



St Patrick's College Ballarat

2020

Annual Report to the School Community



Registered School Number: 0028

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*; and
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School,

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

01/06/2021

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

Our College Vision & Mission

A Vision for St Patrick's College, 2019 - 2021: 'Raising fine boys to the status of great men.'

Our Mission

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

Our Catholic Faith

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

Teaching and Learning

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

College Overview

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

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

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

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

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

The 2020 school year saw St Patrick's College's enrolment at 1,365, with 66 students living within the College's Boarding Precinct.

Principal's Report

While much has been written about the significant events that have come to shape and form St Patrick's in 2020, now is the time to reflect on what we learnt from this almost unbelievable year - for students, parents and staff member alike.

A school's capacity to successfully respond to any unexpected change in leadership says much about the organisational health of the school. John Crowley's move from Principal of St Patrick's to Acting Headmaster of St Kevin's College could never have been anticipated nor planned for. Just as COVID-19 forced a rapid 're-setting' of our approach to curriculum delivery, so did John's departure require a speedy response from all who collectively form the community of St Patrick's - a task which I believe was done exceptionally well thanks to combined efforts of the St Patrick's College staff.

This was achieved because of the work done in the weeks and months before John's departure. St Patrick's previously committed significant time and effort into developing and actioning its 2019-2021 Strategic Directions plan. This document has become the blueprint for our teaching and learning; faith, life and culture; wellbeing and master plan development. The College Advisory Council, the Leadership Team and each member of the St Patrick's College staff is dedicated to the implementation and delivery of the goals stated in this document.

The importance of strategic planning comes to the fore when events such as a change in leadership occur. While John's leaving has inevitably impacted St Patrick's, and his loss is duly noted, this has been minimised because we have a well-established and well understood strategic plan.

2020 has shown us that our capacity to face significant challenges, personal and organisational, and to then adapt to the changed situation far extends what we previously thought. The incredible speed with which we changed from traditional classroom-based teaching to Microsoft Teams-based virtual and remote learning is unprecedented in education. No other single event has caused such a rapid change in how we prepare, deliver and assess learning.

So much had to occur so quickly for the highly successful St Patrick's virtual and remote learning to take place. The complexity of this task can neither be overlooked or dismissed! Be it through the leadership and guidance of our ICT Executive, the dedication of the staff in the IT Hub or the commitment of our teaching staff to so quickly learn and implement Microsoft Teams, the staff of St Patrick's College showed a level of professionalism that any school leader could be truly proud of.

Equally impressive was the capacity of our boys and their parents to adapt to remote learning. For week after week, the vast majority of students made the very best of a mode of learning which suited relatively few. I would like to recognise and thank the boys for the commitment they made to make the very best out of a situation that was a long way away from what they thought 2020 would be.

And finally, a word to our parents. What a year you have experienced and endured! No doubt, the conversations that took place around the kitchen table in 2020 would have been full of doubt, concern and questioning and yet, despite all of this, you have remained true and committed to a St Patrick's College education. Your faith in us has been truly commendable and I hope that we have been highly successful in supporting you as the primary educators of your son.

Just as my time as Acting Principal of St Patrick's has concluded and my 14 years at the College has come to an end, so too will all that has been in 2020 come to pass. My hope for a positive and successful future for St Patrick's College lies in the assurances we make to the community - a continued commitment to the safety and wellbeing of the boys, a plan for the growth and renewal of all aspects of the school, a commitment to St Patrick's being a leader in the education of boys and St Patrick's continuing to be a place of welcome to the all who form the community of this great College.

Stephen Hill

Acting Principal

College Board Report

The Advisory Council operates within the EREA Network of Schools in the tradition of Blessed Edmund Rice. The Council acts collaboratively with the Principal, offering support, advice and endorsement. Importantly, as representative of the SPC Community, we are able to do so from a different perspective to those engaged on a day to day basis in the College.

John Crowley and St Kevin's

The SPC Community was significantly impacted as a consequence of governance issues that unfolded at St Kevin's College in February.

