



St Patrick's College Ballarat

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

Except aspects of the governance minimum standard and of the Child Safe Standards which are the responsibility of The Trustees of Edmund Rice Education Australia, the governing body of St Patrick's College, which extends to the School Boarding Premises. The governing body is undertaking work in consultation with the Catholic Education Commission of Victoria Ltd and St Patrick's College towards being fully compliant.

28/03/2023

NOTE: The School's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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

Governing Authority Report

As I look back at our year as an EREA community in 2022, there has clearly been a sense of excitement, renewal and dynamic activity. The resilience and agility each of our school communities has demonstrated through the peak of the COVID-19 pandemic has brought us to a new sense of who we are as Catholic Schools in the Edmund Rice tradition. Across our country, our schools have strengthened local, regional and international connections in spite of the most extreme obstacles placed before us.

As our connection through Zoom, Teams and breakout rooms brought new experiences and opportunities in 2021, 2022 has challenged us to determine the best ways of balancing technology and relationships as foundational to each of our learning journeys. In that context, I pay tribute to our principals, staff, parents and school communities for their openness, integrity and innovative intentions during this period. I have had the privileged opportunity to visit many school communities during 2022. From Bindoon WA to Yeppoon Qld, from Alice Springs in the Territory to Hobart Tasmania, as well as schools in Victoria, NSW and South Australia - our young people continue to thrive and meet the challenges presented to them.

In September 2022, EREA launched its Learning Statement: Implementing Liberating Practice. Framed by our EREA Touchstones, this statement challenges all of us to “co-create the learning conditions, dispositions and relationships which enable deep listening, confidence, agency and freedom”. This new language has been collaboratively developed by learners and leaders from all our schools and signals a new era of confidence for Catholic Schools in the Edmund Rice Tradition.

Most significantly, EREA Stretch Reconciliation Plan was launched in May 2022. Many of our schools have progressed their development of School (Narragunnawali) RAPs, further connecting to elders and communities as we work together for truth-telling and healing. Edmund Rice Education Australia unconditionally extends our support for the 2017 Uluru Statement from the Heart and urge all across Australia to do so as a critical step towards Reconciliation. We believe that our future as a nation must be based on justice and liberation and that our First Nations peoples are entitled to the democratic right to have a voice in decisions that affect them.

Thank you for your leadership of and contribution to living the EREA Charter and Touchstones. Our schools continue to seek new and inspirational ways to “live Jesus in our hearts” through word, action, vision and meaning-making.

Mr Ray Paxton

National Executive Director (Interim) EREA

Trustees of Edmund Rice Education Australia

Vision and Mission

Our Vision and Mission

Educating hope-filled, compassionate and confident young men for their place in the world.

Inspired by the good news of Jesus and the charism of Blessed Edmund Rice, St Patrick's College educates the whole person – mind, body, heart and soul – and through this, liberates our students and equips them with resilience, good humour and character, commitment, compassion and wisdom which both enables and ennobles them to contribute significantly to the world.

Our Commitment

We seek to provide a safe and nurturing environment in which young people are connected, respected, and listened to. We remain committed to the importance of respectful relationships as a core aspect of our educational offering. St Patrick's College is committed to child safety and the care, safety and wellbeing of our students are the foundations of our policies, procedures, and practices. We remain committed to working towards and achieving genuine reconciliation with all Aboriginal and Torres Strait Islander peoples.

College Overview

St Patrick's College remains the only boys' school in Ballarat. It has proudly been a Catholic day and boarding school for boys since 1893, serving the educational needs of the young men of Ballarat and those from well beyond. It is a beautifully resourced school in terms of its staff and educational infrastructure and is known for many things, including its energy and sense of community.

Our mission is to provide an engaging, enjoyable and holistic education for boys that liberates them and leads them to a wisdom for life. A St Patrick's College education is informed by the charism of Blessed Edmund Rice and characterised by justice, service, compassion, respect, discernment and excellence. We stand on the shoulders of the work and efforts of the Christian Brothers who established the College and its reputation, the many dedicated staff and outstanding students who have called St Pat's their place at some time over the last 130 years. As the current custodians of St Patrick's, we are committed to achieving excellence in all that we do with and for our boys, honouring the efforts of the many who have been before us.

The College stands strongly on its Pillars of Faith, Tradition, Excellence and Joy and as an EREA school, we are guided by the Four Touchstones as outlined in The Charter, as well as the EREA Learning Statement. We are conscious of the role St Patrick's has played in educating many in the Ballarat community and seek to further enhance our place as a school of educational excellence as Ballarat continues to expand as a leading regional city in Victoria.

We seek to contribute significantly to the formation of young adults who are confident, compassionate, respectful, authentic, relational, and optimistic about the future and their place in it, and the contribution they will make to society.

At St Patrick's we value and honour character, compassion and community.

We relish the joy and rewards of our work, contributing to and witnessing the formation and growth of our students. Proud of our wonderful College community, we remain hope-filled and entirely optimistic about the future of our students.

Central to the mission of the College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of all our students and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially. The College is committed to achieving excellence in all its forms.

Principal's Report

The St Patrick's College community looked forward to 2022 with hope and enthusiasm following the demands of the regular interruptions experienced in 2021. Pivoting in and out of lockdowns and remote learning was challenging and very disruptive to say the least. The promise of a year without regular periods remote learning was exciting.

Unfortunately, the lived experience of 2022 presented its own set of challenges. Navigating the school year with a relatively normal routine of curricular and co-curricular offerings whilst still managing the impact of the pandemic was very difficult. It was tremendous to see our students involved in a wide variety of activities beyond the classroom, with sport up and running again, camps, drama, music, chess, along with a range of service activities providing them with the opportunities we consider so important at SPC. The impact of the pandemic did not go unnoticed however, with large numbers of students and staff regularly absent after contracting COVID throughout the year. In many ways, this made 2022 more challenging and difficult than 2021.

I acknowledge and pay tribute to staff, students and parents who approached these challenges with a generous disposition and patience. We got through 2022 and we achieved a lot of great things, but by the end of the year, I think it would be true to say that most people were pleased to have the year done and dusted.

In 2022, the new College Leadership Team commenced their work at St Patrick's. I was pleased to welcome Mr Richard Brodrick as my Deputy Principal, Ms Carol Roberts in her new role as Assistant Principal: Learning Innovation, Mr Kevin Robillard as Assistant Principal: Pastoral Care & Wellbeing, Mr Geoff Brodie in his new role of Assistant Principal: Mission & Identity and Mr Tom Ferguson in the new role of Assistant Principal: Staff & Culture. In addition to these colleagues, Mr Andrew Ballesty continued as Business Manager and Ms Kathy Prince as the Director Human Resources.

I wish to place on record my thanks to the Leadership Team for the wonderful work they committed to and achieved during 2022. This included participating and completing the EREA School Renewal process, renewing the College's Strategic Plan and managing and leading the review of the College's Positions of Leadership (POLs). Managing the routine activities and events of a school is always demanding in itself, but doing so when you are new to the College, taking on newly created leadership portfolios and managing the impact of COVID made the task set very challenging. In this context, I am very grateful for the professionalism and commitment of my colleagues on the Leadership Team. The work done in 2022 has laid the foundations of great things for the College into the future.

In addition to this, I wish to record my sincere thanks to every member of staff for their amazing work during 2022. The dedication and resilience shown by these professionals was inspirational and I am very grateful for everything that they did during a particularly challenging year. St Patrick's is indeed blessed with a very fine staff!

St Patrick's College commenced as a boarding school in 1893 and although the numbers of boarding students has shifted to reflect the demographics of modern Australia, it remains committed to providing opportunities for boarding students, including indigenous boarders from the Northern Territory and Tiwi Islands. The number of boarding students increased in 2022, with approximately 50 full-time boarders, 16 weekly boarders and 10 flexi-boarders. The College's boarding facilities are modern and purpose designed and built for an optimal experience for boarding students.

The College remains focused on providing the best possible educational experience for all students, including our boarding students and works closely to ensure that it meets the minimum standards for boarding schools as outlined and required by the VRQA and the relevant legislation. Demand for boarding places continues to be strong at St Patrick's.

During the year, the College mourned the loss of a number of much loved and admired members of its community. Amongst these, we were deeply saddened to lose two former members of staff, Mr Mike Brady and Mr Mark Waddington and one of our students, Rohan Cosgriff (Yr 11, 2022). We continue to be buoyed by the many fond memories of Mike, Mark and Rohan and we continue to give thanks for their companionship, laughter and joy they brought to the College.

I wish to thank the 2022 Student Council for their wonderful energy, optimism and humour in their work as student leaders of the College. In particular, I thank the College Captain, James Clark and the two College Vice Captains, Zenon Czulij and Isaac Hucker for the exemplary leadership they provided the College community during 2022.

Our strategic focus during the year was around ways through which we could improve the educational offerings and outcomes with and for our boys. An evidence informed approach has been implemented and embraced and I am excited about the improvements we are working towards, particularly in our teaching and learning. The 2022 NAPLAN and VCE results indicate a positive impact already in virtually every measure, which is incredibly encouraging. Our work in this area is long-term and there is a long road to travel in this context; but the initial impact is tremendous, and I am excited about what the future holds for St Patrick's College students.

