical approaches in 2021. As we pivoted in and out of remote learning, technology played an essential role in ensuring the continuity of learning for our students. Despite the challenges posed, we were still able to continue and consolidate our work on the 2019 - 2021 Strategic Plan. Data analysis and evaluation featured strongly in our programs, with the intention of identifying students' learning strengths and challenges, to inform our teaching and to provide rigorous and meaningful learning. We continued to recognise the diverse learning needs and interests of our students, and sought to continue to deliver effective and student focussed curriculum.

### Achievements

Noteworthy progress was made in the development and enacting of teaching and learning programs throughout 2021 and was evident in:

- The introduction of Academic Assessment Services testing (AAS), for new students to the College, in order to inform our instructional practices and better support new students;
- The introduction of Academic Assessment Services testing (AAS), for students applying for scholarship placement at the College, in order to inform decision-making;
- The introduction of the 'Tutor for Student Learning' program, to identify gaps in student learning, with the aim of providing targeted support to students;
- The preparation and finalisation of plans for the Multi-Purpose Performing Arts Centre, with the intention of construction commencing early in 2022. The aim of this facility is to broaden learning opportunities for our students and allow them to experience performance in an industry-standard venue;
- The resurfacing of the main oval, with works due for completion early in 2022. The aim of this resource is to enhance outdoor educational learning opportunities for our students and allow them to experience playing on an industry-standard field;
- The continued implementation of laptops for Year 7 students, in response to the recommendation of the College's e-Learning Plan;
- Through our membership of the International Boys' School Coalition (IBSC), a significant number of staff undertook online professional learning programs relating to teaching and leadership in boys' schools.

In addition to this, the College continued its ongoing work in furthering and advancing our teaching and learning programs as part of our preparation for 2022.

This included:

- Creation of a new Senior Leadership role at the College: Assistant Principal - Learning Innovation. The AP-LI will lead a program of innovation and improvement within a framework of best pedagogical practice and curriculum design and will be responsible for the quality of teaching and learning within the College.



- Continuing our commitment to contemporary, evidence-based best practice in boys' education through our membership of the special interest group International Boys' School Coalition (IBSC).

## STUDENT LEARNING OUTCOMES

### Remote Learning

Classes met through both MS Teams and face-to-face in 2021, often with limited notice, as we pivoted between remote and onsite learning. This involved a great deal of learning for both teachers and students. With every iteration of remote learning, we all had to continually adapt to a new way of working together. Teachers were available to provide support for students for the duration of every timetabled class for both periods of remote learning. Patience, persistence and practice brought us a long way, but the highlight was the participation of the boys. They showed us how to do things, shared their screens and their stories.

St Patrick's College's dedicated and professional teachers and Learning Support Officers offered our students two modes of remote learning - synchronous and asynchronous.

### Synchronous learning

Provided through chat and videoconferencing during our timetabled classes, this kind of learning tool is real-time within a virtual classroom that allows students to ask, and teachers to answer questions instantly, through instant messaging, calls and video. Students could easily interact with fellow students and their teachers during their timetabled session through MS Teams.

### Asynchronous learning

Asynchronous learning was provided for students who couldn't attend our timetabled classes due to internet access issues. We also wanted to provide students some agency and reduce the need for them to sit in front of the screen for the duration of every timetabled session. All subjects had Class Tasks set and students had the ability to access and satisfy these requirements within a flexible time frame.

### Linking synchronous and asynchronous

Direct instruction with class discussion is synchronous learning, but recordings of our lessons allowed students who could not access the session to still have the opportunity to learn our content at another time.

One universal truth about remote learning is that it was a unique experience for all involved. Every student's home circumstance presented a different learning environment with various distractions and temptations not found in a traditional classroom. A student's individual attitude and aptitude to learning also influenced the experience.