A direct impact was the resignation of John as Principal to take up an acting role at St Kevin's. Regrettably, the decisions taken by EREA were done without prior consultation to the school community. This led to disappointment and some degree of anger. The Council reported our concerns to EREA particularly that decisions had been taken in haste and without consultation. EREA met with us, acknowledged its failings, and sincere apologies were rendered. John's departure led to the appointment of Stephen Hill as Acting Principal and a process commenced for the appointment of a new Principal.

Steven O'Connor

Steven will take up the Principal role in 2021. Currently he is head of school at Santa Sabina College in New South Wales. He has filled senior roles in other schools throughout Australia, including a period as Deputy Principal at St Patrick's College in 2007-8. Steven is highly credentialed. We look forward to his commencement and wish him well in his leadership of the college.

COVID

The impact of the pandemic was felt across Australia and in our College. The disruption of "normal" schooling had significant impact on the boys, parents, staff, and of course, added pressures to the Acting Principal and his executive team. Feedback from the community, in particular parents, was that the College handled the crisis exceptionally well. Our gratitude to Stephen Hill, his executive, the staff and the student leadership. It meant that opportunities for face-to-face contact at assemblies, school events, sport, theatre was denied. We look forward to resuming those connections in 2021.

Purchase of 1435 Sturt Street

During the year we were able, with the endorsement of the EREA and with loan facilities from the Catholic Diocesan Trust to complete the purchase of the home which is the final link in the school's footprint.

Masterplan

2020 also saw implementation of a significant part of our masterplan in the adoption of plans for a new multipurpose building to be constructed in Wanliss Street. The project is well underway with the appointment of an architect and project manager. Working groups are now working towards finalisation of plans and commencement of construction.

Our thanks in particular to the building committee lead by Board member Peter Flynn and the work of our business manager Andrew Ballesty. The State Government has announced a significant grant towards the costs which we welcome.

Stephen Hill

As reported above, Stephen has acted as Principal during 2020. Stephen has held a number of senior roles within the College including, Acting Headmaster on a number of occasions, Co-acting Headmaster in 2019, and Acting Principal in 2020.

We were extremely fortunate that Stephen accepted the Acting Principal's role in 2020 with the departure of John Crowley. Not surprisingly he undertook that responsibility willingly and with distinction. His task was more challenging in a COVID year and he navigated that crisis with aplomb.

Stephen has been appointed to a role in MacKillop Catholic College in Tasmania in 2021. He leaves with the gratitude of the Council, the College community and the many boys that have passed through St Patrick's in his time. Our sincere appreciation to him for his years of service and we wish him well in his future career.

I take the opportunity of thanking Council members, Committee members, Old Collegians Association and the Foundation for their work on behalf of the College. I also thank Jo McKee, Board Secretary for her enthusiastic support to the Board.

Members of the College Advisory Council in 2020 were: Peter Wilson (interim Chair), Peter Flynn, Charles Flynn, Jo Stevens, Angela Carey, Andrew Ballesty, Elizabeth Ryan and Stephen Hill.

Peter Wilson
Board Chair

Catholic School Culture

Goals & Intended Outcomes

The goals for 2020 were revised in response to the unique challenges of remote learning.

These revised goals and outcomes were:

- The use of liturgical resources to create experiences of community, so that through affirming the value of each person as a member of the St Patrick's College community, we confronted the challenges of loneliness and isolation experienced during remote learning.
- The creation of opportunities for cultural conversations among staff that explored notions of freedom and responsibility in facing the challenges of remote learning and the recent history of the College. The intended outcome was to build the capacity of staff to share an understanding of how organisational roles and responsibilities are mediated through the call to freely pursue outcomes critiqued by invariant human dignity and the gift of God's love.