Construction commenced on the College's Performing Arts Centre, which is, in its own right, very exciting. The development of this facility is really important for the College and will present to our students a first-rate facility to pursue and embrace the performing arts. The facility should be completed in early October 2023, and I look forward to the impact this will have on our educational offerings and the opportunities it will provide our students into the future.

The refurbishment of the College's main oval was completed in Term 1, 2022 and has been rightly, very warmly received by students, staff and the community. Once again, St Pat's has one of the finest ovals in Ballarat and our students have the pleasure of participating in a range of sports on this wonderful new surface! The picket fence around the oval is a magnificent finishing effect and really makes this facility a wonderful feature of the College.

St Patrick's re-entered the Associated Catholic Colleges in 2022 and participated in a range of sporting competitions (Athletics, Swimming and Cross Country), as well as the ACC Music Performance event and its Leadership activities for student leaders in 2022. SPC was one of the original members of the ACC but left several decades ago. It is terrific to be involved again and in 2023, we look forward to adding our involvement in the ACC via our senior AFL Football, Basketball, Cricket and Soccer teams in its respective competitions. This will provide SPC students with greater competition and opportunities to perform at a higher level in these sports.

I acknowledge the tremendous support of the SPC Old Collegians' Association. I have worked in many schools but have not come across an alumni association which is so active and supportive as the OCA here at St Pat's. As we made our way through 2022, in conjunction with the OCA, we conducted twenty five reunions and presented a wonderful College Celebration Dinner at which we honoured Kevin Carson (OCA) and Michael Kearney as College Legends, Andrew Groch as an OCA Young Achiever and Peter Casey and Mark Waddington via the Facere et Decore awards for significant contributions from staff. COVID made it impossible to hold these reunions and celebratory dinners in 2020 and 2021, so it was terrific to be able to gather in community to rekindle friendships and celebrate the contributions and achievements of those recognised at our Celebration Dinner in 2022.

The College stands strongly on its Pillars of Faith, Tradition, Excellence and Joy and as an EREA school, we are guided by the Four Touchstones as outlined in The Charter, as well as the EREA Learning Statement. We are conscious of the role St Patrick's has played in educating many in the Ballarat community and seek to further enhance our place as a school of educational excellence as Ballarat continues to expand as a leading regional city in Victoria.

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School Advisory Council Report

As we reflect on that vision during the past 12 months, we acknowledge the significant efforts made at our College in fulfilling that vision. Our students are provided with opportunities to develop as people; opportunities to explore their interests and passions, and to enhance their learning and skills. The College seeks to instil a “love of learning”; that academic achievement is to be celebrated. Put simply, the school seeks to work hard to ensure that each boy achieves their “best” both personally and academically.

Steven O'Connor, in his second year as Principal, has as his guiding vision a desire for each student to be the best that they can be.

Leadership

This year a new leadership team was instituted. Steven, and Deputy Principal, Richard Brodrick, supported by newly created Assistant Principal roles. This structure also supports other staff in Positions of Leadership within the College.

Child safety/EREA

In the past two and a half years there has been considerable work undertaken by EREA as they move towards a new governance model. This has come about as a consequence of identified failures of EREA with its existing governance model, and the way in which it has been governed. This work is ongoing, hopefully leading to a satisfactory conclusion into 2023.

St Patrick's College is fully compliant with all minimum standards and other requirements for registration of schools in Victoria. We have all appropriate policies and procedures in place to manage the risk of child abuse. The Regulators concerns are entirely with the Board of Trustees of Edmund Rice Education Australia and not in any way reflective of any failures on a part of individual schools within EREA, including St Patricks College.

Performing Arts Centre

Our new Performing Arts Centre is well and truly under construction and on target to be completed in 2023 for us to occupy. This will be a fantastic facility for the College.

Acknowledgments

First, as Council Chair I express my sincere appreciation to all Council members who volunteer significant time and energy in fulfilling their roles. In so doing I particularly acknowledge two departing members in Jon Kanoa and Angela Morrison who leave us this year and thank them for their service to the College.

I also acknowledge the contribution of all at St Pat's who are engaged in delivering education to our boys. Whatever their role, all contribute significantly to making our College a welcoming place, diligently offering the best educational experience that we can.

We also acknowledge the significant contribution made by the Old Collegians' Association, without doubt the most active alumni group one could ever find.

Peter Wilson

Chair

School Advisory Council

Catholic Identity and Mission

Goals & Intended Outcomes

After sustained and systematic community consultation new goals and intended outcomes of our Catholic School Culture were discerned and communicated in the renewed Strategic Vision. The key statement is:

We aspire to teach for the love of wisdom, inspiring each student with the desire for learning so much he will delight in becoming a life-long learner. We endeavour to interweave faith and reason at the heart of all our endeavours, witnessing the truth, goodness, and beauty of the Christian vision of life, culture, and history.

Culture is proposed as the set of motivating and directing beliefs and values that mediate between the understanding and goals of a particular situation and what is believed to be of permanent meaning and value.

Specific priorities in Faith, Life and Culture include:

1. To inspire all in the community with faith's transcendent and transcending vision of God's Kingdom.
2. To develop all that is human, founded on the Christian knowledge that all people are made in the image of God.
3. To cultivate human values animated by the person, life, teaching, death, and resurrection of Jesus, who gives life and meaning to our every adventure.
4. To advance relationships through communion and community, where joy-filled collaboration between the College and the Ballarat Diocese, staff and students, College and families.
5. Church and society, humanity and God's creation, are defining characteristics of the College.
6. To embrace the Catholic worldview and Catholic Social Teaching throughout our curriculum, enabling the College to share in the integral formation of young men capable of making free and responsible choices, open to the truth, goodness and beauty that informs the meaning of life.
7. To grow and endure as living witnesses to the Gospel of Jesus, so the community deepens its love of wisdom and its passion for truth.
8. To flourish in the faith that perfects knowledge, the hope that perfects freedom, and the charity that perfects justice.

Achievements

In 2022, the cultural conversation of the College was motivated and directed by the notion of wisdom. This took its cue from the Scriptural text:

“My prayer for you is that your love for each other may increase more and more and never stop improving your knowledge and deepening your perception so that you can always recognise what is best” (Philippians 1:9).

In 2022 the Catholic culture of our College community was enriched by the collaboration that intended a deeper grasp of the sources, nature, importance, power, and authority of wisdom. In particular, the wisdom that emerges when we understand our own understanding as the primary source of wisdom, and the sense of unity that emerges when we collaborate in our desires to know what is real, choose what is good, to act informed by wisdom, and love without limit.

In a range of gatherings, staff collaborated to affirm the importance of the wisdom that guides us in the dramatic, intellectual, and ethical dimensions of education however, it is the wisdom of love that transcends our existing horizons and opens us to the wisdom to enrich our choices and actions.

Our Catholic culture was enhanced in 2022 by the whole staff effort to understand the strategic renewal in the teaching and learning programs for they way the education encounter:

- engages the infinite nature of our students through the power of questioning.
- engages our students with the world as it really is.
- is a force for good and confronts suffering, bias, and confusion in our world.

Further achievements include:

- Opportunities were offered for staff to deepen staff their self-understanding as sources of wisdom and renewal in the College community.
- Formation activities designed to engage the hopes and desires of staff as the desire for wisdom.
- Mission Team meetings open to all staff that engaged deeply with the questions of the faith, life, and culture of the College.
- The continuation and conclusion of the 'Seeds in the Soil' 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.
- Opportunities for students to deepen their understanding of personal growth and responsibility through the retreat program, Mass, liturgies, and prayer.
- Renewal of our relationships with our service partners after 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

A key enrichment in 2022 was the offering a framework to understand the wisdom, authority, and cultural foundation of the renewal in teaching and learning programs. The aim was, and continues to be, to increase the community's understanding of and commitment to the new initiatives to consolidate excellence in the classroom.

- The source of growth in wisdom, authority and culture is the cooperation of the community (including cooperation in the matrix of historical, present, and future generations unity in God's love)
- Community means people with a common fund, constituted by
 - a common field of experience (or we lose touch with each other)
 - a complementary way of understanding people and things (or we misunderstand each other, with growing suspicion, distrust, hostility)
 - common judgments (or we live in silos of different worlds) and
 - common aims (or we will work at cross purposes)

To fall in love with God and with one's community is to go beyond attention, intelligence, reasonableness, responsibility to set up a new horizon of faith, hope and charity. It is from within this horizon that the renewal in teaching and learning is to be fully understood.

2022 was a year when the St Patrick's College community deeply engaged with our Catholic identity and our mission to be a place of educational excellence: to live and express our desire to be a community of love, to cooperate in the ways to achieve what is best for our students, sustain each other in the challenge to make the real and great sacrifices that educating has always required.

Learning and Teaching

Goals & Intended Outcomes

As an educational institution first and foremost, we hold our boys' learning and growth at the heart of all we do. By committing to providing them with excellence in education, we liberate them to fulfil their own personal calling.

Through the implementation of research-based learning and teaching practices, we strive to develop programs that are both innovative and robust, within a framework of best pedagogical practice and curriculum design. St Patrick's College understands the impact that implementing evidence-informed instructional practices has, in driving excellence in educational outcomes.

