

2025

Annual Report to the School Community



St Patrick's College

1431 Sturt Street, BALLARAT 3350

Principal: Steven O'Connor

Web: www.stpats.vic.edu.au

Registration: 28, E Number: E2001

Principal's Attestation

I, Steven O'Connor, attest that St Patrick's College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2026

About this report

St Patrick's College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) is the proprietor of six Victorian schools, currently serving over 8,800 young people across eighteen sites. 2025 has been a year of transformation and growth across each of our school communities. Our shared commitment has been to ensure that the charism of Blessed Edmund Rice is not merely spoken of, but visibly felt in the daily rhythms, relationships, and actions of every school community.

In 2025, we led the development of a values-led roadmap to strengthen our collective action in faithfulness and transformation. Inspired by our touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; and Justice and Solidarity, we have collaborated across our network to shape our vision for 2030. This strategy — developed through deep engagement with leaders, staff, students, and communities across our network — charts a clear course for the next chapter of Edmund Rice education in Victoria. It is organised around three interdependent pillars: Living the Charter through Practice; Aligning Local Identity and Network Strategy; and Stewarding Leadership at Every Level.

We have begun embedding Charter-aligned practices more intentionally across classrooms, leadership, and operations — creating shared language and tools so that justice, Gospel spirituality, and care for the whole person shape what we do, not just what we say. Central to this work is honouring our responsibility to walk with First Nations communities in truth-telling, mutual respect, and healing.

By celebrating the distinctive identity and community connection of each school, we strengthen the coherence and collaboration that allow us to act as a values-aligned network. We continue to support inclusive, locally responsive educational models while investing in shared approaches and improvement strategies that serve every student.

A central priority for EREA VSL is the provision of high-quality education within a safe, supportive and well-governed environment. Robust governance frameworks and effective leadership structures continue to promote student safety, wellbeing, engagement and learning. EREA VSL remains diligent in meeting all relevant legislative, regulatory and policy obligations, particularly those relating to child safety, wellbeing and sound financial management.

Our communities of practice support our leaders across schools to learn with and from one another. I acknowledge with gratitude the dedication and professionalism of our Principals, Leadership Teams, and School Advisory Councils and the ongoing support of our families and the wider community.

Educating young people is a co-responsible task — one shared by every member of each school community. As we look toward 2030, we do so with clear purpose, deep faith, and confidence in the people who bring this strategy to life each day.

Yours sincerely,

Jacqueline Wilton

Chief Executive Officer

EREA Victorian Schools Ltd, Catholic Schools in the Edmund Rice Tradition

Vision and Mission

Our Vision and Mission

Our vision is 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 mission is to provide boys with an enjoyable, engaging and holistic education that liberates and leads them to a wisdom for life.

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 people.

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.

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 VSL 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.

At the August 2025 Census date, the College had a total of 1,265 students. Of which, 66 were Indigenous and 64 were boarders. The breakdown of boarders, per year level, is as follows:

- Year 7: 2
- Year 8: 2
- Year 9: 7
- Year 10: 14
- Year 11: 27
- Year 12: 12

Principal's Report

2025 was another positive year for the College with numerous highlights across many areas of the College.

The teaching and learning agenda remains central to the College. SPC continued to offer a diversity of subject offerings and remain true to the Touchstones of Inclusive Community. The creation of a Head of Learning Analytics role along with the reinstatement of Academic Endeavour awards, as well the engagement of teacher tutors in the Boarding House, were all designed to enhance the teaching and learning agenda. The 2025 ATAR results were below the College's expectations and have led to considering a Teaching and Learning Review in 2026.

The Pastoral Care program remains central to SPC. 2025 saw the development and introduction of the College's Student Wellbeing Framework. This year also saw the continued development of a more holistic pastoral care program, grounded in positive education principles and the Respectful Relationship Framework. Students across all year levels participated in a range of programs designed to promote healthy masculinity and respectful relationships including Men of Honour, Tomorrow Man, Elephant Ed and Brainstorm Productions.

As a Catholic School in the Edmund Rice tradition, during 2025 SPC lived and actioned the Touchstones as well as our Pillars of Character, Compassion and Community. Students across each of the year levels participated in the College's retreat programs as well as being involved in a range of service programs including the Year 10 'One Night of Homelessness', Year 8's involvement with Nazareth House and the Year 9 Melbourne Experience.

The College held full school liturgies for St Patrick's Day and Edmund Rice Day and introduced weekly mass in the College Chapel and the Saturday night Boarders' mass. Staff Formation was also an important focus in 2025 with further partnership with EREA VSL and DOBCEL to assist in delivering some of the Staff Formation programs.