Achievements

Prayer resources and opportunities were offered to students, families, and staff in a variety of ways:

- Daily prayer through morning announcements
- The prayers and readings of Sunday Mass delivered through Word and PowerPoint. These were sent to all families and staff for personal use when communal celebrations were not permitted.
- Resources were created and offered for special moments, such as the funeral of Gerard Sullivan. This included the cooperation that live streamed the funeral to family and friends around the world.

An opportunity for staff discussions about staff concerns were held during formation days.

- These conversations were informed by the results to a Mission-led staff survey.
- Staff wisdom collated through these opportunities continues to inform the conversation about culture at St Patrick's College.

Mission Team meetings were offered through Teams that included open conversations based in staff questions and concerns.

- Meetings focused on recognising the God-given capacity of faith and reason to deal with challenges and turn all things to the good.

Mission raised questions at Leadership about the meaning and value of framing culture within the worldview of organisational roles and responsibilities. This is an on-going conversation.

VALUE ADDED

The goals and achievements indicate the concrete activities.

The request is for a plain language explanation of the value-adding opportunities. Part of the Mission's concern is the creation of a language that allows us to fully understand and respond to the challenges we currently face. A plain language response possibly includes the temptation to be satisfied with practical options critiqued by quantifiable organisational outcomes. Can this satisfy the deepest desires of the human heart that should be the concern of Catholic education?

The value-adding contribution of Mission is the effort to promote a cultural conversation, appealing to the freedom and sense of creative personal responsibility

Community Engagement

Goals & Intended Outcomes

As outlined in the *2019-2021 Strategic Directions* document, the College maintained its commitment to realising two key touchstones of an Edmund Rice education: Liberating Education and Inclusive Community. Parents seek a liberating education for their son; this is in the knowledge that their time at St Patrick's College is but a snapshot in their life's journey.

Achievements

2020 started so bright with the College again hosting **The Walking off the War Within** event where the joy and camaraderie was shared by all in the extended Ballarat community who gathered to walk in solidarity to raise awareness of post-traumatic stress disorder. This event saw over one thousand people gather in the grounds of the College to walk as one.

Riding on the success of this day the College prepared to again work with the Ballarat RSL to lead the marching in the ANZAC Day Parade; but this was not to be. Community events of this nature stalled due to COVID-19 and the social restrictions imposed by forced isolation placed great pressure on the College to creatively engage with community in an online world.

The Chris Yeung Fund Committee, along with the SPC Foundation, met regularly via Microsoft Teams and both were called upon in 2020 to continue their important work in raising awareness of, and providing financial assistance to, families struggling through hardship or because of mental illness. The annual MENTal Brekky was refashioned as a podcast and along with 3BA radio interviews continued to stress the need for ongoing training in *Mental Health First Aid* and *Suicide Prevention* strategies.

Old Collegian events and community service were reimaged with the film clip *St Pats Uniforms Throughout the Ages* capturing the imagination of many. Old Collegians shared valuable memorabilia which was then modelled by our current students. This film clip, when released, was viewed over 7,145 times. Of the 29 film clips and podcasts released last year as part of our ongoing challenge to continue to engage with our community, the most popular was the *Crazy Hair Event* which saw over 18,500 people view the clip.

Our Reconciliation video released in lieu of our Reconciliation Assembly also proved popular with the wider Ballarat community attracting 9500 viewers.

In the latter half of 2020 the College began its process of developing a new Reconciliation Action Plan (RAP). This involved extensive collaboration between the whole College community, our broader Ballarat community and local Aboriginal and Torres Strait Island people.

The Old Collegians also showed great support for the College in 2020 by introduction of the *Old Collegians Scholarship for Students in Year 12* and the facilitation of the new Certair Scholarship

available to students in Year11. Both were made possible by the generosity of benefactors focused on supporting students as they continued their educational journey at St. Patrick's College.

While the College did not participate in the Inside SRC Survey in 2019 due to our participation in the EREA community survey, we did again take part in 2020. Parent participation in 2020 was a wonderful by-product of COVID-19 which saw many parents taking a greater role in the education of their sons. This was reflected in the 2020 Inside SRC Survey data.