Our curriculum is delivered alongside an inclusive and engaging co-curricular program, for a holistic educational experience in which students, as emerging global citizens, are encouraged to explore and discover their unique strengths and talents. In the coming years we will continue to adopt new technologies and learning methodologies, expanding and broadening pathways for student learning. The College will implement a proven success model for continuous improvement in teaching and learning, whilst continuing to celebrate each student's personal progress and success in learning.

Achievements

Noteworthy progress was made in the development and enacting of teaching and learning programs throughout 2022, evident in the following achievements and initiatives:

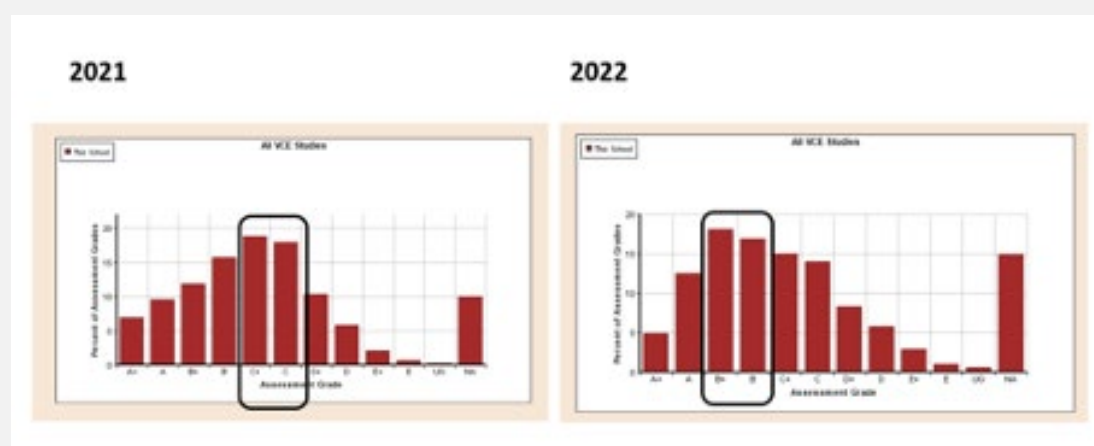
- Improved outcomes in NAPLAN
- Improved outcomes in both the VCE median study score and median ATAR
- The spearheading of the 'Learning Innovation Team' with the intention of revolutionising pedagogical approaches at the College
- The introduction of 'The Writer's Toolbox', which is a whole-school, research-informed approach to the explicit instruction of writing. The program incorporates teacher professional learning, innovative pedagogical approaches, and use of an online writing tool
- The introduction of a new teaching and learning framework, which incorporates explicit direct instruction, formative assessment, and research into cognitive science, as its foundation
- The establishment of an innovative and collaborative approach to the documentation of lesson planning, incorporating shared planning through the implementation of professional learning communities
- The design and implementation of a new homework policy, with research-based education principles as a foundation for its design
- The development and implementation of a new VCE acceleration and pathways policy
- Contribution to the development of a new strategic plan, with a specific set of goals for the continued improvement of teaching and learning
- The establishment of a Head Start program in Term 4, with the intention of providing students with an opportunity to engage with future learning, as well as allowing teachers

the opportunity to ascertain individual student learning needs, ahead of the new school year

STUDENT LEARNING OUTCOMES

VCE Study Scores

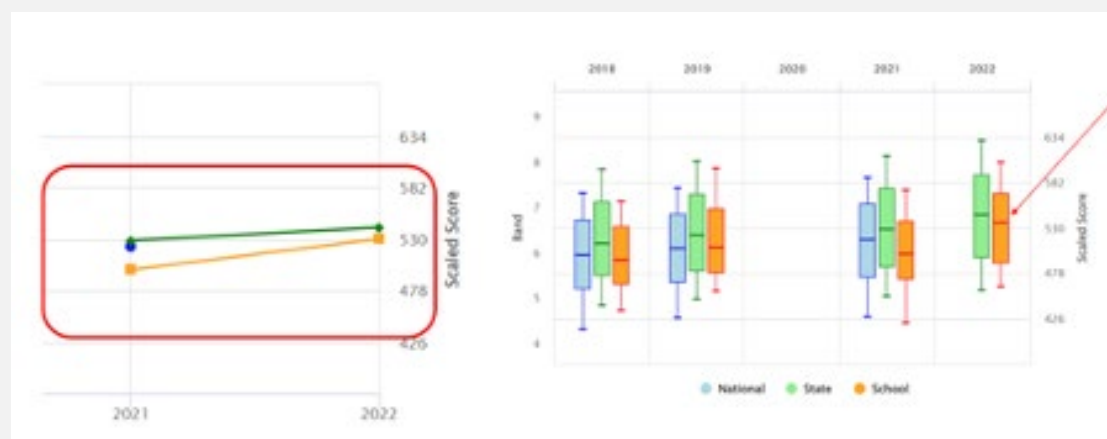
Our median study score was 29, up from 28 in both 2021 and 2020. 49.2% of students were at 30 or above (at or above the state average). For comparison, in 2021, 39.9% were 30 or above, so we have more students scoring above the state median study score.



NAPLAN

Year 7 Writing

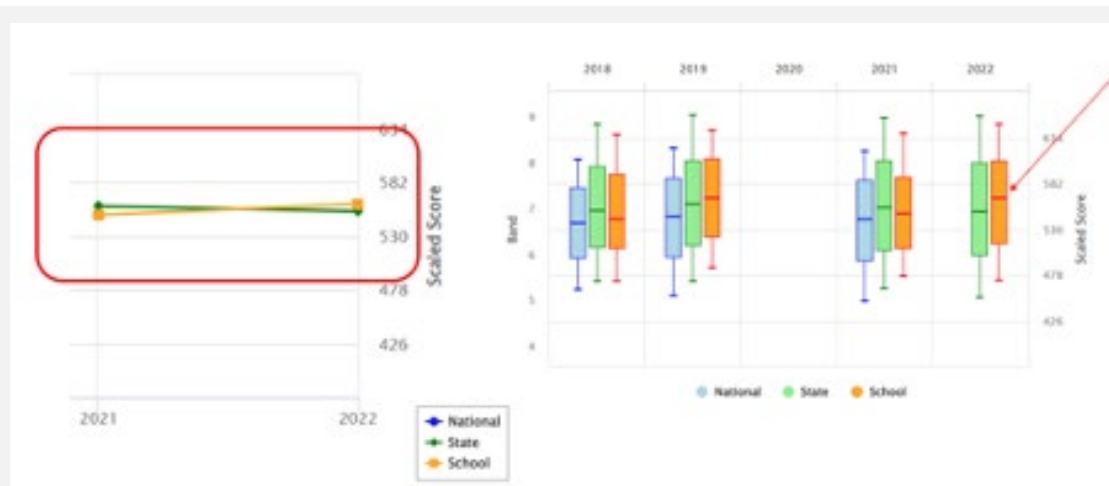
Five Year Trend Report:



In Year 7 writing, we achieved the strongest results in recent years.

Year 7 Numeracy

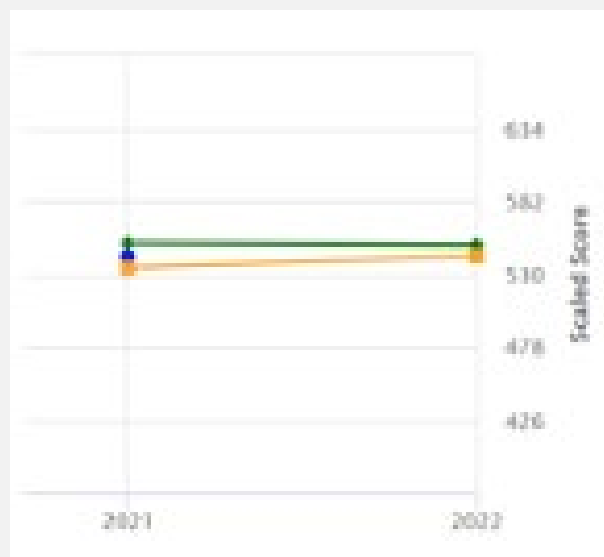
Five Year Trend Report:

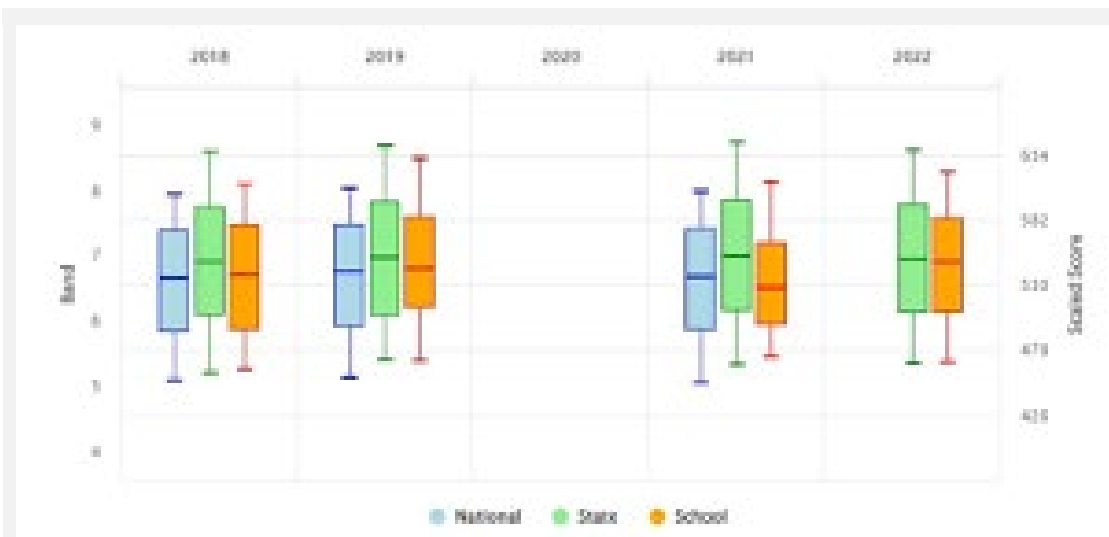


In Year 7 Numeracy, we achieved strong outcomes, exceeding the state average.