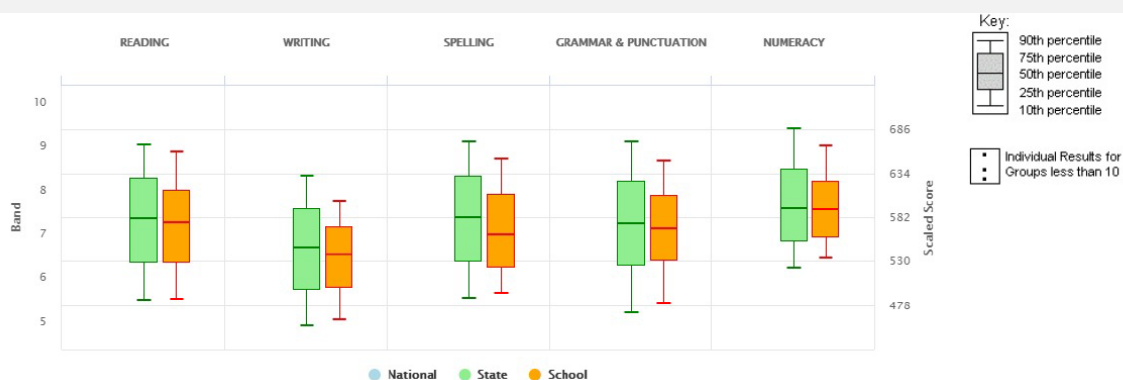
Throughout the period of remote learning students developed 21st century or soft skills across the curriculum. These were reported on as Remote Learning Work Habits and based on their results across all subjects, students who finished in the top 15% of their year level were awarded a certificate recognising their efforts in this area.

Much has been learnt by our teaching and learning team, not just in new ways to use ICT, but about the significance of classroom discussion and a well-designed lesson, of student feedback and the subtle cues they give us when they do and don't understand; about the magic of being present in the same physical space.