VALUE ADDED

The Parent Information night was creatively reimaged to occur in a virtual world. Short videos of senior staff outlining aspects of the College were embedded into footage of the College enabling prospective students, families and community members to embark on a narrated virtual tour of the College. This was very well-received by all with over 2,000 people viewing the clip.

PARENT SATISFACTION

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

Leadership & Stewardship

Goals & Intended Outcomes

As outlined in the *2019-2021 Strategic Directions* document, the College maintained its commitment to its Mission of "Raising Fine Boys to the Status of Great Men" throughout 2020. By strategic use of the knowledge and expertise of the College's Executive and Leadership teams to identify, develop and initiate resources, programs and offerings which recognise the diverse learning needs and interests of our students.

Achievements

In 2020 despite the restrictions imposed by COVID-19 the College continued to invest significantly in developing the leadership skills of both students and staff. In January 2020, our College Captain, William Rothe, joined with 50 other young leaders from across Catholic schools in the Edmund Rice tradition to participate in the annual EREA Student Leaders Conference. This gathering in Adelaide, provided an opportunity for our future leaders to connect from across the country to share stories of leadership, to participate in decision making and to just their views on important issues facing young people in our world today.

Fostering student voice continued to be a key focus in 2020 and to lay the foundation and emphasise the importance of this, the 2020 Student Council attended the GRIP Student Leadership Conference where they participated in practical training exercises on how to ensure student voice is heard and how to progress their leadership agenda.

The College Leadership also underwent change in 2020 following Mr. John Crowley's decision to accept an EREA invitation to take up the position of Acting Principal at St Kevin's College for the remainder of 2020. This was clear validation of the outstanding work John Crowley had done for our community, including with victims and survivors of abuse. For our parents, the consequence of John's work is the surety that the safety and wellbeing of each boy is at the very centre of all that we do here at the College.

Mr. Stephen Hill assumed the position of Acting Principal for the remainder of 2020. His leadership of the College during the challenging times of Covid-19 and remote learning was exemplary. It would be remiss of me not to publicly acknowledge and thank Stephen Hill for his enduring and selfless leadership of the College not just in 2020 but over the past 14 years. His generosity of spirit to both share his knowledge as well as foster and develop the expertise in all he worked with is a rare gift. We farewelled Stephen at the end of 2020 as he embarked upon a new role as Acting Principal at MacKillop Catholic College, Hobart. His loss will leave a great chasm in the College and we wish him every blessing and success as he embarks on this new and exciting role.

On a sad note, St Patrick's College mourned the loss of our colleague and friend Mr. Gerard Sullivan who after a courageous battle with cancer passed away on May 1, 2020. St Patrick's College first met Gerard in 2016 when he was appointed to the position of Deputy Headmaster

Student and Staff Wellbeing. Gerard was a man of great faith who valued relationships. Gerard made a valuable contribution to the College community. Vale Gerard. May you rest in peace.

Charged with the responsibility of being good stewards of the College grounds and resources, Leadership undertook two significant projects in 2020. The first was the demolition of the former Wanliss House. Originally built in 1952 the building was acquired by the College in 1974 to accommodate the then College matron and First Aid. Now tired and in disrepair, the demolition provides valuable cleared land allowing the College to reimagine how this space will be used to support and complement the construction of a Multi-Purpose/Performing Arts Centre. The College was also successful in securing a \$2 million capital grant from the Victorian Government under the Non-Government Schools Capital Fund thus giving life to this project moving forward.

The second project was an ambitious renovation of the College reception and foyer area. This remodelled space now includes First Aid and Student Reception increasing functionality for both parents, staff and students. Bright and dynamic, this refashioned space is now a more accurate window into the life inside the College.

While the College did not participate in the Inside SRC Survey in 2019 due to our participation in the EREA community survey, we did again take part in 2020.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The College recorded 202 training events in 2020. The events included all staff sessions in mandatory reporting (child safety) and Anaphylaxis and Asthma Briefings as well as smaller courses and training for job specific development, for example, leadership, counselling, Japanese or visits to Islamic Museums for the RE staff.

