

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



ST PATRICK'S COLLEGE, BALLARAT



Contents

Contact Details	2
Minimum Standards Attestation.....	2
Our College Vision	3
College Overview.....	5
Principal's Report.....	6
Governing Authority Report.....	9
College Board.....	11
Catholic School Culture.....	13
Community Engagement.....	16
Leadership and Stewardship	18
Learning and Teaching	20
Wellbeing.....	22
Child Safe Standards	25
Future Directions.....	26
School Performance Data Summary	27
2018 College Staff	30

Contact Details

ADDRESS	1431 Sturt Street Ballarat VIC 3350
ACTING CO-PRINCIPALS	Mr Stephen Hill and Ms Elizabeth Ryan
GOVERNING AUTHORITY	Edmund Rice Education Australia
SCHOOL BOARD CHAIR	Professor Terry Lloyd
TELEPHONE	(03) 5331 1688
EMAIL	principal@stpats.vic.edu.au
WEBSITE	www.stpats.vic.edu.au
E NUMBER	E2001

Minimum Standards Attestation

We, Stephen Hill and Elizabeth Ryan, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*




May 7, 2019

Our College Vision

A Vision for St Patrick's College, 2015-2018

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

Our Mission

Our vision will be fulfilled through our commitment to honour the rich traditions which have shaped the identity and culture of St Patrick's College Ballarat:

Our Catholic Faith

- We provide hope by making Jesus present, through proclaiming, sharing and celebrating our Catholic faith.
- We express our faith through our service of others.
- We are first and foremost a Catholic school for boys guided in all that we do by the teachings of Jesus and the Gospels.

In the Spirit of Edmund Rice

- We welcome all boys who wish to honour our tradition, commit themselves to our values and contribute to our story.
- We develop young men who will serve the College and shape society with compassion and justice.
- We work with, and for the marginalised locally, nationally and internationally.
- We recognise and celebrate our Indigenous brothers and sisters as the first inhabitants of this land and commit to walking with them to close the gap which currently exists between Indigenous and non-Indigenous Australians.

Teaching and Learning

- We provide a holistic, challenging and engaging education that is accessible to all boys and will inspire boys to be motivated and informed life-long learners.
- We provide a curriculum that is challenging and relevant to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy.
- We foster a personal responsibility for learning as a lifetime's work.



- We have committed and highly skilled staff who are professionally skilled, rewarded and publicly acknowledged.
- We provide excellent resources and facilities which enhance learning and teaching.

College Tradition

- We recognise, respect and build on our St Patrick's tradition of excellence for boys in a joyful celebration of emerging manhood.
- We recognise and celebrate the Christian Brothers as custodians of this land since 1893.

Pastoral Care

- We value and nurture the uniqueness of each individual within our community.
- We provide a school environment where all feel safe and happy.

Communication

- We recognise the family as the primary educators of our students and collaborate with parents for the development of their sons. We communicate effectively with all members of our community of students, staff, parents, clergy and Old Collegians and the wider society.

Values

Our vision and mission are underpinned by our community's commitment to bear witness to the following shared values as modelled by Jesus Christ and Edmund Rice:

- Justice – for all;
- Commitment – to personal excellence;
- Respect – for self, others and the environment;
- Responsibility – for ourselves and our living traditions;
- Compassion – for all in our community and those at the margins; and
- Honesty – in all dealings.



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. This 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 his 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 2018 school year saw St Patrick's College enrolment at 1356, with 59 students living within the College's Boarding Houses.

Principal's Report

2018 has been a very exciting year in the history of St Patrick's College. I offer the following summary as a snapshot of this significant year.



Firstly, and most significantly, 2018 represented our 125th year as a College. Over the duration of 2018, a number of wonderful celebrations occurred which celebrated the rich heritage of the College and the contribution of the Christian Brothers to educating countless young men in the tradition of Edmund Rice. The highlight for me was the 125th Anniversary Dinner at the MCG. Organised by the Old Collegians Association in conjunction with the College's Development Office, over 400 former students and partners enjoyed a superb night where many old friendships were rekindled, and memories shared.

2018 also witnessed the completion of our new Strategic Directions 2019-2021 document. Critical components of this document are our newly formed Foundational Statements. These Foundational Statements are defining proclamations of who we are as a College community, carefully discerned through many hundreds of conversations and meetings over an 18-month period with staff, students, parents and Old Collegians. They are a mature commentary on what is essential to life at St Patrick's College and as an EREA school.

We should never underestimate their significance to our work over the next three years.

The Foundational Statements are dual in nature. There are those that identify features of St Patrick's College that we live through our actions and must continue at the College. That is not to say that there can't be improvement in these areas, but they have been identified as strong and positive features of a Catholic education in the charism of Blessed Edmund Rice at the College. And there are those *Foundational Statements* that speak to a desire for change. A change in attitude, culture, emphasis. Some of these speak to the boys directly, other statements speak to staff and all members of the community. They represent a yearning for something different.

As another year commences, I think we would all acknowledge that our boys will walk through the front gates of this great College in more or less the same way as they have for the past ten years, possibly 20 or even 30.

It makes sense, then, to draw the observation that our desire to see a change in culture, specifically those *Foundational Statements* pertaining to the



learning of our boys, as well as those which speak to them and us more broadly, will depend on all members of our community - staff, parents and Old Collegians - planting the seeds of inspiration, motivation and expectation for our boys to aspire towards. Each of us will, in turn, be called to be the source of transformation for our boys generated through our desire for, and commitment to change, in the context of our *Touchstones* and *Foundational Statements*.

There were many initiatives planned for in 2018 that will be ready to officially launch in the new school year. It is envisaged that these will have a significant and positive impact on our boys. They include the Year 12 Study Centre, which will provide a first-class facility for boys to study in, being ably supported by the presence of a full-time Study Centre Coordinator, and a number of tutors. We will also welcome the establishment of the new Student Assistance Centre, together with a number of new positions including the Director of Studies and Mission Facilitator roles.