### Whole School 2021 NAPLAN Results - Year 7



### Whole School 2021 NAPLAN Results - Year 9



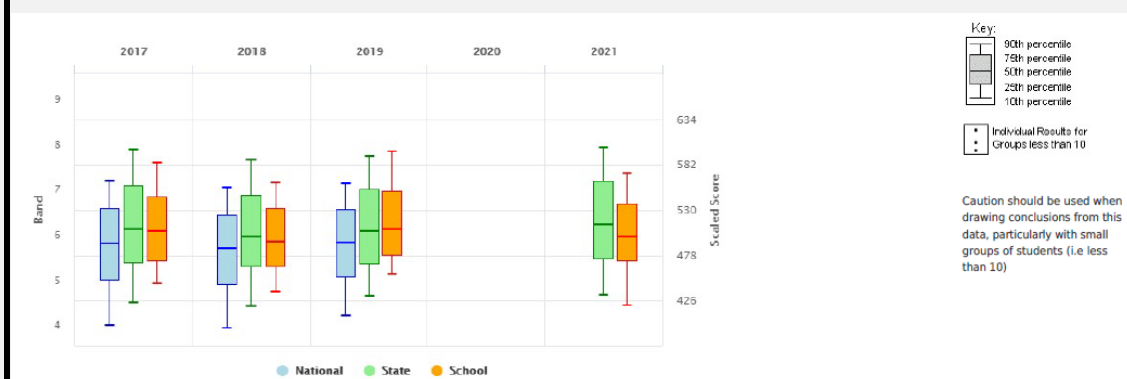
### Year 7 Reading

## Five Year Trend Report:



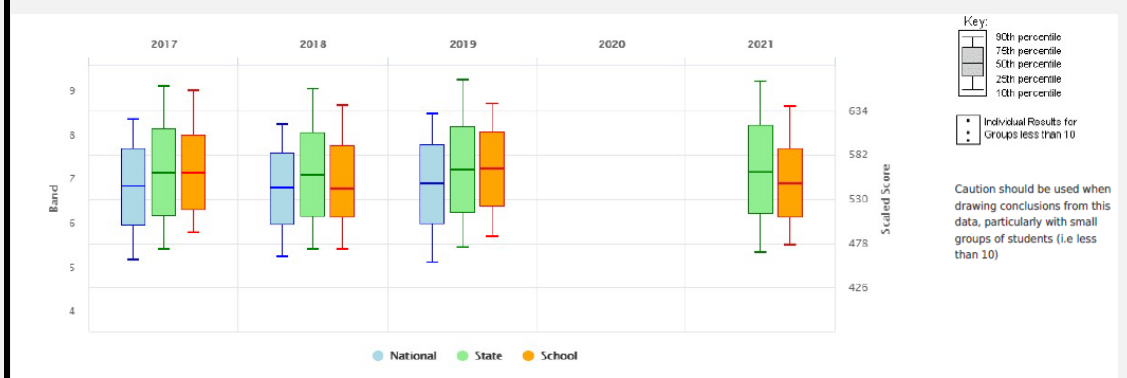
## Year 7 Writing

### Five Year Trend Report:



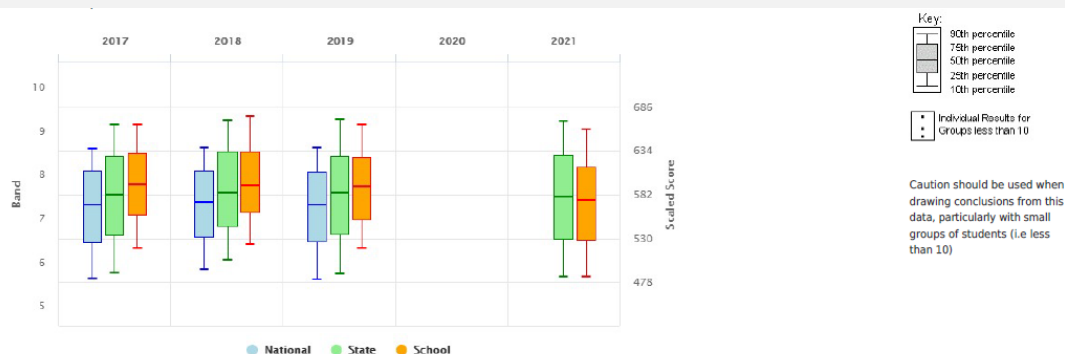
## Year 7 Numeracy

### Five Year Trend Report:



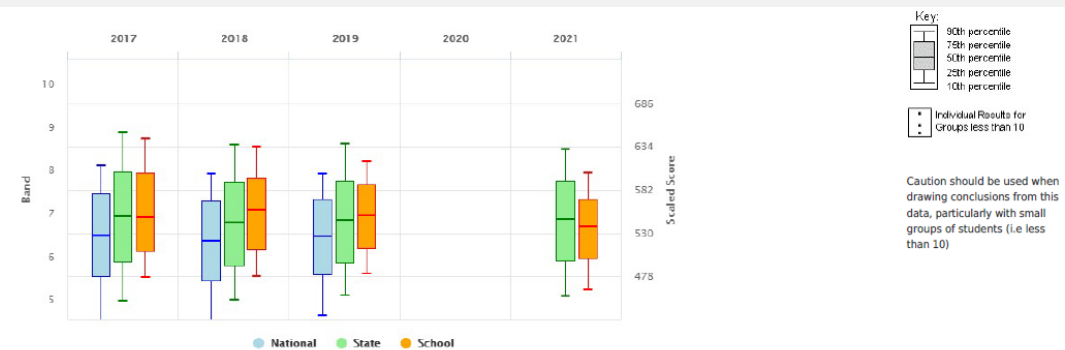
## Year 9 Reading

### Five Year Trend Report:



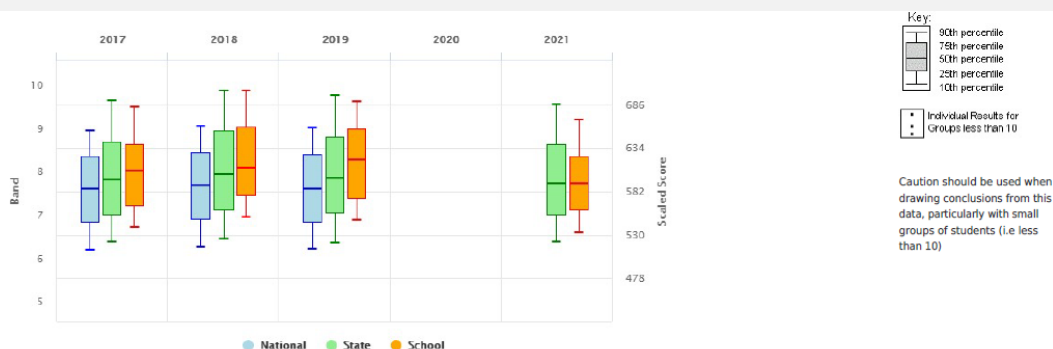
## Year 9 Writing

### Five Year Trend Report:



## Year 9 Numeracy

### Five Year Trend Report:



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	592.4
Year 9 Reading	571.7
Year 9 Spelling	562.4
Year 9 Writing	534.9