In 2020, the College became a member of the International Boys School Coalition (IBSC), an American based network which specialises in boys education. Staff were encouraged to participate in as many opportunities as possible and to utilise this membership to the full.

Number of teachers who participated in PL in 2020	113
Average expenditure per teacher for PL	\$650

TEACHER SATISFACTION

The survey results from staff reflect the significant challenges and pressures they experienced during 2020. Shifting to a remote learning platform was very difficult and placed enormous pressure on many staff. The survey results reflect strong commitment to the College community from staff despite the challenges of 2020.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.9%
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TEACHER QUALIFICATIONS

Doctorate	1.0%
Masters	17.6%
Graduate	37.3%
Graduate Certificate	7.8%
Bachelor Degree	83.3%
Advanced Diploma	17.6%
No Qualifications Listed	5.9%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	134.0
Teaching Staff (FTE)	123.3
Non-Teaching Staff (Headcount)	89.0
Non-Teaching Staff (FTE)	79.4
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

Collaboration, creativity and care for our students have been the hallmarks of our Teaching and Learning team as we navigated through this extraordinary year. Despite the challenges and disruptions due to the responses required for the COVID-19 virus, we were still able to continue and consolidate our work on the 2019 - 2021 Strategic Plan. This year in particular, the diverse learning and situational needs of our students were our focus as courses were adapted and adjusted, new curriculum was developed and pathways to support our boys were reviewed as we recognised the changing educational and employment landscape that unfolded over the year.

Achievements

Noteworthy progress was made in the development and enacting of teaching and learning programs throughout 2020, evident:

- In the introduction of VCE Units 1/2 Philosophy, Units 1/2 Environmental Science, Year 10 Commerce and Year 10 Legal Studies and Politics;
- Through the development of a Pastoral-based subject selection process for students entering Year 9 through to Year 12. Pastoral Care teachers teamed up with subject selection facilitators to present a program allowing us to spend more time discussing the various options and pathways with students helping each boy to make informed decisions. With resources presented on year level webpages and subject selection interviews conducted online, we were able to continue this important process even when students went back to learning remotely for much of Term Three;
- In the refurbishment of the Sir Bernard Heinze Theatre which provided the Music program with a superb new teaching and performing space. The refurbishment of Purton 006 into a contemporary "black box" theatre and drama space was well received by boys interested in the Performing Arts. It also became an integral space for filming awards ceremonies, competitions like St Pat's Has Talent and many of the School Council videos about remote learning and the COVID-safe requirements upon returning to school;
- In the introduction of laptops for Year 7 students in response to the recommendation of the College's eLearning Plan;
- Through our membership of the International Boys' School Coalition (IBSC) - a significant number of staff undertook online professional learning programs relating to teaching and leadership in boys' schools;
- In the return to a single lunch for all students at 1.10 pm which has allowed for the participation of all year levels in lunch time programs such as chess, SAGERS and Student Congress meetings.

In order to meet our VRQA requirements for Language for 2021, we need to timetable Japanese as a compulsory subject in Year 8. This will mean that we will no longer offer International Studies. We thank the many teachers who have developed the subject. We will miss the annual Tourism Expo in Wilding Wing where we could pick up ideas for holiday destinations and eat around the world in 80 presentations.

In addition to this, the College continued its ongoing work in furthering and advancing our teaching and learning programs as part of preparation for 2021.

This included:

- Preparation for the 2021 introduction of VCE Units 3/4 Environmental Science and VCE Units 3/4 Philosophy.
- In response to the work done by the ICT Executive, a recommendation of the College's eLearning Plan is the introduction of a paper school diary in place of App4. The diary is to be used in conjunction with MS Teams, Outlook and SIMON.
- Continuing our commitment to contemporary, evidence-based best practice in boys' education through our membership of the special interest group International Boys' School Coalition (IBSC).
- The development of programs through the Victorian Government's Tutor Learning Initiative, to address disruptions to students' learning as a result of COVID-19.