In addition, we have as a school community, developed clearly identified goals in Learning and Teaching, Wellbeing and Mission. I would like to acknowledge the Leadership of our Deputy Headmasters, Mr Stephen Hill and Mrs Elizabeth Ryan, together with our Director of Mission, Mr Geoff Brodie, in leading the formation of these goals with such a high level of professionalism. All of these areas, in combination, together with many others, will give depth and shape to our *Foundational Statements* and *Touchstones* and provide great guidance over the next three years in terms of initiatives and planning.

In October the College commenced a full Master Plan of all College facilities. Under the guidance of College architects, Morton Dunn, the College aims to complete this Master Plan in mid-2019 as a means of ensuring we continue to offer the best facilities and resources to the boys in our care.

A defining characteristic of St Patrick's College is the strength of our student leadership. In 2018, Samuel Williams, our College Captain, and Dean O'Brien and Thomas Clark our College Vice-Captains, offered the entire student body an exemplary example of strong and compassionate leadership to all. The manner in which our Year 12 cohort finished the year was the best I have seen in 26 years of teaching. They were great role models for our younger boys. In addition, the College was extremely pleased with our Year 12 Results in 2018. Specifically:



** There were 52 study scores of 40 or above before scaling (or 5.4% of all study scores), and an additional 21 study scores of 40 or above after scaling. These scores were attained in 22 different VCE and VET studies.*

** Fourteen students attained an ATAR (Australian Tertiary Admission Rank) of 90 and above. A further 27 students attained an ATAR of 80 and above.*

** The 2018 College Dux, with an ATAR of 99.05, was Samuel Williams.*

* The median study score for all VCE and VET studies was 30 and the median ATAR was 61.2

* Five VCAL Students obtained the Senior VCAL Certificate.

Throughout the year a great deal has been happening in the area of Learning and Teaching. Most significantly, the College commenced a full review of its timetable in late 2018, with a view to potentially introducing a new model for the 2020 school year. Further initiatives included the ever-strengthening VCAL Program, which has expanded its footprint by taking over the former Boarders' Kitchen.



Of interest, our Boarding program continues to excel, with the newly erected facility to be at capacity in 2019. It is a reflection of the incredible program and wonderful care and support afforded by all of our Boarding staff.

Beast. I am continually amazed at the confidence and poise of the young people involved in the Performing Arts and Music programs at both schools. In particular, our Music program underwent a full Strategic Review in 2018, a process that will allow our musical offerings to continue to flourish at the College for many years to come. Other opportunities in this area include our debating program and public speaking evenings.

We are blessed to have such well organised, vibrant and high standard football, rowing and rugby programs for our boys to participate in, together with a plethora of extra-curricular sporting opportunities. In 2018 it was especially pleasing to see our Senior Rowing Crew become just the third in College history to be crowned national champions. It is because of our dedicated staff including many volunteers and parents, that we can offer such a wide-ranging array of sporting programs. On behalf of our entire parent community, we acknowledge these staff, parents and volunteers who give of their time so generously to allow our boys to shine and thrive. I look forward to cheering on all boys as we enter another year of competition on the sporting fields.



John Crowley
Headmaster

Governing Authority Report

At the very beginning of our national EREA Congress this year, I heard a clarion call from the student voices for us to articulate for them what we believe constitutes a good, a well lived and a meaningful life; and what we as their educators will offer them to help navigate a complex and uncertain future.

And so, what do we believe is important and what do we commit to as Catholic education in the tradition of Edmund Rice?

We want the young to be happy. However, we want them to know that lasting happiness and inner peace arise from living in accord with purpose and from living every minute with love, grace and gratitude; lives of decency, kindness and service and authenticity consistent with their inner moral compass. We believe in education which stresses that happiness cannot be purchased, travelled to, accumulated, worn or consumed.

We hope to awaken in the young the desire to experience the Divine in their lives. We don't want them to cast off their religious formation when they leave our schools, in the same way that they will cast off their school uniforms. We teach that every human being is connected since we are all daughters and sons of God. We want the young to know that, if we live in awareness of our oneness with God, we will be compassionate and loving because this is the very essence of the Divine and it will shine through us.



As a Christian community, we hope that our young will find great inspiration and guidance from the experience of Jesus. Jesus who lived his humanity so completely, so lovingly and so selflessly, that he revealed the very essence we call God.

We commit to education that helps the young to become co-creators of their world. Education that encourages the cultivation of an inner life and generates autonomy from the demands and promises of our dominant culture. Education that celebrates the good within our culture but also offers alternatives to all that oppresses and enslaves the human spirit.

We commit to education that skills the young to unshackle themselves from unexamined opinions and inherited prejudices and develops capacity to question and make meaning, to contribute and live reflectively and compassionately. An education that encourages a life of equanimity and harmony; independent of the approval or good opinion of others. We will never be truly happy and at peace until we can live independently of the good opinion of others.

We commit to education that teaches the young that that the freedom we may enjoy through the good fortune of our birth, is not license to do whatever we want. Rather, it is freedom to do what we must do for the making of a fairer and more just society. An education that not only frees 'from',

but also frees 'to and for'; teaching that freedom and service are inextricably linked and with privilege comes social responsibility.

We believe that inclusion and the support of the marginalised and disenfranchised of the world is



core to the Gospel and the Christian vision for education. We also recognise that exclusion in its many shapes and forms risks betrayal of the Gospel. We believe that authenticity in Christian education is measured by resolve within the community to build happiness and resilience in students and embrace solidarity with the excluded ones. We believe that, when all is said and done, our mission and purpose is simply to be the loving, compassionate and inclusive face of the Divine to all we meet.

We believe that Christian mission gives priority to those whose humanity, hence, whose capacity to experience God and know Divine love and compassion, is compromised through circumstances of birth or the trajectory of life. As a community, we believe that our response to the plight of those made poor should not be limited to generous acts, but rather, a commitment to advocating for a more just social order for all. We strive ceaselessly to tell the marginalised and the excluded that God loves them and that the Gospel is 'good news' for them as well.

As a national community in mission, we accept that our authenticity is rooted in our commitment to these beliefs and commitments. Please pray that this College, and all other Catholic schools in the Edmund Rice tradition will continue to be faithful to this vision and mission.