The College's extensive co-curricular program was again alive and well in 2025. A number of Grand Final appearances and Premierships were recorded across the BAS and ACC competitions. The diversity of the College's co-curricular program continues to expand with sports including AFL, soccer, cricket, basketball, rugby, rowing and badminton. Whilst the cultural area of music, debating and public speaking attracted large numbers of students.

The College Musicals in 2025, Newsies and Aladdin Jnr, were hosted in the new Performing Arts Centre and was a huge success. College bands and ensembles featured in a number of performances and the Marching Band led the ANZAC Parade again in 2025.

The OCA had another busy year supporting the College across a number of different areas and again presented the Year 7 cohort with their SPC scarves as part of the Edmund Rice Day activities, assisted with Open Day and the very important SPC Care Program.

The College re-examined its Masterplan to accommodate the current financial constraints surrounding the College in 2025. It is hoped that smaller refurbishment programs, such as the new Senior toilets, will continue to occur over the coming years.

The College leaders, along with the Student Council and Student Congress were very active during 2025. The College leaders, led by Hugo Johnston, Harrison Grant and Brendan Monaghan, were strong and visible in their leadership and excellent ambassadors for the College throughout the year.

The year was also interrupted by the health scare of the College Principal, Mr Steven O'Connor. Thankfully Steven has recovered well and will resume his role as College Principal in 2026.

As a Catholic School in the Edmund Rice tradition with a long and proud history of educating young men in Ballarat, 2025 was a year where SPC continued to build on its proud history.

Facere et Docere.

Dr Michael Carroll

Acting Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The Strategic Plan of St Patrick's College, Ballarat, states:

"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:

- Inspiring all in the community with faith's transcendent and transcending vision of God's Kingdom.
- Developing all that is human, founded on the Christian knowledge that all people are made in the image of God.
- Cultivating human values animated by the person, life, teaching, death and resurrection of Jesus, who gives life and meaning to our every adventure.
- Advancing relationships through communion and community, where joy-filled collaboration between the College and the Ballarat Diocese, staff and students, College and families, Church and society, humanity and God's creation, are defining characteristics of the College.
- Embracing the Catholic worldview and the 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.
- Growing and enduring as living witnesses to the Gospel of Jesus, so the community deepens its love of wisdom and its passion for truth.
- Flourishing in the faith that perfects knowledge, the hope that perfects freedom and the charity that perfects justice.

Achievements

"We know that all things work together for good for those who love God, who are called according to his purpose." (Romans 8:28)

The outstanding work of education in the kingdom of God continued at St Patrick's College in 2025. Guided by our College Pillars (Faith, Excellence, Tradition, Joy) and the Touchstones of an Edmund Rice Education (Gospel Spirituality, Liberating Education, Justice and Solidarity, Inclusive Community), God's loving purpose strengthens the partnership between families and staff. Once again, the Faith and Identity Team focused on the four Domains of Liturgy, Student Formation, Faith in Action, and Staff Formation.

Mr Mitch Leviston was the Acting Assistant Principal: Mission and Identity for Semester 1, as Mr Geoffrey Brodie took extended leave. The success of this staffing change is evidence of the strength of many staff and their capacity to lead when empowered and invited to do so. This happens in the small and large events of the College life. Semester 1, which commenced with our Year 12 students welcoming our new Year 7 students as part of the Year 12 retreat day, included, as usual, our significant celebration days: St Patrick's Day and Edmund Rice Day.

St Patrick's Day, a joyful celebration embracing our College Pillars, commenced with Mass celebrated by Bishop Paul Bird and our College Chaplain, Rev Eladio Lizada OSJ. Now in its third year in this format, the House competitions and singing contest (organised by our dedicated House Leaders) stood out as highlights of student enthusiasm and engagement. Alongside the now-traditional green donut, these elements establish the cherished parts of our College's Feast Day tradition.

Edmund Rice Day began with a reverent Mass. The choir, consisting of members of the College Student Congress, sang beautifully. Continuing with the traditional Walk-a-thon and the ever-popular "St Pat's has Talent" showcase, once again, the spirit of the College shone through the joy of being part of this vibrant community.

In addition to the major days, the Liturgy Domain once again prepared unique invitations into the life of Christ, experienced through prayer, the Word, and the Sacrament. Fr. Eladio, supported by long-serving sacristan, Mrs Helen Lee, offered our community moments of encounter with our loving God. From Homeroom prayer to weekly Mass in our beautiful Old Collegians' Chapel, to the emotional unity of the Thanksgiving Mass celebrated in St Patrick's Cathedral, the invitation to raise our hearts and minds to God was constant in our community.

Faith in Action trainee, Mr Paterson Meneely, enriched our year through his dedication, insights, and generosity. Paterson, who, as a Year 12 student in 2024, was active in mission, united staff and students across all domains of Mission and Identity.