Year 7 Reading

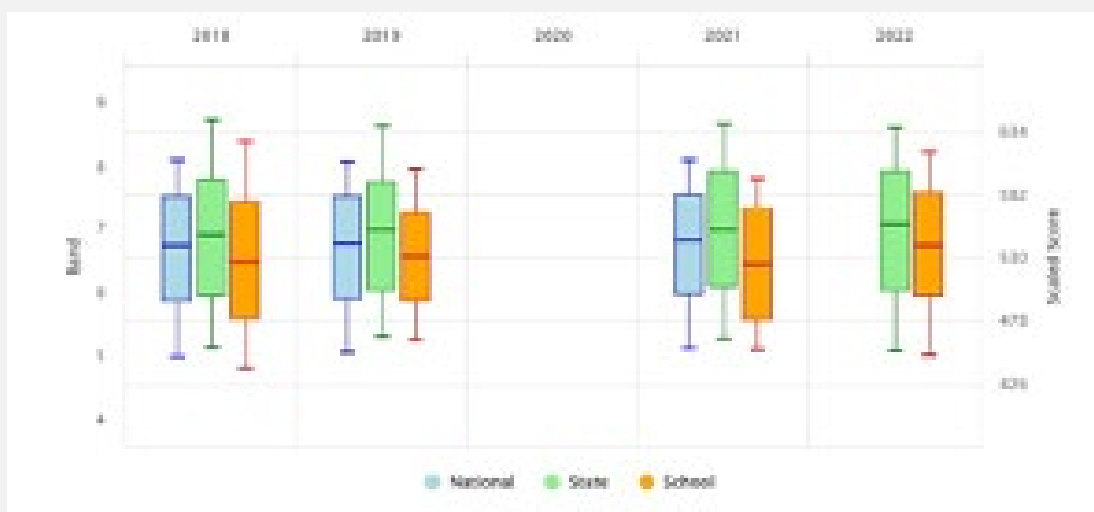
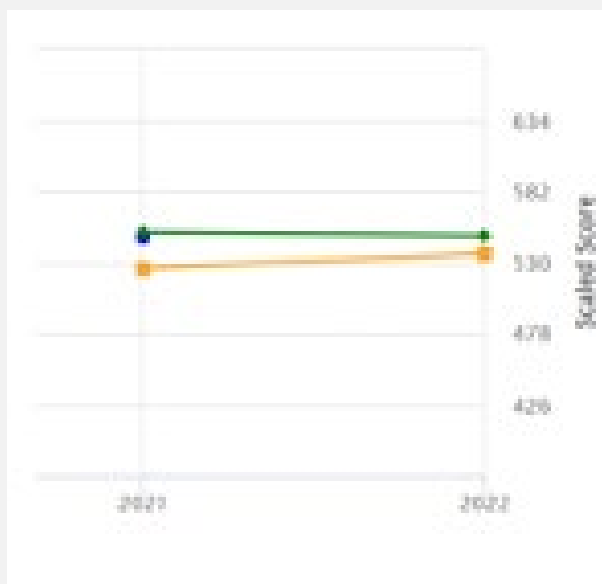
Five Year Trend Report:





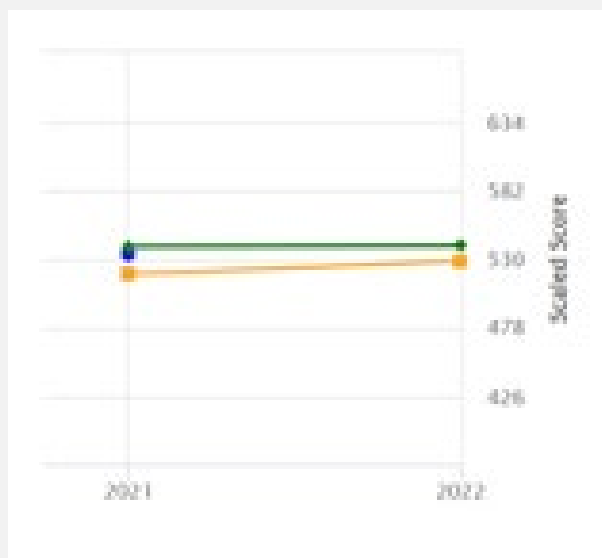
Year 7 Spelling

Five Year Trend Report:



Year 7 Grammar & Punctuation

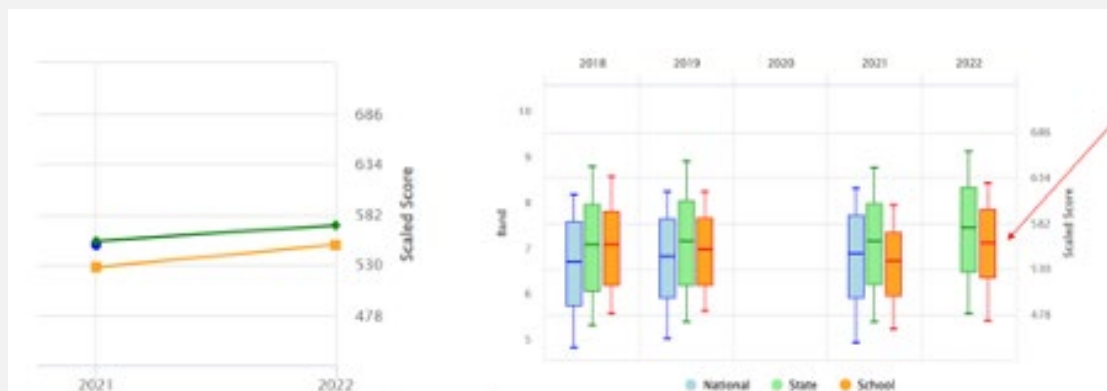
Five Year Trend Report:



In Year 7 reading, spelling, as well as grammar and punctuation, our outcomes all went up, against the broader state trends, where results at the state level went down in those domains.

Year 9 Writing

Five Year Trend Report:



In Year 9 writing, there was significant growth on our 2021 results.