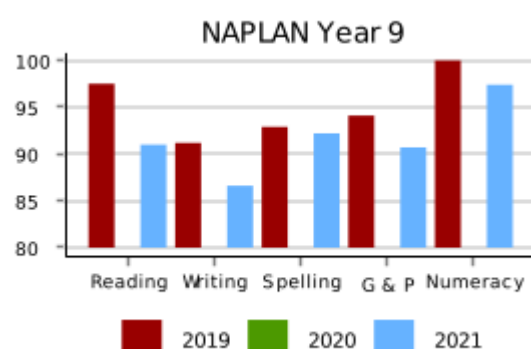
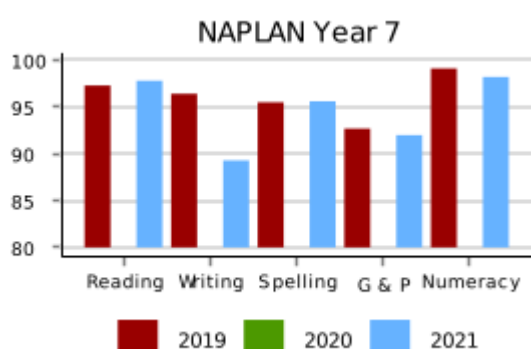


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	92.7	-	-	92.0	-
YR 07 Numeracy	99.1	-	-	98.2	-
YR 07 Reading	97.3	-	-	97.8	-
YR 07 Spelling	95.5	-	-	95.6	-
YR 07 Writing	96.4	-	-	89.3	-
YR 09 Grammar & Punctuation	94.1	-	-	90.7	-
YR 09 Numeracy	100.0	-	-	97.4	-
YR 09 Reading	97.5	-	-	91.0	-
YR 09 Spelling	92.9	-	-	92.2	-
YR 09 Writing	91.2	-	-	86.6	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Wellbeing

### Goals & Intended Outcomes

2021 has been another exciting and challenging year in the Wellbeing space. Once again COVID-19 required all student support services to creatively address the challenges which arose out of the frequent movement of students between onsite and remote learning. Despite the challenges of another year with COVID-19 restrictions, the Wellbeing team worked together to realise the goals articulated in the 2019-2021 Strategic Directions and ensured all students at St Patrick's College were supported throughout the year.

### Achievements

There were high hopes as we began the year that students would be able to experience the full range of wellbeing and pastoral programs the college has to offer. Unfortunately, due to lockdown restrictions to keep our community safe many programs were cancelled.

Staff and students were forced to work and study remotely for most of Terms 2 and 3, once again leading many to feel isolated and disconnected to our school community. This disconnect and disrupted pattern continued the increasing need from students to access our counselling services. Using a combination of Microsoft Teams and onsite visits, our counselling team once again embraced their creativity to provide counselling support to an unprecedented number of students struggling to cope with the new demands of an isolated world.

Students have further been supported by the continued services of both our educational psychologist and our speech pathologist, in the wellbeing team, to support our boys with special needs and has led to the significant improvements in the outcomes of student. The College's ability to undertake timely assessments of student needs in this space has ensured that they gain access to the support and programs needed in a timely manner.

As we continue to see the effects of COVID-19 on our learning community, one area of noticeable concern is the increased number of students who remain absent as we return to school. Moving forward St Patrick's College will continue to have a key focus on students who struggle to return to the routine of school after being away for extended periods of time and completing minimum standards of work. In support of these students as they return, and a significant asset to the school during remote learning for vulnerable students, was the Re-engagement Centre. My thanks go to all involved in this environment and to the dedication to provide a significant one-on-one support to the numerous boys who accessed the centre throughout the course of the year. Whilst the reason for each student's disengagement varies, the one constant in the lives of these boys was the support, care and attention shown to them by our Counselling, Enhanced Learning team and Re-engagement staff.

As we found last year, we observed decreased personal and social skills in student interactions as we returned to school due to the prolonged periods of COVID-19 isolation. Many students returned to the College lacking the empathy, respect and consideration usually extended to all in our community. As a result, our Pastoral Care programs were again adjusted and tailored to reconnect our boys with each other and to our learning community. In support of this important focus, a lot of time and effort went into developing the Student Code of Conduct and it is a terrific example of agency and student voice. The students themselves contributed constructively and willingly to the development of the Code and will be a part of the distribution process amongst the community.

2021 once again saw growth in our support for the many Indigenous students who attend St Patrick's College. Significant work was invested by staff and students in successfully renewing the Reconciliation Action Plan, demonstrating the importance of culture within our college. The continued increase in numbers is a testament to the demanding work, care and compassion freely shared by all who work in this space. Once again, COVID-19 impacted the many Indigenous students who are also boarders here at St Patrick's College. Similar to last year, there were challenges in this space posed by remote learning. A sincere thank you to the Indigenous education team and boarding staff who worked collectively to create a warm and safe space for our boys during this turbulent year.