Dr Wayne Tinsey
Executive Director
Edmund Rice Education Australia



College Board Report

With the opportunity to reflect on a heritage of 125 years, one does so with a sense of pride yet unfortunately impacted by examples of regrettable betrayals of trust. There is much to celebrate for many people associated with St Patrick's, yet it has also led some to the darkest places possible. Hopefully, the actions and words in response to the Royal Commission have offered some comfort to the victims and survivors of child sexual abuse. We are on a long journey with them and remain committed partners towards the hope of healing.



From celebrating our commencement on January 24, 1893, with 34 students and four Christian Brothers led by the founding Headmaster Br J. L. Ryan, we are under our 36th Headmaster Mr John Crowley, a community of 1,350+ students, 192 staff and a group of volunteer Board, Committee and Association members in excess of 100.

The facilities we provide and continue to improve offer an enviable environment for our boys to learn and develop.



Our commitment continues to enhance student understanding of personal growth and responsibility through Mass, liturgies and prayer.

Through the pages of this report you will discover in detail many of the achievements during this anniversary year.

I am impressed by the commitment of our staff to the learning and growth of our boys, grounded in the aim of assisting them to achieve personal excellence. In this regard we are indeed fortunate to have an impressive group of committed men and women who deal directly and indirectly with our student body.

The voluntary contribution made by our Board and its Committees, along with those who serve on the Old Collegians Association and the Foundation is extraordinary.

We are fortunate to have leaders of substance – both the professional and senior leadership team led by Headmaster Mr John Crowley and our student leaders.

As a Catholic school for boys in the Blessed Edmund Rice Tradition we are supported by our governing body, Edmund Rice Education Australia (EREA) and thank them for their support and counsel.

By striving to create an environment where all members of the St Patrick's community are accepted and feel safe, included, valued and respected, we offer a sound foundation for the future of our College.

I will conclude by acknowledging the Board who have contributed so generously of their time and expertise and thank them for their passion and insightful advice which has guided us through a challenging period.

Emeritus Professor Terry Lloyd
Board Chair



The 2018 College Board

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

Seated: Mrs Jo McKee (Headmaster's Assistant), Mr Stephen Hill, Emeritus Professor Terry Lloyd (Board Chair), Mr John Crowley (Headmaster), Mrs Angela Carey,

Absent: Mr Mick Smith and Mr David Canny.

Catholic School Culture

Goals & Intended Outcomes

A responsibility of being an active member St Patrick's College, a Catholic school in the Edmund Rice Tradition, requires one to consider a series of questions. How do we invite students to expand their horizons **freely** so that they take up the **responsibility** of living a life worthy of their **human capacity and dignity**? How do we awaken within their hearts the desire to know the truth,



to choose the good, to act with courage to bring about the good in the world, and to form commitments that will guide them to a beautiful life?

There are as many varieties of education as there are relationships between parents and children, students and teachers, friends and strangers, because education into freedom and responsibility is a deeply personal encounter. However, the foundation is a relationship of trust between people, for this is how we come to know the great mystery that is life. A person may limit their knowledge to what they have personally experienced, questioned, understood and judged to be the case. We can indeed come to know what is real if we follow that path, but what we know of reality is limited by the horizon of our own experiences.

Far richer, wider, higher, fuller of depth, is the knowledge that comes from trusting another person, to accept in faith and love the wisdom that another person generously offers. Our world expands when we believe. Whom we trust is important in the expansion of our horizons, so that we may indeed share in the wisdom of a community that engages with the questions of a flourishing human life, creating a life worthy of our human capacity and dignity.

The unique gift of the Christian faith is the celebration of the Incarnation when God lovingly accepted a human nature. In Jesus, we encounter a human life perfected in love and wisdom. For the sake of our friendship with Jesus, in faith and trust, we become personally involved in questions of truth, goodness, beauty, justice and integrity. For the sake of our friendship with Jesus, we endure in our search to find the answer to our deepest desire – the answer that directs us to love without limit. Friendship with Jesus changes us forever, in fact, makes us capable of freely choosing eternal life with God. Nothing less is at stake in education.

This year we invited students to acknowledge the blessings of this year that broadened their horizons. Our desire was that we grew together in love as we cooperated to create a hope-filled future.

Liturgy: Ms Anne-Marie Driscoll, Mr Mitch Leviston, Mrs Helen Lee, Fr Anthony Nagothu, Fr Rupert Bowd

Student Formation: Mr Nathaniel Winfield and his Religious Education Team

Staff Formation: Mr Stephen Hill, Mr Liam Young, Ms Stephanie Parsons, Mr Joseph Magee, Ms Julia Petrov, Mr John Crowley

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

2018 saw the introduction of a Faith in Action Trainee, a role offered to one of our 2017 Year 12 students. Mr Tiernan Somers did an outstanding job helping to organise the Mission incentives as well as encouraging the students to participate in as many social justice opportunities as possible.

The Mission Team offered these experiences through our four domains.

Liturgy

Under the leadership of Ms Anne-Marie Driscoll and assisted by the generosity and gifts of Mrs Helen Lee (Sacristan) and Mr Mitch Leviston, our community were offered the joy of the liturgical life. From the grandeur of St Patrick's Day to the daily prayers on the morning messages the community was offered the liberating friendship of Jesus. This year we welcomed Fr Anthony Nagothu as our Chaplain. 2018 was a year of growth for the Liturgical Choir under the guidance of Mr Leviston.



Faith in Action

More than 70 students and 20 staff members regularly gave their time to participate in the Faith in Action opportunities. These included soup van in Melbourne and tutoring at the St Albans Refugee Centre. The central motivation in all this is the liberation from fear and prejudice that comes from building relationships that recognise the dignity of all people. This domain was motivated under the leadership of Mr Art Nichols.

Student Formation

The Retreat and student formation programs continue to undergo a significant revision under the leadership of Mr Nathaniel Winfield. The focus that unites the year levels is our participation in the Ballarat community.

Staff Formation

Mr Joseph Magee and Mrs Julia Petrov led staff through our day of our annual formation. Staff were invited to consider what is at stake when we agree to assist parents in the education of their sons. The use of mythic horizons and spiritual conversion through prayer are languages that may express, communicate and direct the activities in this profoundly important role. Our staff continue to be open to the liberating call of the Gospel.