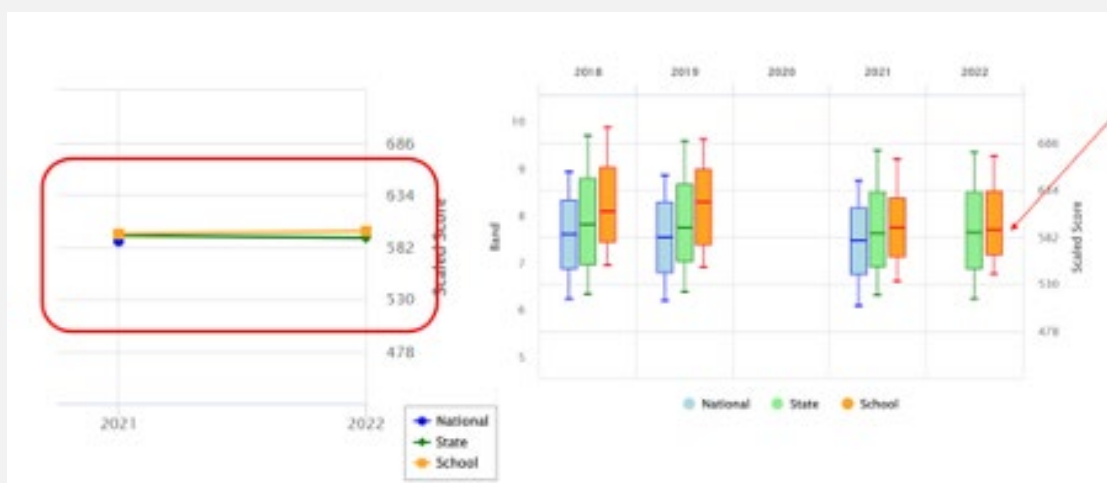
Year 9 Numeracy

Five

Year

Trend

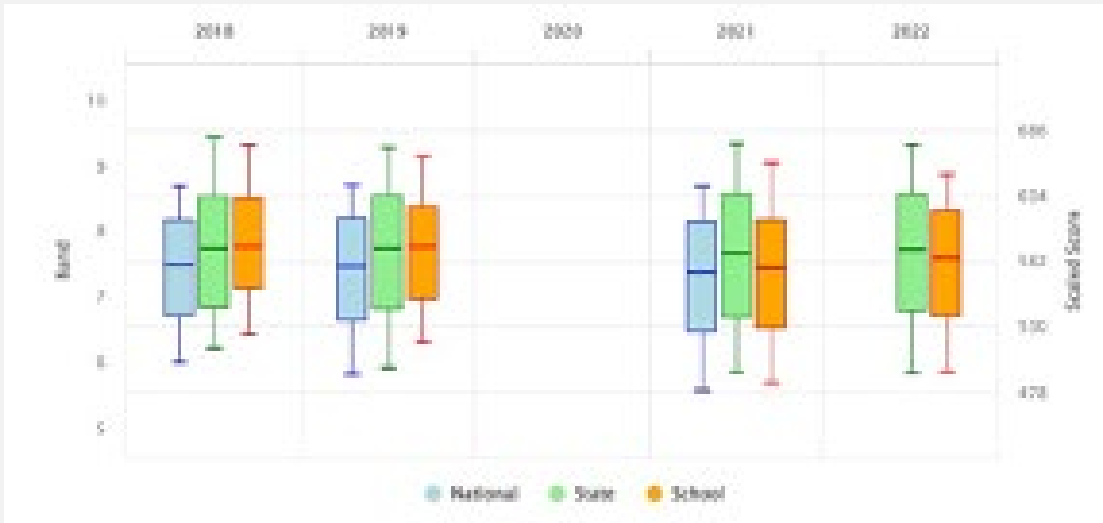
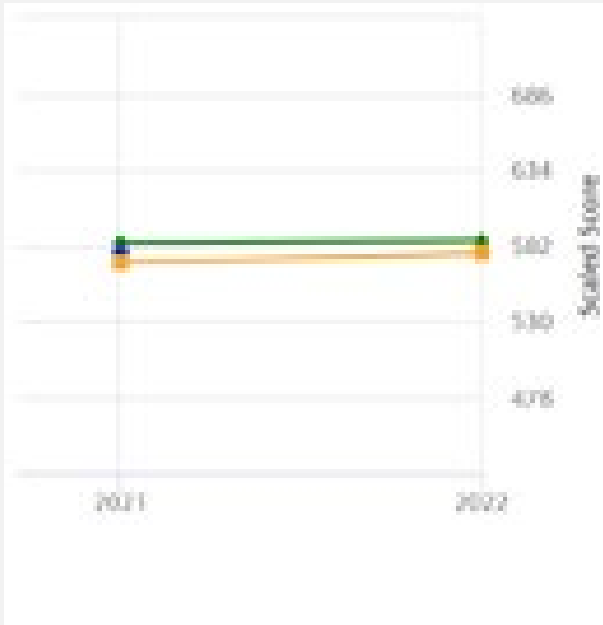
Report:



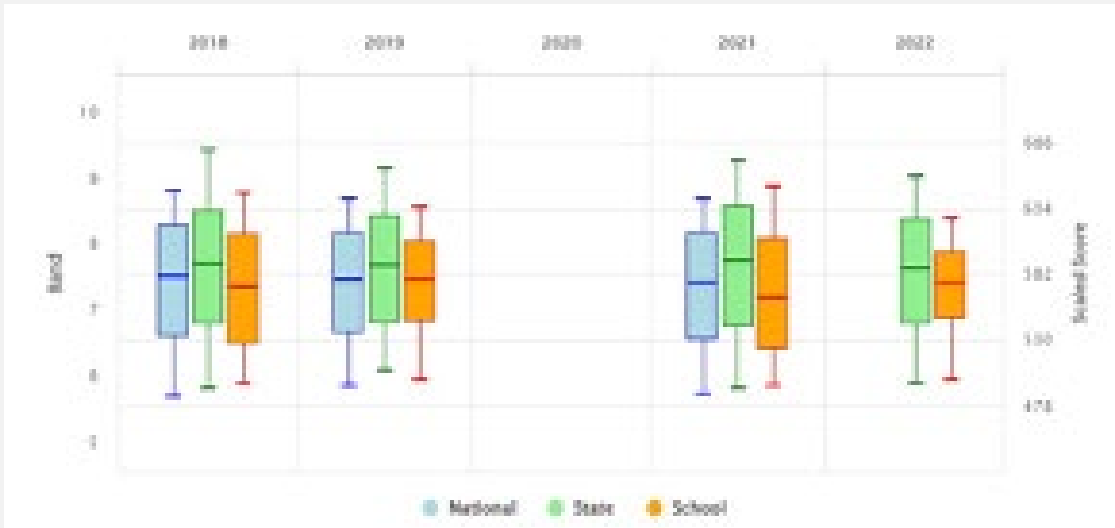
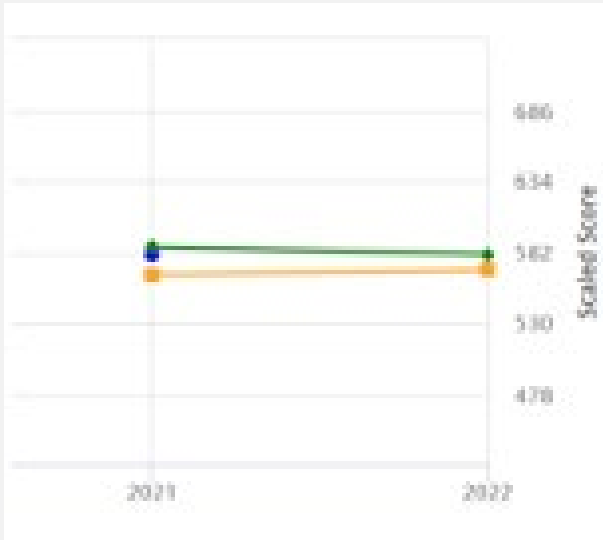
In Year 9 Numeracy, our results remained stable – whilst there wasn't the school-based increase from previous years as we saw in other domains, we again went against state trends in this area, again exceeding the state average.

Year 9 Reading

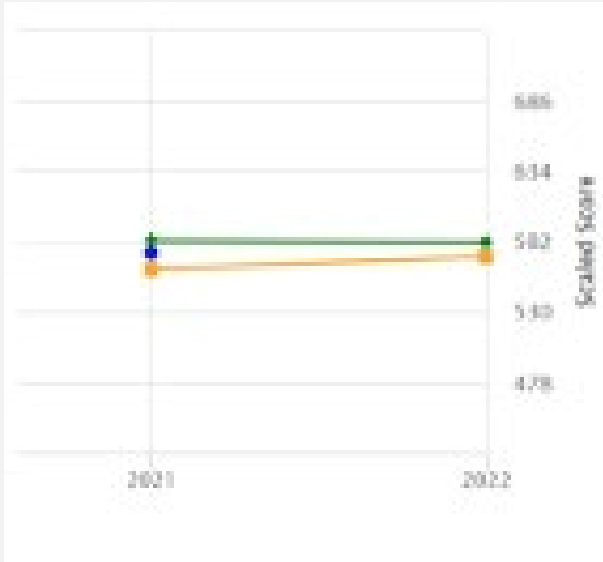
Five Year Trend Report:

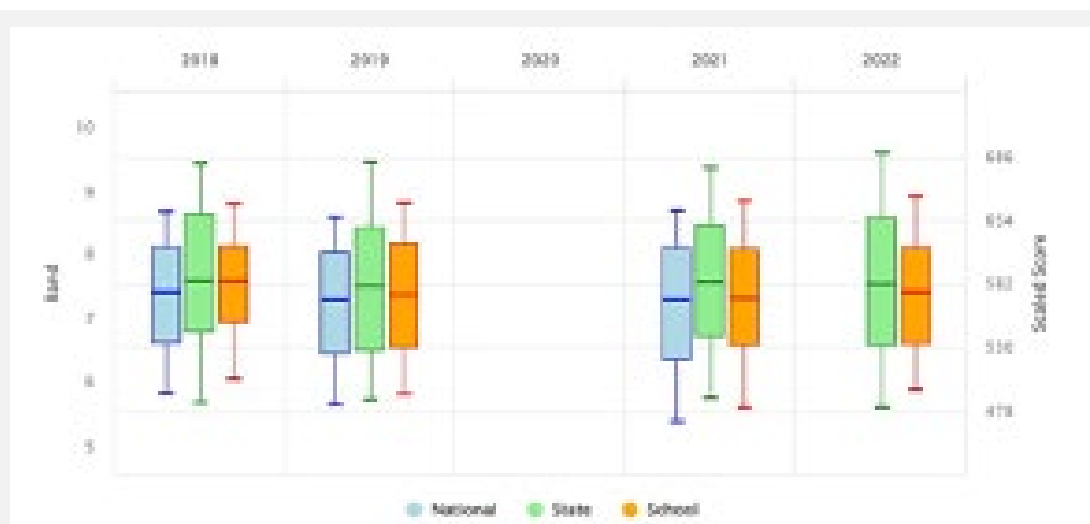


Year 9 Spelling
Five Year Trend Report:



Year 9 Grammar & Punctuation
Five Year Trend Report:





In Year 9 reading, spelling, as well as grammar and punctuation, our achievement outcomes all went up, against the state trends, where results at the state level went down or remained static in those areas.