The Faith in Action students were active across every term. Activities included the Easter Egg Drive, distributing donations to patients at St John of God Hospital, the Winter Food Drive in partnership with the St Vincent de Paul Society, the Reverse Advent Calendar, and cooking food for the Ballarat Soup Bus.

Our SAGERS students had another active year. Activities included tree planting with Loreto College for National Tree Day, partnering with McCallum Disability Services to introduce CDS bins, paper recycling bins, a litter audit, Whole College Assembly with ResourceSmart Schools facilitator Inga Hamilton, Nude Food Day that raised approximately \$2,800 for SAGERS projects, the vegetable garden revitalisation, and the native bush tucker garden in the staff courtyard with plants donated from a local garden centre.

Our tradition of stepping aside from our usual busy routines to participate in a time of prayer and reflection continued in the 2025 retreat program. A unique and defining characteristic of St Patrick's College remains our commitment to our Religious Education curriculum. The retreat program consistently strives to be a harmonious extension of the intellectual, moral, and faith formation provided to our students in their classrooms. As a community dedicated to the education of the whole person, we can do no other.

Regular formation opportunities invited staff members into the unity of heart and mind. This year, Ms Emily Re led staff in discussions about the power and importance of self-leadership in a community. It is most fitting that this report acknowledges the excellent work of Mr Robert Re in the Staff Formation domain. Sadly, Robert entered eternal life at the start of the year, and we thank Emily for her professional knowledge in taking up the work of her father.

Another busy and blessed year at SPC. A key element of achievement for the purpose of this report is the strength of the Faith and Identity Team at the College, and the way members of the Team invite so many into the joy of our College. May our community continue to witness God's infinite love.

Value Added

I submit the list of activities above as a starting point in considering the value added to the Community. The true value lies in the way these activities, many of which are long-standing moments, continue to develop to meet the needs and desires of our students and families. The forms of collaboration seek to add value by echoing Pope Leo's call (in his Apostolic Letter) to draw new maps of hope in the concrete circumstances of the times. We value add when we endure in the spirit of Leo's words:

- "The educational community is a 'we' where teachers, students, families, administrative and service staff, pastors and civil society converge to generate life" (3.1)
- "Putting the person at the centre means... helping them discover the meaning of life, their inalienable dignity, and their responsibility towards others" (5.1)

- “A person is not a ‘skills profile’, cannot be reduced to a predictable algorithm, but is a face, a story, a vocation” (4.1)
- “Christian formation embraces the entire person: spiritual, intellectual, emotional, social, physical” (4.2)
- “Be servants of the world of education, choreographers of hope, tireless seekers of wisdom, credible creators of expressions of beauty” (11.3)

Learning and Teaching

Goals & Intended Outcomes

At St Patrick's College, we remain committed to fostering a learning culture grounded in evidence-informed practice, high expectations and continuous improvement. Our goal is to provide an educational experience that challenges and supports every student to achieve personal excellence, while developing the knowledge, character and skills required to contribute meaningfully to society.

Central to this work is our ongoing commitment to embedding research-informed approaches to teaching and learning. We continue to strengthen instructional practices across the College, ensuring students experience consistent, high-quality teaching that is engaging and responsive to their learning needs. Through the refinement of curriculum design, assessment practices and classroom instruction, we aim to further improve learning outcomes for all students.

Developing literacy remains a key strategic priority. We recognise that strong literacy skills are foundational to success across all areas of learning and critical for future pathways. Our whole-school commitment to The Writer's Toolbox continues to support the explicit teaching of writing, while intervention programs such as MacqLit and MultiLit provide targeted support for students requiring additional literacy assistance. Staff have also engaged in ongoing professional learning focused on improving writing instruction, including participation in the English Curriculum Project with a focus on explicit writing instruction at the VCE level.

The College also continues to expand and strengthen pathways for students, particularly within the senior years. We are committed to ensuring that every student can pursue a pathway aligned with his strengths, interests and aspirations. This includes the ongoing development of vocational, mainstream and accelerated learning opportunities, alongside broader VET and VCE-VM offerings.

Another important focus has been strengthening collaboration among staff. Through data-informed inquiry, shared curriculum development and collaborative lesson planning, staff have worked together to improve consistency in teaching and learning. This work has led to greater continuity of instruction across classes and year levels, providing students with a more consistent and supportive learning experience.

We have also continued our support for students with diverse learning needs, ensuring that every student has equitable access to the highest quality instruction. With the support of our dedicated Enhanced Learning team, we have continued to ensure that we offer a holistic and inclusive educational environment, which is responsive to the individual needs of our students.

Achievements

Throughout 2025, St Patrick's College strengthened its learning culture through a range of initiatives designed to support student growth, engagement and achievement. It has been a year centred on student development, shaped by our belief in the transformative power of learning.