STUDENT LEARNING OUTCOMES

Remote Learning

April 15 was the School's first roll call online as classes met through MS Teams for their lessons together during the period of remote learning. The core focus over the first weeks was to set remote learning class expectations. This involved a great deal of learning for both teachers and students. With every lesson presented remotely, we all had to adapt to a new way of working together, often using new technology which of course involved mistakes, trial and error. Teachers were available to provide support for students for the duration of every timetabled class for both periods of remote learning. Patience, persistence and practice brought us a long way, but the highlight was the participation of the boys. They showed us how to do things, shared their screens and their stories.

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

Synchronous learning

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

Asynchronous learning

Asynchronous learning was provided for students who couldn't attend our timetabled classes due to internet access issues. We also wanted to provide students some agency and reduce the need for them to sit in front of the screen for the duration of every timetabled session. All

subjects had Class Tasks set and students had the ability to access and satisfy these requirements within a flexible time frame.

Linking synchronous and asynchronous

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

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

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

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

There has been extraordinary growth in ICT capabilities for many students and staff throughout 2020 and our eLearning Coordinator, Mr. Ian Fernee played a pivotal role in providing guidance in this area. There are several leaders of learning who are finishing roles and we would like to thank Ms. Sarah Sharp for her work as Literacy Coordinator, Mrs. Margaret McIntyre for her work as Head of Languages and Mr. Nathaniel Winfield for his work as Head of Religious Education. Our Acting Principal, Mr. Stephen Hill, has led us admirably this year. With his deep educational knowledge and experience, his leadership brought out our best. Under his direction, ably supported by our Deputy, Mrs. Elizabeth Ryan and the enormous efforts of our Faculty Heads, our Teaching and Learning Team have been able to provide continuity of learning that recognised the different needs of our diverse student cohort.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

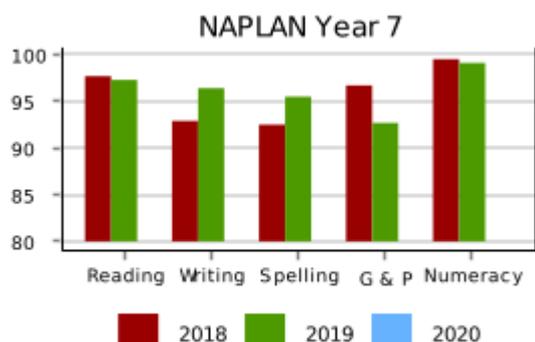
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 07 Grammar & Punctuation	96.7	92.7	-4.0		
YR 07 Numeracy	99.5	99.1	-0.4		
YR 07 Reading	97.7	97.3	-0.4		
YR 07 Spelling	92.5	95.5	3.0		
YR 07 Writing	92.9	96.4	3.5		
YR 09 Grammar & Punctuation	95.5	94.1	-1.4		
YR 09 Numeracy	99.1	100.0	0.9		
YR 09 Reading	98.2	97.5	-0.7		
YR 09 Spelling	94.1	92.9	-1.2		
YR 09 Writing	87.9	91.2	3.3		

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

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

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



Wellbeing

Goals & Intended Outcomes

2020 has been an exciting yet challenging year in the Wellbeing space. COVID-19 required all in support services to creatively address the challenges which arose out of isolation and remote learning. Despite COVID-19 the Wellbeing team worked tirelessly to realise the goals articulated in the 2019 - 2021 Strategic Directions.

Achievements

Who in February 2020 could have predicted the impact that COVID-19 would have had on the St Patrick's College community let alone the world?

Face to face teaching, along with many of our programs and initiatives, was cancelled. Staff and students were forced to work and study remotely, leading many to feel isolated and disconnected to one of the certainties in their life: St Patrick's College. This disconnect led to a significant increase in the demand from students to access our counselling services. Our counselling team embraced technology and, using a combination of Microsoft Teams and onsite visits, provided counselling support to an unprecedented number of our students struggling with the vicissitudes of life.