NAPLAN – Meeting of Minimum Standards

Year Level & Domain	2021 %	2022 %	2021-2022 Changes
Yr 7 Grammar and Punctuation	92	95	+3%
Yr 7 Writing	89	97	+8%
Yr 7 Reading	98	95	-3%
Yr 7 Spelling	96	93	-3%
Y7 Numeracy	98	97	-1%
Yr 9 Grammar and Punctuation	91	94	+3%
Yr 9 Writing	87	87	0%
Yr 9 Reading	91	93	+2%
Yr 9 Spelling	92	95	+3%
Yr 9 Numeracy	97	98	+1%

The percentage of students meeting NAPLAN minimum standards increased in both the writing and grammar & punctuation domains. In reading, spelling and numeracy, the number of students not meeting the minimum national standards increased, despite an overall upward trend in achievement.

The percentage of students failing to meet the minimum standards decreased in all but writing at Year 9 (which remained steady).

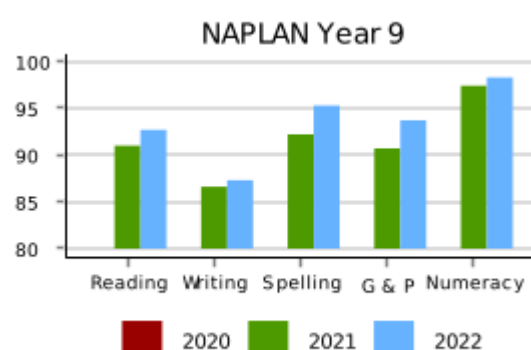
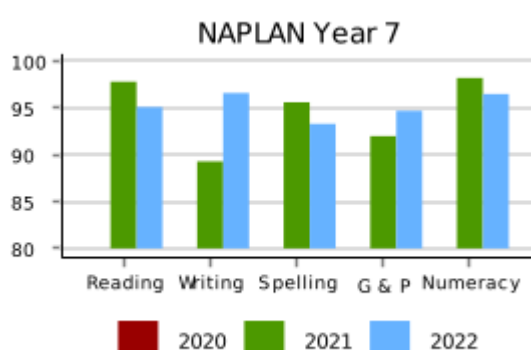
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	575.2
Year 9 Numeracy	590.3
Year 9 Reading	584.0
Year 9 Spelling	574.6
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020 %	2021	2020 – 2021 Changes	2022 %	2021 – 2022 Changes
	*		*		
YR 07 Grammar & Punctuation	-	92.0	-	94.7	2.7
YR 07 Numeracy	-	98.2	-	96.5	-1.7
YR 07 Reading	-	97.8	-	95.1	-2.7
YR 07 Spelling	-	95.6	-	93.3	-2.3
YR 07 Writing	-	89.3	-	96.6	7.3
YR 09 Grammar & Punctuation	-	90.7	-	93.7	3.0
YR 09 Numeracy	-	97.4	-	98.3	0.9
YR 09 Reading	-	91.0	-	92.7	1.7
YR 09 Spelling	-	92.2	-	95.3	3.1
YR 09 Writing	-	86.6	-	87.3	0.7

* 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.



Student Wellbeing

Goals & Intended Outcomes

2022 has been another exciting and challenging year in the Wellbeing space. With remnants of COVID-19 remaining at the start of the year it was a trepidatious start to the year but a welcome relief to be able to have a full year of learning back at school. This presented relief for many aspects of mental health in both students and staff, as we were able to be together in our learning and community. However, while appearances looked like a return to normal, there continues to be challenges from the fall out of two years of disruptive routines and educational patterns; particularly with student expectations and attendance. That said, the Wellbeing team worked together to realise the goals articulated in the 2019-2021 Strategic Directions, as well as contribute to a new Strategic Direction document, 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. Fortunately, this was the case as most of the programs were able to operate giving students the opportunity to develop self in a variety of ways though the year.

Year 7 and 8 Pastoral Care Program

Students completed pastoral care lessons that focused on the wellbeing science of emotional literacy, personal strengths and building positive relationships. Pastoral content was supported through guest speakers from the Ballarat Police department and Elephant Ed where focus was placed on child safety, respectful relationships, and consent education. Relationship and a positive transition to secondary school were fostered by all Year 7 students attending Log Cabin Camp in Creswick early in Term 1, and Year 8 students attending Lady Northcote Recreation Camp Term 2, to build connections to students in their pastoral group and to learn about the traditions and culture of St Patrick's College.

Semester 2 saw pastoral content supported through guest speakers from Brainstorm Productions who performed "The Hurting Game" for all Year 7 and 8 students. The production builds on the College wellbeing and anti-bullying programs and provides strategies for resilience, help-seeking, online safety, and positive relationships. Pastoral lessons and supporting guest speakers help students understand how unhelpful behaviour patterns develop and the strengths that help in stressful situations. Students discover that resilience, respect, self-compassion, and authentic friendships are key to their mental health and wellbeing.

Year 9 Pastoral Care Program

Year 9 students completed pastoral care lessons that focus on The Rite Journey program. The Rite Journey program has been designed by external providers and led by pastoral staff to support the growth of thriving citizens, equipped for their own unique journey, armed with the skills and dispositions needed to not just flourish in school, but in life. This year has also seen Year 9 students focus on experiential activities which can be evident through student participation in Term

1 camp held in Anglesea, a Community Service focus, as well as optional Dance lessons and social with Loreto Year 9 students. The program was enhanced with students traveling to Melbourne as part of the Melbourne Experience program in Term 3. Students used this time to grow and become independent navigating the streets of Melbourne as they completed tasks as a group. The final stage of The Rite Journey saw all Year 9 students participate in the Term 4 camp held in Halls Gap.

Year 10 Pastoral Program

Students completed pastoral care lessons in the senior school pastoral care based on the program The Man Cave. Term 1 saw all Year 10 students spend a day with facilitators in small groups discussing the unique challenges and opportunities of masculinity, and pastoral lesson since continue to explore how to navigate and empower men and young people to healthily express their identity and emotions. A second focus of Semester 1 was to expand student understanding of the vulnerable in our community by experiencing one night of homelessness. Students spent a night out learning about some of the challenges associated with homelessness and ways we can support others in our community.

After missing the opportunity to have Year 9 Melbourne experience due to Covid-19 lockdowns, an additional opportunity was provided for students to experience and navigate Melbourne with a focus on discussing transitioning to the senior school and post-secondary pathways. This focus was highlighted by participating in a Melbourne Experience program that included lectures and tours of Melbourne University, giving insight of what it might be like to be a university student.

Year 11 Pastoral Program

Students completed pastoral care lessons in the senior school pastoral care program "Men of Honour", which is an educational package created by Glen A. Gerreyn. The program focuses on the concept that being born a male doesn't entitle you to automatically call yourself a man, that being a man is a choice. Being a good man is defined through the choices young men make. The program sees students explore the very complex landscape of masculinity and determine how to become a good man, with regards to the portrayal of men in the media and the subsequent effects on male identity, as well as discussions surrounding exercise, nutrition, money, and male development.

Year 12 Pastoral Program

Students completed pastoral care lessons in personal management, as part of school supporting students through their final year of study. Year 12 retreat was held on the first day of Term 1 focusing on study habits and self-care for this important year of work. Further focus was placed on understanding their ATAR score and university application processes. Guest speakers have been invited to support personal management on topics such as responsible risk taking, road safety and positive study habits.

Student Support Services

Students continue to be supported through a variety of student support services. St Patrick's College is well resourced through our enhanced learning team, educational psychologist, speech pathologist, counsellors, engagement centre, indigenous officers as well as pastoral teachers and year level coordinators. 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.

The formation of SIFT (Student In Focus Team) meetings has enhanced communication of wellbeing teams within the College. There are six SIFT teams, one for each year level. The team meets once a fortnight to discuss at risk students and assist the triage of programs to support students for optimal progress. Each team consists of two Year Level Coordinators for the year, the Head of School involved in the year, counsellors, facilitators, assistant principal pastoral care and wellbeing as well as indigenous officers. The formation of these teams, and scheduling of these meetings has greatly increased communication regarding student needs and support of at-risk students.

The enhanced learning team continues to progress. This year saw a move that utilised the capacity of our student management system SIMON to display and inform staff of student personal learning plans (PLP) more efficiently. Staff, through marking student attendance for each class, can notice students within their class with PLPs through the icons displayed. Clicking on the icon allows staff to go straight to the PLP outlining adjustments and recommendations to meet student learning needs. This has facilitated staff efficiency in accessing information to support students in the classroom.

While there were no lockdowns due to Covid-19 in 2022, we continue to see some long-term effects of students returning from remote learning. Student norms and expectations continue to be reimaged and relearned. 2022 saw an increased number of behaviour and disengagement incidents to pre-covid levels, specifically in Year 8 and Year 11. This can be attributed to students struggling to return to learning levels after perhaps a less than ideal focus during remote learning. The difficulty of students stepping into VCE after two years of varied learning also seems to see students struggling to find their pathways. Whilst the reason for each student's disengagement varies, the support, care and attention shown to them by our Pastoral Care teachers, Year Level Coordinators, Counselling, Enhanced Learning team and Re-engagement staff continues to be outstanding.