This year, we introduced letter grades to Semester Reports for students in Years 7 to 12 (excluding Year 7 to 10 Physical Education, VET and VCE-VM studies), alongside assessment task results, to provide clearer and more consistent reporting to families. These subject grades are based on cohort performance rather than fixed percentage bands, ensuring fairness across subjects and recognising the differing demands of tasks and courses. Our nine-band scale, from A+ through to E, provides clarity while supporting a growth-focused mindset.

Alongside this change, we implemented a new approach to reporting student Work Habits. Following a review of reporting processes, we introduced frequency-based descriptors that provide families with clearer insights into behaviours that most strongly support academic progress, including engagement in learning, task completion, classroom readiness and positive learning behaviours. Parent feedback regarding these changes has been overwhelmingly positive, with families appreciating the increased clarity around their son's strengths and areas for growth.

The reinstatement of the Academic Endeavour Awards was another significant achievement in 2025. Presented as part of the Academic Excellence Assembly, these awards celebrate students who demonstrate exceptional effort, commitment and positive learning behaviours. They reinforce the College's belief in the importance of persistence, growth and striving for personal best.

In 2025, the College also established the role of Head of Academic Extension to further enrich learning opportunities for high-performing students. This has supported increased participation in academic enrichment activities including the Da Vinci Decathlon, which St Patrick's College proudly hosted this year, welcoming schools from across Victoria. Students also participated in the Ethics Olympiad, the Social Innovators Program and ICAS Mathematics and Science competitions. These opportunities deepen curiosity, sharpen thinking and encourage students to engage with complex ideas beyond the classroom.

The College continued to broaden curriculum offerings in response to student interest and future workforce demands. New offerings in Creative Digital Media, VET Hospitality and VCE Agriculture have expanded opportunities for students to pursue pathways aligned with their interests and aspirations. Interest in VCE-VM has also continued to grow, reflecting the increasing demand for applied and vocational learning experiences connected to real-world skills and enterprise.

Student Learning Outcomes

The 2025 academic results reflected the commitment and efforts of both students and staff across the College.

Highlights from the 2025 VCE and VCE-VM results included:

- The College Dux achieving an outstanding ATAR of 97.40
- A median study score of 28, consistent with previous years
- A median ATAR of 61.95
- Two Year 11 students achieving a study score of 47 in Unit 3 and 4 General Mathematics
- 184 students successfully completing Year 12, with 100% achieving their VCE or VCE-VM
- A significant increase in students completing either the VCE-VM or unscored pathway, with 45 students successfully completing these pathways, up from 34 in the previous year.

In NAPLAN, the College recorded growth across all Year 7 domains, reflecting encouraging progress in literacy and numeracy during students' transition into secondary schooling. Year 9 NAPLAN outcomes showed slight declines across most domains, with the exception of spelling, which improved.

These results will continue to inform future planning and improvement priorities. Academic progress remains a strong focus for 2026 as the College continues seeking to better understand the experiences of learners and identify the strategies, structures and supports that will best enable every student to grow and flourish.

At St Patrick's College, we remain committed to building a culture where learning is valued, effort is recognised and every student is supported to achieve success in a pathway that reflects his individual strengths and aspirations.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	527	59%	523	57%
	Year 9	536	43%	546	51%
Numeracy	Year 7	563	81%	556	78%
	Year 9	576	74%	579	76%
Reading	Year 7	535	74%	533	70%
	Year 9	551	59%	562	65%
Spelling	Year 7	525	66%	518	64%
	Year 9	550	61%	556	67%
Writing	Year 7	533	63%	527	62%
	Year 9	553	57%	560	59%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

In 2025, the wellbeing focus at St Patrick's College centred on the development and implementation of a consistent, whole-school Wellbeing Framework to support students across Years 7–12. This work aligned directly with the School Improvement Plan priority of strengthening student engagement, positive behaviour, and connectedness.

Key intended outcomes included:

- Establishing a clear and consistent approach to pastoral care across all year levels
- Strengthening student voice and data-informed practice through tools such as PULSE Wellbeing Surveys
- Promoting respectful relationships and healthy masculinity through targeted programs
- Enhancing early intervention and support structures for students at risk
- Continuing to build an inclusive and safe school environment, aligned with Child Safe Standards.

This work aimed to ensure that every student feels known, valued and supported, while developing the personal and social capabilities required to thrive.

Achievements

Throughout 2025, St Patrick's College continued to deliver a broad and intentional wellbeing program aligned with our developing framework.

Pastoral Care & Wellbeing Programs

- Years 7–9 participated in structured pastoral lessons focusing on emotional literacy, respectful relationships and personal development.
- ElephantEd was introduced across the junior years, delivering age-appropriate education around consent, respectful relationships and sexual health, supporting students to make informed and safe decisions.
- Brainstorm Productions performances supported student understanding of bullying, resilience, and online safety.
- The Year 9 Rite Journey continued to play a significant role in guiding students through the transition from adolescence toward young adulthood.