Overall, 2018 saw the Mission Team continue in its role to enhance all the opportunities of the College which unite to offer the holistic education that integrates faith with life and culture. In this, our constant prayer is that we may let the transforming love of God fill our hearts.

VALUE ADDED

Whole school Masses each term

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

Retreats at each year level

Daily prayer in the morning announcements

Staff formation opportunities

Faith in action activities that included the walkathon, Christmas Toy drive, Easter Egg drive, Bread run, St Albans tutoring, attendance at St Vincent de Paul conferences, Faith in Action assembly.

Prayer-led responses to tragedy and key current events



Community Engagement

Goals & Intended Outcomes

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



Achievements

In pursuit of our goal to enhance educational opportunities and pathways for Indigenous students the College has encouraged our Indigenous students to forge strong links with the Murrup Barak, the Melbourne Institute for Indigenous Development linked with the University of Melbourne. Murrup Barak is committed to the recruitment, retention and wellbeing of Indigenous students. Other community initiatives supported by our Indigenous program are the Faculty of Science and Technology (STEM) at Federation University, designed to help students understand and participate in an extensive range of science, maths, IT and engineering-based activities and events and the Australian Indigenous Mentoring Experience (AIME) sessions held at Federation University throughout the year. AIME is a mentoring bridge between university and high school, providing an opportunity to learn and grow alongside all Indigenous students throughout our region.



Our VCAL centre continues to offer a diverse range of programs to those students who wish to enter into workplace traineeships, school-based apprenticeships, VET courses and vocational learning.

Performing Art was also well fostered at St Patrick's College in 2018 with individual students and College Band ensembles encouraged to participate in the Royal South Street Speech and Drama competitions. Students continue to be highly competitive

in the both public speaking and single monologues. The bi-annual tour to Brisbane to perform at the 27th Queensland Catholic Schools' and Colleges' Music Festival was again a successful a successful trip for the Symphonic Wind Ensemble, Concert Band and Stage Band. Each ensemble performed superbly and all were recognised for their efforts



VALUE ADDED

The College also encourages and facilitates our students' involvement with Legacy and the RSL. Our students were again actively involved in both the ANZAC Day, Remembrance Day and the Prisoners of War memorial services held here in Ballarat. Students served both as wreath bearers, readers and officials. Further, the College Band had the prestigious honour of leading the Anzac Day memorial march in Ballarat.

PARENT SATISFACTION

The College did not participate in the annual Insight SRC survey in 2018.



Leadership & Stewardship

Goals & Intended Outcomes

2018 was marked by the completion of the 2019-2021 Strategic Plan. This document set the direction for development of several goals directly related to the leadership and management as the College moves into 2019 and beyond. These included:

- A renewed commitment to the College's Mission of "Raising Fine Boys to the Status of Great Men"
- A continued expansion and furthering of College's relationship with Edmund Rice Education Australia (EREA)
- Through the 2019-2021 Strategic Plan, make the links between the Touchstones of being an EREA school and vision and mission of St Patrick's College clear and explicit to all. That is, our Touchstones call us to provide a liberating education, based on a Gospel spirituality, within an inclusive community committed to justice and solidarity.
- Strategic use of the knowledge and expertise of the College's Executive and Leadership teams to identify, develop and initiate programs and offerings that recognise the diverse learning needs and interests of our students.

Achievements

In the College's 125th year, these included:

- Development of the "Great Man" video and class posters associated with the College's Mission of "Raising Fine Boys to the Status of Great Men"
- A review of all Positions of Leadership (POL) and Positions of Responsibility (POR). This was followed by the re-writing of POL and POR position descriptions, the advertising of all positions and appointment of staff for the 2019-2021 POL/POR cycle
- The development and initiation of and amended Mondays meeting structure for wellbeing and learning and teaching.
- The development of a dedicated Year 12 Study Centre ready for full use in 2019
- Advancement of a Re-engagement Centre and program to support our most at-risk students as they transition back into the classroom
- The re-housing of some 45 teaching and classroom staff into Kenny House to support the College's commitment to advance teachers' understanding of best practice in the classroom.
- Successful completion all aspects of the new NCCD funding structure and process to support students with identified needs
- Initiation of a whole-school timetable review
- Completion of student, parent and staff surveying associated with review of the College's eLearning Plan
- Growth and furthering of the leadership capacity of key POL holders through the work of external consultations.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

Throughout 2018, staff of the College participated in a range whole-school, faculty and personal professional develop in the key areas directly related to the College's Strategic Plan. This included:

- Faculty specific professional development to support the implementation of the College's whole-school literacy plan
- Faculty and Schools based sessions to explore and further the use of learning intentions in the classroom
- Whole-school formation (focussed on working in a Catholic school in the Edmund Rice tradition)
- eLearning workshops to facilitate the implementation if the College's 1:1 program
- Whole-staff briefings on the use of Campion, Edrolo, Education Perfect and App4 in the classroom
- A series presentations and workshops related to Child Safe legislation and mandated programs (e.g. anaphylaxis training)
- Whole staff presentations on developing the capability of teachers to work with and support student with identified learning needs

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	109
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$920

TEACHER SATISFACTION

The College did not participate in the School Improvement Teacher Surveys (Insight SRC) in 2018.



Learning & Teaching

Goals & Intended Outcomes

2018 marked the transition between our previous Strategic Plan and the recently launched 2019-2021 update. As such, 2018 has focussed on the consolidation and establishment of work commenced in recent years whilst at the same time preparing and laying the groundwork for initiatives to be implemented in the coming years.