Attendance continues to be lower than pre-covid levels. 2022 saw student attendance at an average rate of 82% and proportion of students attending 90% or more of the time at 23%. This compares poorly to 2019 (pre-covid) which saw the average attendance rate at 90% and proportion of students attending 90% or more of the time at 67%. Attendance levels add further concerns to the ability of student to learn and therefore academic results. A whole school approach and focus will be a wellbeing goal for 2023. This includes the redevelopment of attendance procedures and support.

2022 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 by successfully engaging in 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. 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. Our college will be further supported with the decision to become a Clontarf Academy in 2023. We look forward to the continued improvement and expanding of the services we can offer our boys.

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. While we were fortunate to run almost a full pastoral care program, the nuances of re-creating camps and programs while adjusting to the new normal has taken much time of the wellbeing staff. To think that this year began with half of St Patrick's College students not experiencing a full year is remarkable. YLCs and Heads of School worked tirelessly to re-establish college norms and expectations. This will continue to pose a 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. However, we are fortunate that a significant strength of the college is our staff and they continue to find ways to offer experiences to students through their passion, commitment, and the extra time given, way above "The Award", making it possible for the College to offer the vast array of activities to our boys.

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 a return to the new normal. Surveys, statistics, and parent feedback reflect in positive relationships and satisfaction of school programs. 2022 saw significant consultation on a renewed strategic plan indicating direction for the next few years. Future Schools Alliance led 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.

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. The return of Joy as a college pillar has helped to ensure a focus on student enjoyment. An expression of gratitude for staff efforts and wellbeing support was significant. Gratitude for the many staff who coach, lead teams, put on productions and many other opportunities for our students. These efforts contribute to the wholistic approach and educational experience for our boys.

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	69.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	85.3%
Y08	83.0%
Y09	80.3%
Y10	81.9%
Overall average attendance	82.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	99.0%
VCAL Completion Rate	0.0%

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 2022 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 supporting students to return to school after the impact of COVID on a normal school routine in 2020 and 2021.

Achievements

In 2022, the College continued to develop staff and community around both Ministerial Order 870 and then 1379 from 1 July 2022. 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 2022, the College continued its work in implementing the Keeping Safe curriculum, working with staff and community via the Crest newsletter, staff meetings and emails.

In 2022, the College contextualised its CompliSpace Policy Connect Child Protection module ensuring content was specific to our community.

In 2022, the College continued to revise and use recruitment processes which explicitly refer to child protection obligations at the application, interview, appointment and induction stages employing expertise in the areas of ICT, Data and Logistics, Risk, Compliance and Governance, Human Resources and Specialist Indigenous programs.

In 2022, the College continued working with the VRQA within Edmund Rice Education Australia, regarding Child Safe Assessment.

In 2022 the College introduced, reviewed and completed a Child Safe Risk Register (17 Risks) in the College Assurance system.

In 2022, the College reviewed and updated its policies to further embed its commitment to Child Safety.

In 2022, the College continued its child safe professional learning for teachers, non-teaching staff and volunteers.

Leadership

Goals & Intended Outcomes

The St Patrick's College community looked forward to a return to a more predictable and normal routine in 2022, following the significant impact of the COVID pandemic in 2020 and 2021. Whilst the College was able to once again engage in many activities and events ruled out by COVID in previous years, 2022 presented its own set of challenges around managing the impact of the pandemic in the form of absences of large numbers of students and staff throughout the year. This proved to be very challenging for schools.

In 2022, a new Leadership Team commenced work at St Patrick's. The new team included a new Deputy Principal, Mr Richard Brodrick and four newly created Assistant Principal roles: Mission and Identity – Mr Geoff Brodie; Learning Innovation – Mrs Carol Roberts; Pastoral Care and Wellbeing – Mr Kevin Robillard; and Staff and Culture – Mr Tom Ferguson. In addition to this, the Leadership Team included the roles of Principal, Business Manager and Director of Human Resources.

The Leadership Team led a number of key initiatives, programs and processes throughout 2022, including:

- The EREA School Renewal process:

This process occurs at each EREA school on a five-year cycle. It involves a series of surveys, interviews and conversations with key stakeholders (staff, students, parents, members of the School Advisory Council) and is a vehicle for EREA to provide feedback to the College on its progress in relation to key educational areas and EREA's Touchstones

- Renewal of the College's Strategic Directions or Plan:

This involved working with an external facilitator as well as detailed consultations with staff, students, parents and the Advisory Council). The new plan is set for the time period 2023 – 2025.

- The Position of Leadership (POL) review and cycle:

The Leadership Team led consultations with staff about the current POLs and those being considered for the next three year cycle. All POLs were advertised internally and externally with interviews occurring in Term 3 and appointments finalised in early Term 4.

- The formation and implementation of a learning framework:

This important work involved significant consultation with staff and the work of the Assistant Principal: Learning Innovation and the Learning Innovation Team, which consists of Heads of Faculty and other staff who wish to contribute in this area. The learning framework is based on significant educational research, evidence and best practice.

- The review of the College's Pastoral Care and Wellbeing programs and structures:

This work was led by the Assistant Principal: Pastoral Care & Wellbeing, along with the Wellbeing Leadership Team and is on-going.

- The College re-entered the Associated Catholic Colleges (ACC) sporting competition in 2022.

The College launched its new Reconciliation Action Plan (RAP) in 2022.

Achievements

Much was achieved in 2022 by the St Patrick's College community. In particular, the work of the new Leadership Team was significant and constant, as they established their new leadership portfolios following the review of the leadership positions and structures in 2021. A main focus on reviewing and improving our teaching and learning was evident throughout 2022 and the development and implementation of an evidence-based learning framework. The framework is based on explicit direct instruction (EDI) approaches and practises. The College's academic data from 2022 reflect a positive impact from this focused approach being consistently applied across all year levels and subject areas.

The professional learning and coaching of Middle Leaders continued 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 practise as professionals as we continue to work with our students and families.

The College Captain, James Clark led the Student Council magnificently with great purpose, energy, diligence and commitment. The Student Council continued to work in response to the important theme of respectful relationships via liaising with their leadership counterparts at Loreto College. The partnership between the two student leadership groups continues to provide an important platform for our student leaders to work together across a number of important issues.

The Student Code of Conduct was implemented in 2022. The Code was developed via a series of workshops and consultations with groups of students from Years 7 – 12 in 2021. 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) was also implemented in 2022. The RAP, which is available via the College website, is the result of the dedicated and enthusiastic work of the RAP committee, which met regularly during the course of 2021. The RAP renewal was completed and submitted to Narragunnawali who endorsed the plan in November, 2021.

The processes around the EREA School Renewal provided rich feedback to the College Leadership Team around key areas. School Renewal is an ongoing process for St Patrick's College. We have in place ways in which we continuously review the way in which we are being authentic as a Catholic school in the Edmund Rice tradition. We use the Charter for Catholic Schools in the Edmund Rice Tradition as a lens for this ongoing renewal; and we reflect on how the four Touchstones in the Charter are a reality in the life of St Patrick's College. The School Renewal process involves a panel consisting of senior staff from EREA, DOBCEL and other EREA schools visiting the College and engaging with students, staff, parents and members of the School Advisory Council. The report from the process in 2022 commended the College for its ongoing commitment and work towards ensuring that it remains an authentic Catholic school in the Edmund Rice tradition.

The renewal of the College's Strategic Plan was another important process successfully completed in 2022. It provided opportunities for key stakeholders to contribute to the development

of a new strategic directions statement which will help frame the work and direction of the College from 2023 – 2025.

The review and renewal of the College's Positions of Leadership (POL) in 2022 proved to be very productive and successful. The process involved a staff working party and broad consultation with staff in a variety of forums. Advertising all POLs internally and externally was an important part of the POL cycle in 2022 and led to a strong field of applicants for the agreed positions of leadership.

VALUE ADDED

The College welcomed the return of camps, excursions and its broad range of co-curricular offerings (cultural, sport and service) for its students in 2022. It was terrific to see the enthusiastic response of students as they re-connected with these opportunities throughout the year. The challenge of managing large numbers of staff and student absences throughout 2022 was difficult but through the dedication and commitment of all staff, and careful management of these issues, we made it through 2022 successfully. Parent-teacher interviews occurred and involved a mixed approach of face-to-face and remote conversations. Most parents were pleased to meet with staff in person again during the year. The provision of air purifiers, masks and RATs by the State Government provided the College with important resources to manage the 2022 school year as well.

The return to a relatively normal educational offering at St Patrick's College in 2022 was welcomed and allowed the College to provide its students with a full range of opportunities that contribute significantly to and enrich their schooling experience.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

During the 2022 school year, the staff of St. Patrick's college participated in 221 professional learning events, both delivered internally and externally. These events related to various aspects of the college, including teaching and learning, mission and identity, wellbeing and leadership. The college ensures that the professional learning program works towards achieving the vision set through the strategic directions. The major expenditure was a targeted literacy program, which all teaching staff are continuing to build competence in the professional learning space.