Healthy Masculinity & Senior Programs

- Year 10 students engaged in the Tomorrow Man program, challenging harmful stereotypes and promoting emotional awareness and positive relationships.
- Year 11 students participated in Men of Honour, focusing on respectful relationships, decision-making, and personal responsibility.
- Senior students were further supported through guest speakers addressing road safety, study habits and wellbeing strategies.

Camps, Retreats & Connection

- Camps and retreats across Years 7, 8 and 12 remained a cornerstone of the wellbeing program, strengthening peer connection and sense of belonging.
- A review of the Year 8 camp program was initiated.

Student Support & Inclusion

- The Wellbeing Leadership Team continued to evolve, strengthening collaboration between counselling, learning support, and pastoral teams.
- The Learning Support Hub remained a critical intervention space for students requiring additional support with engagement, behaviour or attendance.
- The Clontarf Academy continued to support Indigenous students through mentoring, connection and engagement initiatives.

Student Voice & Data-Informed Practice

- The continued use of PULSE Wellbeing Surveys enabled the College to gather regular, meaningful student feedback, informing targeted interventions and program development.

Child Safety & Community Engagement

- Ongoing commitment to Child Safe Standards included:
 - Continued staff training and improved documentation practices
 - Regular communication and visibility of support structures for students
 - Engagement with families through wellbeing-focused information sessions.

Value Added

In 2025, St Patrick's College offered a wide range of curricular and co-curricular experiences that enhanced student wellbeing and engagement. Camps, retreats and excursions across all year levels promoted connection, resilience and school belonging. Programs such as ElephantEd, Tomorrow Man, Men of Honour and Brainstorm Productions supported student learning in respectful relationships, emotional literacy and decision-making.

Students also engaged in health and fitness programs, House activities, sporting competitions and cultural opportunities including music and drama. The continued development of the Learning Support Hub provided targeted academic and wellbeing support, while ICT platforms such as PULSE surveys enabled student voice to inform practice.

These experiences complemented classroom learning and contributed to the development of well-rounded young men, supporting both their personal growth and academic engagement.

Student Satisfaction

The 2025 Student Pulse Wellbeing data indicates that St Patrick's College provides a strong foundation for student wellbeing, particularly in relation to safety, basic needs, and home support. Overall wellbeing scores are positive across most domains, suggesting that students largely feel cared for and secure. However, the data also highlights several priority areas for improvement, particularly in emotional regulation, school belonging, and meeting expectations.

A key strength of the data relates to material and physical wellbeing. Students report very high levels of access to necessities, adequate nutrition, and stable home environments, demonstrating that the fundamental conditions for learning and wellbeing are well established. Students also report feeling safe, with low concerns around bullying and positive perceptions of home and personal safety. These factors provide a strong protective base for student engagement and development.

In terms of relationships, students report strong connectedness to adults at home, indicating supportive family relationships that contribute positively to overall wellbeing. Physical activity levels are also strong, supporting healthy development.

Despite these strengths, several areas require attention. The lowest scoring domain is "Meeting Expectations", suggesting that some students struggle to understand or meet school expectations, which may impact motivation, engagement, and confidence. Additionally, students report challenges in emotional regulation and managing difficult emotions, indicating a need for more explicit support in emotional literacy and coping strategies.

Measures of school belonging, school climate, and connectedness to adults at school are comparatively lower than home-based measures, suggesting that strengthening adult-student relationships and consistency of pastoral practices at school remains an important focus.

In summary, while St Patrick's College demonstrates a strong wellbeing foundation, targeted action to strengthen emotional skills, clarify expectations, and deepen students' sense of

connection and purpose at school is likely to result in significant wellbeing and engagement gains.

Student Attendance

Student attendance at St Patrick's College is closely monitored as a key indicator of student engagement and wellbeing. Attendance is recorded daily through morning pastoral care rolls and monitored in each class period by subject teachers.

In line with Victorian School Attendance Guidelines, the College ensures that all unexplained absences are followed up with parents or guardians on the same day. The responsibility for overseeing attendance sits with Year Level Coordinators, Heads of School, and the Wellbeing Team, who work collaboratively to identify patterns of concern and implement early intervention strategies.

In 2025, a continued focus was placed on supporting students with attendance challenges through proactive wellbeing support, including referrals to the Learning Support Hub and counselling services. Individualised plans were developed for students at risk of disengagement, ensuring a coordinated approach between school and home.