While much of the growth can be attributed to COVID-19, the demand for counselling and support services has been trending upward over the past few years. The College has addressed this by increasing our counselling team to four and engaging the services of educational psychologist, Mrs. Kylie Downs. I would like to acknowledge and thank the counselling team: Mr. Eric Hayes, Mr. Jehan Katrak, Ms. Michelle Norton and Mrs. Danielle Verdoorn for all they do both at school and outside the traditional scope of their role to ensure that all students are afforded access to all opportunities provided by the College. Their commitment and willingness to go the extra mile for our boys was evident by their attendance at the many extracurricular events.

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

Having learnt during the first round of remote learning the negative impact the isolation had on some of our most vulnerable and challenging students, a decision was made to keep the Re-engagement Centre open during the second lockdown. My thanks go to Mrs. Kerry Grant for staffing the Re-engagement Centre each day during remote learning. Her dedication made possible the provision of significant one-on-one support to the 35 boys who accessed the centre throughout the course of the year. Whilst the reason for each student's disengagement with the education system varies, the one constant in the lives of these boys was the support, care and attention shown to them by Kerry and Mr. Howard Clark.

Another learning from our remote experience in 2020 was that some students returned to the College lacking the empathy, respect and consideration usually extended to all in our community. To address this swiftly our Pastoral Care program was adjusted and tailored to reconnect our boys with each other. My thanks go to Mr. Brad Murray for developing and overseeing the implementation of the Respect unit which centred around four key areas, Respect for college community, Respect for all students, Respect for all staff members and Respect for women in such a timely manner.

2020 saw 61 Indigenous students from all over Australia enrolled across our College. This large number is a testament to the hard work, care and compassion freely shared by all who work in this space. Mr. Jason Napiorkowski joined Ms. Fiona Cummins in the Indigenous Education team and immediately made an impact. His diverse skill set, and broad experience equipped him with the ability to readily make meaningful connections with our boys. One significant impact that COVID-19 had upon our Indigenous students was that while they could return to community prior to the first lockdown, circumstances were such that they could not return home during the second lockdown. This was very challenging, particularly for our younger students, who then spent two terms in boarding before being able to reconnect with their families and communities. My thanks go to the Indigenous Education team and Boarding staff who worked collectively to create a little biodome to keep our boys safe while ensuring that when not studying the students had access to most of the recreational and leisure activities normally available to them.

The closing of State and Territory borders also meant that the annual visit to the Northern Territory and Tiwi Islands, home to many of our boys, had to be cancelled. Hopefully, there will be an opportunity to reconnect with the families and communities in 2021 as the relationships fostered and new bonds formed establish authentic partnerships with the primary educators of our boys. It would be remiss not to thank Ms. Sarah Slater who, in conjunction with the Enhanced Learning Team, has worked tirelessly to provide English as an Additional Language, (EAL) tutoring to our boys. Under her guidance and mentorship in this space a record number of our Indigenous students complete VCE and VCAL certificates in 2020.

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. 2020 proved to be a very demanding year for the Year Level Coordinators as they strove to ensure all students remained connected to the College despite the two periods of learning from home. My particular thanks and acknowledgement go to the Year 12 coordinators Mr. Andrew Chamings and Mr. Shane Murphy who did a power of work following up each of our Year 12 students to ensure that they remained engaged in their learning while overcoming many of the hurdles presented both socially, due to the cancellation of many milestone events, and academically to ensure that they continued to diligently apply themselves to their VCE studies.

I would also like to make particular reference to the outstanding and challenging work done by the Year 7 coordinators Mrs. Jacinta Burge, Mrs. Margie Dodd and Ms. Brooke Brown (who stepped in to fill the breach for Margie Dodd in Term 2 and 3). At the end of Term 3 we faced the stark reality that our Year 7 boys had spent more of their first year as a Paddy Boy at home rather

than at school forming lifelong friendships and connections. The YLC's ability to reconstruct Term 4 in such a way as to provide endless of opportunities for our boys to connect is noteworthy.