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

Achievements

2018 saw noteworthy progress made in the exploration, development and enacting of programs and other teaching and learning initiatives in response to this challenge. This was evident through:

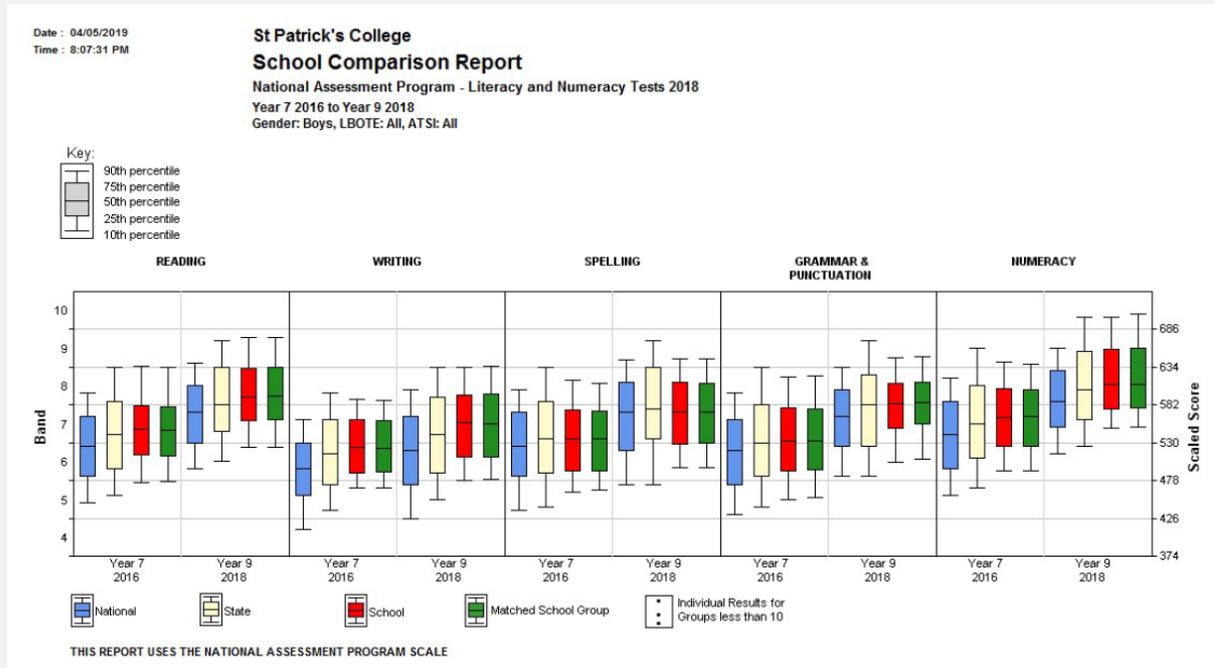
- The introduction of VCE Units 1/2 Psychology into the Senior School program and an expansion of offerings to boys seeking to participate in the *Higher Education Studies in Schools* program for students looking to commence the equivalent of first-year university studies as part of the Year 12 program.
- The successful introduction of a range of third-party eResource offerings, including Edrolo and Education Perfect, to support teaching and exam preparation in selected VCE Units 3/4.
- As a consequence of a student-centered review of our Applied Learning Program late in 2017, the VCAL program was further refined, including changes to the ways students work together across the three levels of the certificate (Foundation, Intermediate and Senior) and an expansion of the number of teachers working in the Applied Learning Program to bring additional skills, knowledge and expertise to further the boys' learning.
- The very successful transition of the Middle School into the same blocks and timetabling structure of the Senior School. One particular highlight of this significant change was the inclusion of 13 current VCE Units 3/4 teachers into the Year 9 program. The benefit of this number of Senior School teachers being in the Year 9 program will become obvious in the years to come.
- The expansive and comprehensive work of the ICT Executive in its ongoing review of the College's eLearning Plan.
- The successful introduction and piloting of programs associated with the College's commitment to meeting the needs of the 40 boys who identify as students for whom English is considered an additional language or dialect (EAL/D). These boys benefited from specific programs and teaching which supported and built the English language skills required for effective communication and to access to the Victorian Curriculum and the VCE.



The purpose of each of the above is clear – to further the teaching and learning culture of St Patrick's College in order to maximise the learning outcomes of each boy. Whilst 2018 has seen as number of valuable initiatives activated or developed for implementation in 2019, all at St Patrick's recognise the need to continue the process of curriculum review and development if we are to build and enhance what has been achieved to-date.

STUDENT LEARNING OUTCOMES

The following graph and data table highlight the NAPLAN results of the 2018 Year 9 boys in the key areas of reading, writing, spelling, grammar and punctuation and numeracy. It includes a comparison to other matched boys in National, State and schools for the years 2016-2018.



	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2016	2018	Diff	2016	2018	Diff	2016	2018	Diff	2016	2018	Diff	2016	2018	Diff
National Mean	536	579	43	500	527	27	535	575	40	529	572	43	552	600	48
State Mean	542	586	44	514	537	23	537	578	41	534	576	42	561	609	48
School Mean	551	595	44	528	555	27	535	571	36	535	581	46	565	618	53
No. of Students (School)	225	220	-5	226	223	-3	226	222	-4	226	222	-4	226	219	-7
Matched School Mean #	551	596	45	527	555	28	534	573	39	536	584	48	564	619	55
No. of students Matched		206			208			207			207			205	
% Matched		94%			93%			93%			93%			94%	

This data indicates that students who commenced at St Patrick's as Year 7 boys in 2016 performed above State and National means for boys in reading, writing, grammar and punctuation and numeracy as Year 9 students. The spelling outcome is just below the National and State means for Year 9 boys. The boys' gain (or difference) between 2016 and 2018 is above the State means for boys in the areas of writing, grammar and punctuation and numeracy and the same for reading highlighting the progress that has been made in these areas since the boys commenced at the College in 2016.

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

Wellbeing

Goals & Intended Outcomes

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.

Achievements

In 2018 our core student wellbeing initiatives synthesized to provide the support and much needed structures sought by students, teachers, families and the broader community. This included counselling, Enhanced Learning, boarding, English as an Additional Language, Pastoral Care and family support.

2018 saw our Indigenous program split into two arms with Ms Fiona Cummins assuming the administrative arm and Mr Daniel Briggs adopting the role of Indigenous Support and Mentor Officer. While Daniel has had a specific focus on cultural initiatives and mentoring our Indigenous students, Fiona has been able to give her full attention to funding and administering the programs and initiatives available to support all our Indigenous students. This resulted in two very exciting events - a tour of the Northern Territory and Tiwi Islands and the opportunity for new Indigenous students to fully participate in the College orientation program.

The visit to many remote communities provided participants with valuable insights into the individual experience each student brings to the College when they enter the boarding community. Further, it established vital links and relationships with community members. The orientation program provided, for the first time, an opportunity for our remote Indigenous students to fully participate in orientation and testing prior to their first day at the College. Apart from ensuring that all boys will be placed in appropriate classes, it has gone a long way to lessening the fear and anxiety experienced by these students when they embark upon studies such a long way from home.