This consistent and structured approach aims to maximise student attendance, strengthen engagement, and support positive educational outcomes for all students.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	81.45

Average Student Attendance Rate by Year Level	
Y07	88.66
Y08	87.85
Y09	86.37
Y10	84.58
Overall average attendance	86.87

Leadership

Goals & Intended Outcomes

The work of the College Leadership Team in 2025 was focused on embedding and implementing the College's Strategic Plan across the six key focus areas. Although originally scheduled to be reviewed in 2025, a decision was made in consultation with EREA VSL and the College's SAC, to extend the plan until the end of 2027.

A key focus of the Leadership Team in 2025 was to continue to work with the College staff across all facets of their role at SPC. The wellbeing and professional development of staff were two key focus areas during 2025. The complexity and diversity of modern schools necessitates that staff are supported professionally, emotionally and spiritually. This was a major focus throughout 2025.

Specific goals examined throughout 2025 included the following:

- Review current school structure and develop a 2-school model
- Continue to enhance the academic culture across all year levels
- Review the POL structure for 2026 - 2029
- Further enhance the College's marketing and promotions plan
- Develop and implement a Years 7 - 12 Pastoral Care Program
- Ensure the Annual compliance obligations of the Boarding House are completed
- Review Child Safeguarding Standards.

Achievements

The goals outlined above provided a significant focus throughout 2025. In reviewing the year, it is pleasing to note that the majority of the goals were completed and nearing completion.

Goals completed include:

- 2- School structure will be introduced in 2026
- Defined Terms of Reference and engagement of Educational Consultant for the Teaching and Learning Review in 2026
- POL Structure 2026 - 2029 finalised
- New promotional material developed and launched during 2025/2026
- All compliance obligations for the Boarding House were completed
- Compliance with Child Safeguarding Standards was completed.

The further development of a full school Pastoral Care Program will continue in 2026.

Student Leadership

The College student leaders in 2025 were excellent. They were engaging, spirited and effective during their leadership journey. Led by College Captain, Hugo Johnston, the student leaders, along with the extended Student Council, were innovative with their ideas and effective in actioning these ideas. The work of Hamish McNamara, Captain of Boarding, ensured this important part of the College also operated very effectively.

Throughout 2025, the College Leadership Team and the Student Council enacted and lived out the EREA Touchstones and ensured that SPC remained a proud Catholic school in the Edmund Rice tradition.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Throughout the 2025 academic year, St Patrick's College staff actively engaged in 80 individual or group Professional Learning sessions, alongside several whole staff sessions. Our membership with the International Boys' Schools Coalition continues to be worthwhile through online webinars and conferences. Three members of the College Leadership Team attended the IBSC Australasian Regional Conference in Perth, which focused on leadership and learning for the social, emotional and academic wellbeing of boys. The keynote speaker, Dr Mark Dowley, offered valuable insights into classroom management. As a result, the College invited Dr Dowley to visit the College and speak to all staff at the beginning of the 2026 school year. Also, in the area of boys' education, retired principal and member of the College's School Advisory Committee, Mr Brad Fenner, was the guest speaker during a staff professional learning session. Mr Fenner shared his insights and perspectives on toxic masculinity, the benefits of a single-sex learning environment, and approaches that work best in an all-boys education setting. Staff also participated in many EREA formation and professional learning opportunities, as well as DOBCEL programs, including Crucial Conversations and bespoke enhanced learning and leadership sessions. In August, all staff undertook First Aid and CPR training, with the goal of ensuring all staff are First Aid accredited. The College continued to utilise The Writer's Toolbox coaching program, which plays a pivotal role in elevating students' literacy levels and represents an important part of the College's ongoing efforts to enhance student outcomes. Importantly, the College also continued to draw on the expertise within its own staff community. Staff members led professional learning sessions for colleagues in areas including formative assessment, writing instruction and data literacy, helping to build collective capacity and foster a strong culture of professional collaboration and shared practice. One staff member completed the Teaching Excellence Program, while others commenced or continued studies towards the Graduate Certificate in Religious Education through Australian Catholic University. This qualification provides staff with the accreditation to teach Religious Education and/or lead within a Catholic school.

Expenditure And Teacher Participation in Professional Learning	
The College's unwavering dedication to staff formation continued, supporting our ongoing efforts to achieve and uphold accreditation standards in Religious Education while further developing staff understanding and capacity. Staff culture remained a key focus of Formation Days, Leadership Team meetings and subsequent staff culture sub-committees, with ongoing support from workplace culture expert Robert Re. Sadly, Robert passed away in April 2025; however, his daughter, Emily Re, continued his work with the College in this important area for the remainder of the year, culminating in the all-staff formation and culture training days held in September.	
Number of teachers who participated in PL in 2025	80
Average expenditure per teacher for PL	\$425.13

Teacher Satisfaction

The College did not participate in the Insight SRC Survey in 2025; however, staff did complete PULSE surveys.