Throughout the year we have endeavoured to find a balance in the upskilling of staff in a new teaching and learning model and ensuring that wellbeing and workload is managed effectively to ensure a classroom environment that is conducive to effective teaching and learning. The College has undergone a period of significant change in the restructuring of the leadership team, managing this change well has been a priority for the school year as we seek continual improvement.

Teachers have been developing a whole-school teaching and learning framework and have been deepening knowledge through workshops focusing on the areas of Explicit Direct Instruction, Formative feedback and classroom management.

The college continues its commitment to formation and have delivered formation days to staff in whole-school settings, contributing to the attainment and retainment of Religious Education accreditation.

Teachers participating: 108

Expenditure: \$172,078.72

The Writer's toolbox: \$90,424

Expenditure per teacher: \$1593.32

Teacher satisfaction:

2022 continued to be affected by the global pandemic. Although the restrictions were rolled back, COVID continued to spread amongst staff and students, resulting in significant periods of staff shortages. As such, many flexible arrangements were put in place to ensure appropriate supervision of students. The college continued to monitor satisfaction through a termly wellbeing survey. Data trended in downwards at the beginning of the year then turned in a positive direction towards the end of the year. Overall, the college's data indicates a good level of satisfaction across the board.

Number of teachers who participated in PL in 2022	108
Average expenditure per teacher for PL	\$1593

TEACHER SATISFACTION

During 2022, St Patrick's College participated in a School Renewal process led by a panel appointed by EREA. The renewal process included feedback surveys and meetings with staff, students, parents, former students and members of the School Advisory Council. The College also undertook the renewal of its Strategic Plan in 2022, which also involved surveying key stakeholders about various aspects of the College, its operations, community and future directions.

In addition to these processes, staff were surveyed each term to monitor their well-being in relation to their work at the College. These surveys commenced in Term 4, 2021 and continued throughout 2022. The results of the survey provided insights into how staff were coping in a challenging school year in 2022. The surveys reflected appreciation at the opportunity to provide regular feedback to the Leadership Team.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.7%
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TEACHER QUALIFICATIONS

Doctorate	0.9%
Masters	31.5%
Graduate	25.9%
Graduate Certificate	4.6%
Bachelor Degree	63.9%
Advanced Diploma	30.6%
No Qualifications Listed	28.7%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	121.0
Teaching Staff (FTE)	114.6
Non-Teaching Staff (Headcount)	83.0
Non-Teaching Staff (FTE)	69.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

The Goals and Intended Outcomes of Community Engagement are to provide opportunities for staff, students and parents to come together and to engage and challenge our community to become an active and visible presence for change and leadership.

In doing so, the College maintained its commitment to realising two key touchstones of an Edmund Rice education: Liberating Education and Inclusive Community.

Achievements

A full program of seminar, retreat and camp programs went ahead in 2022.

Year 7 enjoyed their camp at Creswick; Year 8 caught up on their missed 2021 camp and had a wonderful experience at Lady Northcote.

Year 9 had a full program of camps, including the Melbourne Experience and Grampians camp. Community service was resumed in 2022 which saw every Year 9 student participate.

Year 10 participated in the 'Man Cave' program, designed to improve students' mental health through a focus on empathy, gratitude and mindfulness.

Year 10 also experienced the 'Night of Homelessness', giving a deeper understanding and insight into the life of the underprivileged. This event also served as a fundraiser and will make a difference in the lives of many who suffer through cold Ballarat winters.

Year 11 students were able to participate in two significant faith and personal development seminars; Year 12 began the year with a Retreat, including a session partnering with the new Year 7s. They also continued throughout the year with Wednesday afternoon presentations, preparing them for the end of year exams and life after SPC.

The SPC Reconciliation Action Plan (RAP) was unveiled during Reconciliation Week in May 2022. This document was the culmination of a collaboration between staff, students and local community members, lead by Indigenous student mentor, Jason Napior. The Vision and Purpose of the RAP is to provide a culturally safe, rich and proud school engaging in authentic change to cultivate learning opportunities for, with and about Aboriginal and Torres Strait Islander students and families. The RAP is a living guide for our ongoing, shared journey towards Reconciliation.

The music faculty and students worked with the Ballarat RSL to lead the march in the ANZAC Day Parade and commemoration in Sturt Street at the Cenotaph. This was a very welcome event for the broader community after a two-year absence. St Pat's also joined the ACC event, ACCent on Music at Hamer Hall in Melbourne for a combined performance with musicians, singers and dancers from all 13 ACC schools. The College Brass band also performed their traditional slot at the Ballarat Show with much success.

It was fantastic to also hold the MENTal Brekky at the Ballarat Golf Club which focuses on mental health first aid, depression and suicide prevention strategies. Organised in partnership with the SPC Foundation Committee, the SPC Development Team and The Chris Yeung Fund Committee, the event, held at the Ballarat Golf Club, is a fundraiser for the Yeung fund. Former Victorian Premier and St Pat's old collegian, Steve Bracks, was an inspiring keynote speaker.

The Old Collegians Association were able to hold a series of combined reunion events in the OCA Pavilion, which saw all postponed reunions from the previous two years go ahead, as well as the scheduled 2022 events. It was a huge effort from the Development Team to make this happen, bringing together all the 0, 1, 2 years and was received by the old boys who were able to reconnect with the College.

The return of the full-program Head of the Lake was welcomed by the community. Traditional College events during the lead-up week, organised by the Year 12 cohort were revived and created an atmosphere of excitement and camaraderie once again in the College.

Whole-school assemblies were a regular occurrence throughout 2022, with 17 altogether. These included the Year 7 Welcome; Boatrace; St Patrick's Day; ANZAC Day; Edmund Rice Day; Ash Wednesday; Summer Sport; Reconciliation Week; Inclusive Community; Faith in Action; Winter Sports; Student Council Investiture; Year 12 Farewell; Remembrance Day; and the Academic Excellence Awards.

The Inclusive Community Assembly was a very powerful addition to our whole-school program. The focus was the lived experience at SPC of people from diverse groups. Speakers included a young female staff member, a Koorie student, an African-Australian student and a student who identifies with the LGBTQIA+ community. For the community to hear their day-to-day accounts of navigating the classroom, corridor and yard was very moving and well-received by the community.

The Boarding facility continued to see increased numbers and it is expected to be a full house by the start of 2023 with all eighty beds occupied. The number of boys from the NT also increased with 16 boys making the transition and undertaking the very challenging task of straddling two worlds.

A review of the Indigenous Education Program saw an undertaking between the College and the Clontarf Academy Program that will see SPC in 2023 becoming the fifth academy in Victoria and 170th throughout Australia. Clontarf will focus on supporting local and interstate indigenous students with their education, particularly attendance, wellbeing and ensuring as many boys finish Year 12. Clontarf will then support the boys transitioning to work opportunities and further study. Clontarf will provide two full-time staff members and a vehicle to transport the boys to appointments, activities and sport. This complements the other new position of Indigenous mentor that began in 2022. The review also highlighted the need to develop an indigenous curriculum coordinator position to focus on developing individual and cultural learning plans for each boy. This role will also begin in 2023.

Remote boarding families also enjoyed trips to Victoria to engage with their boys, and get to connect with and understand the community in which they are being educated. A full weekend of activities and social events was organised for the families and their sons which was very successful. A tour of the MCG for some of the families was also a memorable highlight.

2022 saw the introduction of the Primary Links Team whose responsibilities encompassed building the relationship between our feeder primary schools; the enrolment process and subsequent transition of students into Year 7. The SEED program came under the banner of the PLT and saw Grade 5 boys undertake a day of practical class experiences at St Pat's. College tours also evolved in 2022, and were lead by students from the Student Council and Congress. Staff also attended Agricultural Field Days around the state to further promote our College and target new enrolments.

The Student Council participated in numerous leadership forums locally with other Ballarat schools as well as a state leadership seminar in Melbourne. They were involved in social justice

and community initiatives including a refugee tutoring program in Tarneit, in the outer western suburbs of Melbourne. Members also joined meetings with the Committee for Ballarat group.

As a central part of International Women's Day, SPC joined with Loreto College Ballarat in hosting Sacred Heart College Geelong and St Joseph's College Geelong in the 2nd annual Respect Cup football match at City Oval. The boys played the curtain raiser to the main game between the girls in an event where respect for women and girls was the focus. We look forward to the Respect Cup becoming a long-standing tradition in each of the schools' calendar.

VALUE ADDED

The above achievements in a post-covid year highlight the value-add of a broad ranging co-curricular program focussed on community engagement. St Patrick's College continues to educate boys to become positive contributors to their local and wider community. They are educated to lead and to address needs of others less fortunate or capable. These achievements continue to position St Patrick's College as a destination school that parents can choose with confidence.

PARENT SATISFACTION

Although the DOBCEL School Improvement Survey was not conducted in 2022, we have been able to receive parent feedback from other sources, including attendance and participation in Parent information Nights, and through the significant contribution of parents to the School Renewal and Strategic Plan process. The feedback from parents indicated a high confidence level in the developments in the College in relation to the new Teaching and Learning model, as well as the additional levels of wellbeing support and contemporary approaches to working with young people. As a result, parent satisfaction is such that there is a groundswell of support returning to the College which is in turn engendering a positive cultural outlook.