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. COVID-19 once again meant that YLC's were the front line between home and school to support the wellbeing needs of the students. 2021 proved to be a very demanding year for the YLC's as they strove to ensure all students remained connected to the College despite the continued disruption of movement between remote and on-site learning. Particular thanks go to the Year 12 and 7 coordinators as students in these years were the most affected by the disruptions. Year 12 staff did an amazing job of keeping the continuity of education for our graduating students. Year 7 staff, similarly, were able to ensure Year 7 students were able to smoothly transition to high school and become part of our community while coping with the difficult demands of a challenging year. After two years of disrupted learning, we now have a third of our students who have not experienced a full year at St Patrick's College. This will increase to half of all students at the start of next year. This will pose a future challenge to our wellbeing team of how we reconnect and form the habits and attitudes that correlate with the rich tradition of excellence at the College.

The role of the YLCs, and the support they receive from the Directors of School, is integral if diverse experiences are to be offered. In conjunction with staff, their passion, commitment, and the extra time given, way above "The Award", continues to make it possible for the College to offer the vast array of activities to our boys. Sadly, 2021 again saw many of these experiences significantly modified or cancelled due to the restrictions of COVID-19. Nevertheless, we recognise and give thanks for the contributions made by the Pastoral staff, YLCs, Directors of School, Re-engagement Centre, Indigenous Education Team, Enhanced Learning, Counsellors, and many others who continue to support the wellbeing needs of our students.

## VALUE ADDED

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 and find success in the many and varied activities offered, become men of service and recognise how they can have influence in the world.

Parent feedback indicated a feeling of gratitude from the community for the support and adaptability of the College during another turbulent year. While data is limited due to the disruption of the year, the cycle of surveys will see significant reflection, statistics and parent feedback in 2022, with consultation on a renewed strategic directions document which will include Future Schools Alliance strategic planning workshops for staff, parents and students, as well as an opportunity to reflect on our pathways during the EREA School Renewal Process in Term 2, 2022.

## STUDENT SATISFACTION

Students once again recorded their strong connection to and pride in the College in the SRC survey. They also acknowledge the support and professionalism of staff working at the College. The challenges of COVID-19 were once again evident in feedback from students. While they still found remote learning difficult, the ease of transition was noticeably smoother this year as we moved between learning environments. An expression of gratitude for staff efforts and wellbeing support was significant.

## 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 (such as excursions), parent 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 Coordinator who will follow them up with both the students 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 collaborates closely with Navigator to support any student whose overall attendance and engagement at school becomes an issue.

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	73.6%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.9%
Y08	88.5%
Y09	88.7%
Y10	87.6%
Overall average attendance	89.2%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	86.0%

#### POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	[psd.bachelor]%
TAFE / VET	[psd.vet]%
Apprenticeship / Traineeship	[psd.apprentice]%
Deferred	[psd.deferred]%
Employment	[psd.employed]%
Other – The category of Other includes both students Looking for Work and those classed as Other	[psd.other]%

## Child Safe Standards

### Goals & Intended Outcomes

The College holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility. The College's goal in 2021 was to maintain its child safe obligations in the difficult period of COVID-19 restrictions and significant and ongoing changes to the learning environment, including periods of remote learning.

### Achievements

In 2021, the College continued with its response to Ministerial Order 870. This involved the continued professional development of staff in the EREA Code of Conduct incorporating the Child Safe Code of Conduct, the PROTECT resources and Reportable Conduct.

In 2021, the College continued its work in implementing the Keeping Safe curriculum and regularly updating the community via the Crest newsletter.

In 2021, the College continued its process to implement the CompliSpace regulatory system, including the Child Protection module.

In 2021, the College continued to revise and use recruitment processes which explicitly refer to child protection obligations at the application, interview, appointment and induction stages.

Over 2021, 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 2021, the College engaged with the VRQA audit process specific to schools within the Edmund Rice Education Australia, including the components of the specific Child Safe Assessment.

In 2021, the College continued the empowerment of students in child safe matters, including meeting with the Student Council, drafting an updated Child Safety Policy (student version), and ensuring that visual reminders were displayed for students to seek support.

In 2021, the College reviewed and updated its policies to further embed its commitment to Child Safety.

In 2021, the College continued its child safe professional learning for teachers, non-teaching staff and volunteers.

In 2021, the College continued its commitment to providing equitable accessibility and participation of all students (student inclusion).

In 2021, the College continued engaging its Child safety team consisting of Edmund Rice Education Australia (ERA), EREA regional director, School Advisory Council, Child safety officers, Staff Member, Indirect & direct contact volunteers, Third party contractors and External education providers.