Overall, the 2025 PULSE wellbeing data indicates that staff wellbeing at St Patrick's College was generally positive, with many domains sitting in the medium–high to high range. Staff reported strong levels of enjoyment, motivation, social connection and professional fulfilment, alongside some clear pressure points related to workload, interruptions, recovery, and boundaries.

Key strengths were evident in staff enjoyment and engagement with their work. Enjoyment (0.80), absorption (0.80) and life and work satisfaction (0.81) were consistently high, suggesting staff found their work meaningful and engaging. Psychological capital was also a strong area, with high levels of resilience (0.81), optimism (0.77) and overall psychological capital (0.76). Social support was a notable strength, particularly collegial support (0.81) and positive relationships with supervisors (0.72), indicating a generally supportive workplace culture. These results suggest that staff felt connected, valued, and sustained by positive relationships within the school.

Areas of challenge largely related to workload sustainability and recovery. Interruptions scored notably lower (0.48), indicating frequent disruption to focused work. Work overload (0.54), boundary strength between work and personal life (0.57), and recovery at work (0.51) and at home (0.55) were also weaker domains, pointing to challenges in managing pace, volume, and rest. Stress indicators were mixed, with moderate stress scores (0.61–0.72), suggesting that while stress was present, it was not overwhelming for most staff but remains an ongoing concern.

In summary, 2025 wellbeing data reflects a staff body that is engaged, resilient and supported, but also experiencing pressure from workload intensity and limited recovery opportunities. Strengthening boundary protection, workload clarity, and conditions for genuine rest would likely have the greatest positive impact on staff wellbeing moving forward.

Teacher Qualifications	
Doctorate	0
Masters	12
Graduate	27
Graduate Certificate	3
Bachelor Degree	67
Advanced Diploma	14
No Qualifications Listed	48

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	128
Teaching Staff (FTE)	116.88
Non-Teaching Staff (Headcount)	99
Non-Teaching Staff (FTE)	82.36
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

At St Patrick's College Ballarat, is a Catholic School for boys in the tradition of Edmund Rice. St Patrick's was established by the Christian Brothers at the request of the Bishop of the Diocese of Ballarat in 1893. Since its inception St Patrick's has been a day and boarding school and has played a significant role in the education of young men in Ballarat and surrounding areas.

Our community is at the core of who we are and it is our greatest strength. We are dedicated to fostering and celebrating community involvement and connection in all its forms. We believe that students who feel positively connected to their school are often the most productive and experience the greatest sense of reward and satisfaction.

We honour and celebrate the commitment and hard work of our outstanding staff, both in the classroom and in a range of other support roles. We also continue to nurture the partnership between home and school, recognising that parents are the primary educators of their children. Additionally, we cherish our relationship with our Old Collegians, who consistently support the College's work and aspirations.

Achievements

Reviewing and developing strong communications and marketing strategies that promote the strengths of the St Patrick's College community, its achievements and the role it plays in providing the best education for boys in Ballarat.

In 2025, our marketing and communication strategies were closely aligned with the core themes of the College's strategic plan. We maintained our emphasis on the key phrase, "Character, compassion, community," and our vision of "Educating hope-filled, compassionate, and confident young men for their place in the world". Our marketing efforts continued to highlight the strengths of a single-sex education and how our curriculum specifically caters to the wants and needs of boys. In 2025, a significant television and online marketing campaign was implemented. Central to this was a promotional video which highlighted the many curricular and co-curricular offerings available to our students.

Further developing our commitment to supporting the growth and formation of all Aboriginal and Torres Strait Islander students.

Fostering a sense of belonging and an understanding of culture are central tenets of the First Nations program at St Patrick's College. Throughout the 2025 school year, a number of opportunities were presented to our Aboriginal and Torres Strait Islander students. Sorry Day

was observed in 2025 at Damascus College, an event which saw the gathering of the three local Catholic Schools - Damascus College, Loreto College and St Patrick's College. This event was augmented by the presence of many of the families of our Northern Territory boarders who were able to attend the event.

Providing an inclusive and comprehensive education is central to our mission. At St Patrick's, the education of Aboriginal and Torres Strait Islander students is a top priority. In 2025, we continued our partnership with the Clontarf Foundation to support our Indigenous program. This collaboration proved to be highly successful, seamlessly integrating into our community. The involvement of Clontarf led to significant benefits, including increased attendance and engagement from Indigenous students.

Students in the Clontarf program have been provided with a host of opportunities to develop themselves in areas such as interpersonal skills, employment pathways, outdoor activities, fitness and developing a sense of self-discipline. The many camps, excursions and sporting events offered by Clontarf have done much to broaden the world view of our students as well as building confidence and awareness of the world around them.