The role of the YLC is integral if diverse experiences are to be offered. In conjunction with staff, their passion, commitment, and the extra time given, way above "the award" continues to make it possible for the College to offer the vast array of activities to our boys. Sadly 2020 saw many of these experiences significantly modified or cancelled due to the COVID-19 restrictions imposed. Nevertheless, I recognise and give thanks for the contributions made by the staff and, in particular, I would like to thank each of the Year Level Coordinators for their support of the boys and their families throughout the year.

Year Level Coordinators

Year 7 Mrs Jacinta Burge, Mrs Margie Dodd and Ms Brooke Brown

Year 8 Mr Leigh McKee and Ms Brianah Walsh

Year 9 Mr Shane Hayes and Mr Samuel Cue

Year 10 Mr Matthew Taylor and Ms Katherine Clegg

Year 11 Mr John Sullivan and Mr Liam Young

Year 12 Mr Andrew Chamings and Mr Shane Murphy

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

While the College did not participate in the Inside SRC Survey in 2019 due to our participation in the EREA community survey, we did again take part in 2020. The majority of parents affirmed that they believed their son was safe and supported whilst at school. This was reflected in the 2020 Inside SRC Survey data.

STUDENT SATISFACTION

Students recorded their strong connection to and pride in the College in the 2020 SRC survey. They also acknowledged the support and professionalism of staff working at the College. The challenges of COVID in 2020 were evident in the feedback provided by students. They found

remote learning challenging but in this, they express their gratitude for the efforts of staff to assist and support them during the course of 2020.

STUDENT ATTENDANCE

Student attendance is monitored very closely at St Patrick's College. Each morning during pastoral care, teachers are required to mark the attendance register. Parents receive an automatically generated SMS message alerting them to their son's absence at 10am each morning if their son is absent from pastoral care and parents have not telephoned in to explain why. The College thus has a record of each student's overall daily attendance. Non-attendance can be broken down into school approved absences (excursions etc) and parents approved absences and unexplained absences.

Further, at the beginning of each session, the attendance register is also marked by the class teacher. Thus, providing the College with a record of class attendance percentages. Inconsistencies are drawn to the attention of the Year Level Coordinators who will follow them up with both the 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 works 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	82.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.8%
Y08	88.5%
Y09	87.3%
Y10	88.1%
Overall average attendance	88.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	99.0%
VCAL Completion Rate	77.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	41.0%
TAFE / VET	22.0%
Apprenticeship / Traineeship	9.0%
Deferred	4.0%
Employment	18.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

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 2020 was to maintain its child safe obligations in the difficult period of COVID restrictions and significant and ongoing changes to the learning environment, including periods of remote learning.

Achievements

In 2020, the College continued with its response to Ministerial Order 870. This involved the continued professional development of staff in the EREA Code of Conduct incorporating the Child Safe Code of Conduct, the PROTECT resources and Reportable Conduct.

In 2020, the College continued its work in implementing the Keeping Safe curriculum and regularly updating the community via the Crest newsletter.

In 2020, the College continued its process to implement the CompliSpace regulatory system, including the Child Protection module,

In 2020, the College continued to revise and use recruitment processes which explicitly refer to child protection obligations at the application, interview, appointment and induction stages.

Over 2020, the College continued, as relevant, its processes for responding to potential adverse findings of the Royal Commission in relation to person(s) historically associated with the College in identified circumstances.

In 2020, the College engaged with the VRQA audit process specific to schools within the Edmund Rice Education Australia, including the components of the specific Child Safe Assessment.

In 2020, the College continued the empowerment of students in child safe matters, including meeting with the Student Council, drafting a Child Safety Policy (student version) and ensuring that visual reminders were displayed for students to seek support.