A secondary outcome from this initiative is the reassurance given to the guardians and parents who accompanied our Indigenous boys to the College. They left knowing the environment, and fully aware of the care and support which will be given to their sons whom they have entrusted to us.

Mrs Fiona McKenny, a speech pathologist, joined student services' team on a part-time basis at beginning of 2018. Her skills, knowledge and expertise have been invaluable to boys with special needs and has led to a significant improvement in the outcomes of many of our students.

The counselling team of Mrs Rebecca Petrie, Mr Eric Hayes and Mr Jehan Katrak supported all in our student community and continued to work collaboratively with Enhanced Learning, Indigenous support, Boarding and the Year Level Coordinators. Their commitment and willingness to go the extra mile for our boys was evident by their attendance at the many extracurricular events which can prove challenging to some of our boys. Their calming presence made possible experiences, which up until then, may have been viewed as far too challenging for some.



The growing number of students presenting with anxiety, depression and the like made mental health training a key focus in 2018. Twenty-one staff were trained in Mental Health First Aid and all teaching staff participated in suicide prevention training. Our thanks go to Michelle MacGillivray, the Lifeline Ballarat Program Manager at Uniting Ballarat for coordinating the training and providing such skilled facilitators.

VALUE ADDED

EREA Executive Director, Dr Wayne Tinsey in his Term 1 address to teachers said:

“Challenge your students to occupy the space in the world that only they can. They should know that they need not be perfect and that our shared human condition gives us this concession. However, to be happy they must commit to service and authenticity and develop a passion for self-realisation. They must learn from their mistakes and grow through their failures; not perfect but authentic, consistent with our inner moral compass.”

To give effect to this St Patrick's College continues to promote diversity and offer a varied and broad range of opportunities to our boys. Staff are integral if such diverse experiences are to be offered. The passion, commitment and extra time given, way above “the award”, continues to make it possible for the College to offer the vast array of activities from performing arts, social justice, excursions, after school sports, homework clubs, international tours and community engagement. I recognise and give thanks for the contributions made by all staff at the College. 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 Mr Gerard Willis and Mrs Jacinta Burge
 Year 8 Mr Leigh McKee and Mr Christopher Gleeson
 Year 9 Mr Stuart Harridge and Mr Shane Hayes
 Year 10 Mr Matthew Taylor and Mr Howard Clark
 Year 11 Mr Joseph Carmody and Mr Jeremy Daniel
 Year 12 Mr Andrew Chamings and Ms Brooke Brown

STUDENT SATISFACTION

I would like to acknowledge the students for their contributions to the St Patrick's College journey in 2018. In particular, the College Captain, Samuel Williams and Vice Captains; Dean O'Brien and Thomas Clark who were ably supported by the Student Council and Congress for their leadership and support of the student body. These fine young men did a magnificent job leading and encouraging their peers in House events, local school competitions and through showing presence, grace, and dignity during College assemblies.

NEW INITIATIVES

In 2018 the College commenced the foundation work necessary to establish a Student Re-engagement Centre with a view to tackling head on the growing number of students presenting with anxiety and school refusal.

While truancy (when students have unapproved absences without their parents' consent or knowledge and will generally stay away from the family home) and school withdrawal (absence occurs with parent consent and involves students who may be carers or who are working to contribute to the household) have been low level issues which have been managed by the College over many years. School refusal, that is actively avoiding **school**, either by not attending **school** or not staying at **school** for the duration of the day, is when students 'can't' rather than 'won't' go to school has been a new and growing trend.

The development of the Student Re-engagement Centre aims to actively address this growing trend by offering a structured program to re-engage students in mainstream education rather than them being exited from the College due to long term non-attendance after traditional re-engagement steps have failed. The concept of the Centre has been well received and we look forward to seeing it in action in 2019.

Please note, the College did not complete the School Improvement Student Surveys (Insight SRC) in 2018.

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 parent approved absences and unexplained absences.

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

Child Safe Standards

Goals and Intended Outcomes

In 2018, the College continued with its response to Ministerial Order 870. This involved the continued professional development of staff in the Child Safety Policy, the Child Safe Code of Conduct, the EREA National Code of Conduct and the PROTECT resources.

The College also continued with its work in implementing the Keeping Safe curriculum and committed to regular updates in the Crest newsletter to keep parents, guardians and the community abreast of the progress.

Achievements

In 2018, the College continued its process to implement the CompliSpace regulatory system, including the Child Protection module, and continued to revise and use recruitment processes which explicitly refer to child protection obligations at the application, interview, appointment and induction stages. The College continued to educate itself and its staff in relation to the Reportable Conduct Scheme.

The College was involved in the review of the EREA National Code of Conduct to explicitly include a Child Safe Code of Conduct, and once finalized the College conducted a whole staff professional development session to update staff on relevant changes.

Over 2018, the College continued, as relevant, its process for responding to potential adverse findings of the Royal Commission in relation to person(s) historically associated with the College in identified circumstances.



Future Directions – Strategic Directions 2019 – 2021

Touchstones and Foundational Statements

Liberating Education

- We hold our boys' learning and their growth at the heart of all that we do.
- We free our boys to search for, to unearth and to grasp their potential.
- We encourage our boys to embrace wonder and discernment, hard work and perseverance
- We offer our boys a contemporary, creative and committed education grounded in excellence.
- We recognise our boys learn through their involvement in all moments of school life and celebrate their success in many ways.

Inclusive Community

- We know each boy.
- We celebrate each boy's presence, and we nurture and are thankful for their unique qualities.
- We invite all to share in the nourishment of joyous, hope-filled and life-long friendships.
- We want all boys to help shape our living College community, to strengthen and be enriched by our Catholic faith and heritage and our great College traditions.

Gospel Spirituality

- With our boys we walk the path of hope, goodness and truth, made bright by the guiding light of the Gospel.
- With our boys we begin the greatest journey of all – a life for others in Christ.
- With our community we kindle the fire of Jesus' call: *Love one another as I have loved you.*
- With our community we recognise that each person is loved by God completely.