In 2025, the Indigenous Education Coordinator continued to oversee the implementation of classroom programs and to assist Aboriginal and Torres Strait Islander students in achieving classroom success. Additionally, the continued employment of an EALD Coordinator further demonstrated the College's commitment to supporting Aboriginal and Torres Strait Islander students in their educational pursuits at St Patrick's.

Ensuring that boarding remains a strong, viable and attractive option for students and families.

Boarding has been an integral part of the St Patrick's College Community since 1893. Many families in Western Victoria from Mildura to Portland are keen for their son's to further their education in Ballarat. This option provides them with a host of advantages over remaining in their local communities. In addition to the broad curriculum on offer here at St Patrick's, many of our boys choose St Patrick's College to continue their development in their chosen sport or in a range of other co-curricular activities.

In 2025, the boarding house at St Patrick's College began the year with 68 boarders. The boarding house is a critical part of the school, as boarding has been a foundational aspect of St Patrick's since its inception in 1893.

We provide a combination of fulltime, weekly and occasional flexi-boarding.

The students residing in the boarding house in 2025 came from various parts of Australia, with a significant number hailing from our heartland, the Wimmera and Southwest Victoria. Among our boarders were 18 First Nations students from the Northern Territory.

St Patrick's College's boarding facilities are first-rate, and our boarders are provided with an excellent daily menu through our catering providers Chartwells and they engage in a range of interesting and engaging activities on weekends.

Enhancing our partnerships with all feeder primary schools.

St Patrick's College has long been the main destination for male students from the Ballarat Catholic primary schools, with the majority of our Year 7 students coming from these schools. In addition to these schools many of our students come to us from local state and independent schools.

St Patrick's College commenced the 2025 school year with an enrolment of 230 Year 7 students from over 50 feeder schools in the Central Highlands and Western Victoria region. This was a 3.14% increase on 2024 enrolments at Year 7 level.

In 2025, the principal and student leaders visited most of our Catholic feeder primary schools in the Ballarat region. The visits provided us with the opportunity to engage with prospective students and tell them about the many good things happening at St Pat's. Four local Catholic feeder primary schools were fortunate enough to have a visit from the St Patrick's College stage band who performed for the children. Students from a number of these primary schools also attended a performance of the Junior School production of Aladdin Jnr.

The Local Catholic Primary schools continued to participate in the annual Secondary Education Experience Days (SEED Program) at the College. The SEED Program is an opportunity for every Year 5 boy in a Catholic Primary School in the Ballarat region to attend a day of classes at St Patrick's. This is done in conjunction with Loreto and Damascus Colleges.

Continuing our commitment to and partnership with the College's Old Collegians' Association.

In an effort to forge further connections with the College the Old Collegians Association (OCA) has continued to work with the leadership of the College to ensure that our students are benefiting from their efforts. In a new initiative in 2025, the OCA presented all Year 7 students with a St Patrick's College scarf. This took place on Edmund Rice Day and it was a tangible way of reinforcing a sense of belonging for our Year 7 boys to the College.

St Patrick's College continues to enjoy a strong relationship with the OCA. In 2025, the OCA contributed significant funds to the College for the upgrading of the strength and conditioning equipment in the Weights room in the O'Malley Sports Centre. This contribution did much to improving the educational and sporting outcomes for our students.

The OCA also contributes financially to the St Patrick's College pastoral care program, SPC Care. This program provides a range of care options for Old Collegians and other members of the College community who are requiring support. In 2025, it also provided funding for a

scholarship for two Year 12 students who were the sons of old collegians. The OCA assisted the Friends of Rowing Group with funds for the purchase of a new coxed four boat for the intermediate rowing program.

Exploring partnerships with industry and professional organisations to further enhance the educational offering of the College.

The College is an active member of the Committee for Ballarat. The Development office is a member of the industry group, Educate Plus. In 2025, St Patrick's re-engaged with the International Boys' Schools Coalition (IBSC) which has enabled the College to access research, professional learning and other opportunities to enhance the educational offerings for our boys. These organisations provide strategic network opportunities for our staff members as well as professional development opportunities.

Parent Satisfaction

The College did not complete the Insight SRC Survey in 2025. However, in late 2025, a preliminary meeting was held to gauge interest in the formation of a Parents and Friends Association. The Friends of Rowing group continued in 2025 running a number of events to raise funds for the purchase of a new coxed four boat for the intermediate rowing program. This was a successful campaign, culminating in the launch of the new boat in early 2025. Additionally, the rugby program started their own parent group in 2025.

In 2025, we continued to engage with our parent cohort by offering opportunities for them to be involved in the College. The College hosted significant events such as the Mother's Day Mass and Breakfast and this was duplicated for our annual Father's Day Mass and Breakfast. Both events were well-subscribed to and are enthusiastically participated in.

Parents are also regularly invited to College assemblies, in particular our awards ceremonies and Speech Day.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.stpats.vic.edu.au