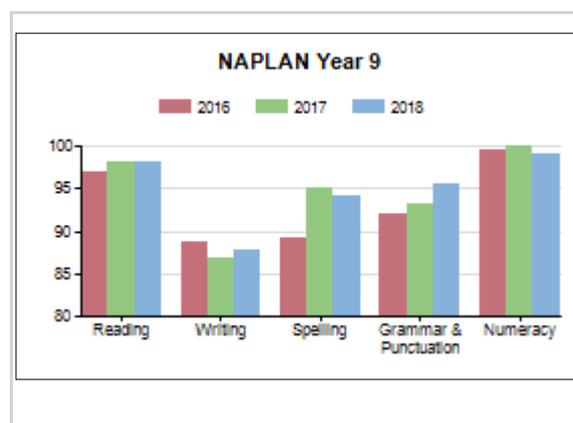
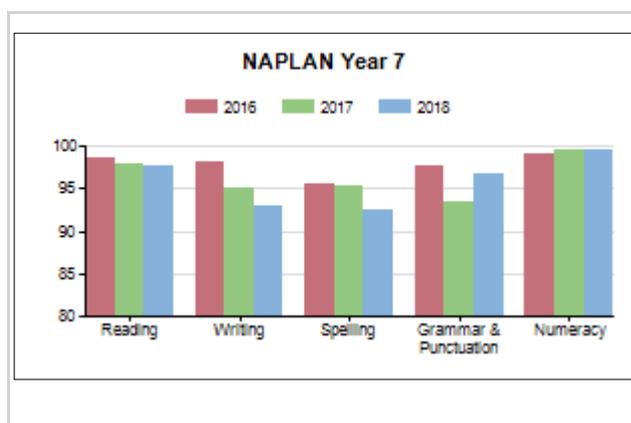
Justice and Solidarity

- Our boys grow through the strength they gain from their relationships with one another
- Our boys speak up for and stand with the poor, the marginalised, the voiceless and the vulnerable: *To live justly, to love tenderly and to walk humbly with our God.*
- Our community yearns for true reconciliation with our Aboriginal and Torres Strait Islander sisters and brothers, fathers and mothers.
- Our community cares about the environment and our planet.

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016-2017 Changes %	2018 %	2017 – 2018 Changes %
YR 07 Grammar & Punctuation	97.8	93.4	-4.4	96.7	3.3
YR 07 Numeracy	99.1	99.6	0.5	99.5	-0.1
YR 07 Reading	98.7	97.9	-0.8	97.7	-0.2
YR 07 Spelling	95.6	95.4	-0.2	92.5	-2.9
YR 07 Writing	98.2	95.0	-3.2	92.9	-2.1
YR 09 Grammar & Punctuation	92.0	93.3	1.3	95.5	2.2
YR 09 Numeracy	99.6	100.0	0.4	99.1	-0.9
YR 09 Reading	96.9	98.2	1.3	98.2	0.0
YR 09 Spelling	89.3	95.1	5.8	94.1	-1.0
YR 09 Writing	88.8	86.9	-1.9	87.9	1.0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
YR 09 Grammar & Punctuation	583.2
YR 09 Numeracy	610.4
YR 09 Reading	591.7
YR 09 Spelling	568.6
YR 09 Writing	558.0



YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 – 12 Student Retention Rate	88.3%
-------------------------------------	-------

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
YR 07	93.4
YR 08	92.5
YR 09	92.5
YR 10	89.1
Overall average attendance	91.9

SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	95%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.7%
--------------------------------	-------

STAFF RETENTION RATE

Staff Retention Rate	84.8%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.9%
Masters	18.3%
Graduate	45.9%
Graduate Certificate	8.3%
Bachelor Degree	85.3%
Advanced Diploma	16.5%
No Qualifications Listed	1.8%

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	134
Teaching Staff (FTE)	126.3
Non-Teaching Staff (Headcount)	85
Non-Teaching Staff (FTE)	84.2
Indigenous Teaching Staff (Headcount)	1



2018 COLLEGE STAFF



Back row (L-R): Mark O'Loughlan, Jared Lynn, Matthew Taylor, Shane Hayes, Nicholas Joosten, Ryan Bullock, Tiernan Somers, Andrew Agardy, Matt Miller, Gavin Webb, Liam Young, Tom Ferguson, Luke Corden, Brett Earl, Michael Weadon, Daniel Sutton, John Resuggan, Peter Brady, Peter Ryan, Leigh McKee, Mark Emerson.

Seventh row: Barry Schuurs, Kieran Baxter, Ian Fernee, Danny Moore, Emmanuel Desfosses, Jehan Katrak, Stephanie Parsons, Arras Mathieson, Joseph Carmody, Christopher Gleeson, Gerard Sullivan, Nathan Geaghan, David Carpenter, Jamie Bobrowski, Jarrett Giampaolo, Tamara Westwood, Jarryd Van Der Linde, Samuel Cue, Daniel Willey, Stuart Lethbridge, Jennifer Casey.

Sixth row: Stuart Harridge, Louise Klopak, Daniel Briggs, Esta Bourke-Finn, Michelle Norton, Peter Joyce, Penelope Kaletsch, Glenn Fisher, Steven Biggin, Nathaniel Winfield, Bradley Murray, Joseph Magee, Shane Murphy, John Davey, Anthony Meehan, Jeremy Daniel, Monique Allen, Mitchell Tuddenham, Jennifer McDonald, Christopher Nielsen.

Fifth row: Sharyn Kennedy, Ainslie Silcock, Melissa Binnie, Eamonn Nolan, Martina McManus, Bridie Laffey, Lisa Henderson, Kristine Smardon, Mitchell Leviston, Sarah Kochskamper, Eric Hayes, Brooke Brown, Andrew Chamings, Art Nichols, Connor Bourke, Julie Johns, Jacki Twaits, Jo Crick, Lyn Maniz, Brenda Brennan.

Fourth row: Joanne Dickson, Antony Beggs, Robyn Cocomazzo, Melissa Delaland, Jarrod Ryan, Amanda Rossato, Rachel Ryan, Roger Knight, Ryan McDougall, Nathan Morcombe, Kerrie Leach, Angela van Berkel, Claudio Procaccino, Rachael Leighton, Gerard Willis, Jacinta Reidy, Glenys Jarvis, John Sullivan, Garry Fitzsimons, Anne-Marie Driscoll, Anthony Liston.

Third row: Jenny Willis, Melissa Griffin, Andrea Hadley, Janelle Spierings, Fiona Wilson, Sarah Sharp, Mifanwy Wright, Helen Bourke, Fiona Purcell, Shannon Thompson, Katrina Bird, Kerryn Parkinson, Karen Spezza, Ursula Bridges, Helen Lee, Kerry Grant, Stephanie Carswell, Clare Kavanagh, Rebecca Petrie, Thomas Hoy, Claire O'Brien, Maria Richards.

Second row: Sonya Roberts, Gail Severino, David McCarthy, Carol Horsman, Karla Strambini, Maya Watters, Claire Mill, Margaret Dodd, Monica Green, Jacinta Burge, Janine Clements, Rachel Bryant, Maree Stevenson, Patricia Staley, Caitlin Bennett, Lorrie Liston, Maureen Ralton, Craig Roberts, Karim Afoosi, Veronica Sizeland.

Front row: Trudi Hooper, Deborah Jordan, Narelle Dixon, Tina Benoit, Glenis Kydd, Lisa Oldham, Leonie Darken, Michael Silcock, Andrew Ballesty, Julia Petrov, Stephen Hill, Elizabeth Ryan, Damian Kinnersly, Michael Busscher, John Richards, Geoffrey Brodie, Mark Holland, Paul Nolan, Kylie O'Brien, Hamish McCrum, Michelle Roberts.

Positions of Leadership 2018

Headmaster - Mr J. Crowley

Executive Assistant – Mrs J McKee

Deputy Headmaster – Teaching and Learning - Mr S. Hill

Deputy Headmaster – Student and Staff Wellbeing - Ms E. Ryan

Business Manager - Mr A. Ballesty

Directors

Administration - Mr D. Kinnersly

Boarding - Mr M. Silcock

Community Development - Mr P. Nolan

Human Resources - Ms L. Oldham

Information and Communication Technology - Mr M. Holland

Junior School - Mr J. Richards

Kelty Resource Centre - Mrs J. Petrov

Middle School - Mr M. Busscher

Mission - Mr G. Brodie

Occupational Health Safety and Risk - Mr J. Bobrowski/Ms J. Dyer

Senior School - Mr H. McCrum

Year Coordinators

Year 7 - Mr G. Willis, Mrs J. Burge

Year 8 - Mr L. McKee, Mr C. Gleeson

Year 9 - Mr S. Harridge, Mr S. Hayes

Year 10 - Mr H. Clark, Mr M. Taylor

Year 11 - Mr J. Carmody, Mr J. Daniel

Year 12 - Miss B. Brown, Mr A. Chamings

Faculty Heads

Religious Education - Mr N. Winfield

Computing - Mr I. Fernee

English - Mr J. Magee

Health & Physical Education - Mr J. Giampaolo

Humanities - Miss J. Casey

LOTE - Mrs M. McIntyre

Mathematics - Mr L. Corden

Science - Ms J. Spierings

Technology - Mr P. Ryan

The Arts - Mr P. Hutchins

Heads of Extra Curricular Activities

Co-curricular Performance - Mr J. Ryan

Music - Ms F. Wilson

Sport - Mr G. Webb

Positions of Leadership/Responsibility

1:1 E-Learning Coordinator - Mr I. Fernee

Academic Extension Coordinator - Mrs C. Kavanagh

Applied Learning Coordinator - Ms L. Maniz

Daily Organiser - Mr D. Sutton

Enhanced Learning Coordinator - Mrs M. Richards

Domain Leader – Faith in Action - Mr A. Nichols

Domain Leader – Liturgy - Ms A. Driscoll

Domain Leader – Student Formation - Mr N. Winfield

Literacy Coordinator - Ms S. Slater

Sustainability Coordinator - Mr C. Nielson/Mr M. Weadon

Transition and Careers - Mr A. Meehan

VCE Co-ordinator - Mr M. O'Loughlan

VET Co-ordinator - Mr J. Sullivan

Pastoral Care Groups**Senior School****Year 12**

12A	Miss J. Casey
12B	Mrs N. Dixon
12C	Mr J. Magee
12D	Miss S. Slater
12E	Mr S. Murphy
12F	Mr K. Baxter
12G	Mr G. Brodie
12H	Mr G. Sullivan
12I	Mr B. Schuurs
12J	Miss S. Sharp

Year 11

11A	Ms B. Lees
11B	Mr P. Joyce
11C	Mr J. Lynn
11D	Mr A. Beggs
11E	Mr N. Geaghan
11F	Mr M. Emerson
11G	Mrs S. Kochskamper
11H	Mr E. Nolan
11I	Mrs M. Griffin

Year 10

10A	Mr C. Procaccino
10B	Mrs A. Hadley
10C	Ms B. Laffey
10D	Ms S. Parsons
10E	Mr A. Nichols
10F	Mr L. Young
10G	Mrs C. Kavanagh
10H	Mr J. Davey
10I	Ms S. Carswell
10J	Mr L. Corden

Middle School**Year 9**

9A	Mrs K. Smardon	9F	Mr S. Cue
9B	Miss M. Binnie	9G	Mrs L. Klopak
9C	Mr A. Agardy	9H	Mr S Biggin
9D	Mr J. Clark	9I	Mr M. Weadon
9E	Mr E. Desfosses		

Junior School**Year 8**

8A	Mr N. Joosten
8B	Ms F. Wilson
8C	Mr D. Carpenter
8D	Ms U. Bridges
8E	Mr P. Brady
8F	Miss M. Allen
8G	Ms M. Delaland
8H	Mr M. Miller
8I	Mr C. Bourke
8J	Mrs K. Bird

Year 7

7A	Mr T. Ferguson
7B	Mr J. Ryan
7C	Ms J. Reidy
7D	Mrs R. Cocomazzo
7E	Mrs K. Parkinson
7F	Mrs J. Willis
7G	Mrs M. Dodd
7H	Mrs S. Thompson
7I	Mr B. Earl