



**St Patrick's College,
Strathfield**

**Annual Report to the
Community**

2016

ANNUAL REPORT TO THE COMMUNITY

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ABOUT THIS REPORT

St Patrick's College is registered by the NSW Education Standards Authority (NESA) and managed by Edmund Rice Education Australia (EREA) the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the College community during the year.

Accordingly, the Report demonstrates accountability to regulatory bodies, the College community and EREA. This Report complements and is supplementary to the weekly College newsletters (Especean), Annual Yearbook (Lumen), bi-annual community newsletter (Lucerna) and other regular communications. The report will be available on the College's website by 30 June 2017 following its submission to the NSW Education Standards Authority (NESA) and EREA.

The contents of this report will be discussed at College Board level and will be available to the Parents' and Friends' Association Executive. Further information about the College or this report may be obtained by contacting the College on (02) 9763 1000 or by visiting the website at www.spc.nsw.edu.au



John Murphy
Acting Headmaster

COLLEGE FEATURES

In geographical terms, St Patrick's College is located on the western side of Strathfield in what is known as the Inner West Region of the Archdiocese of Sydney. The College is located in the country of the Eora nation and stands on land of the Wongal clan of the Darug people. The College respects their traditions, affiliation with the land and their spirituality. The school is not incorporated. Its civil and canonical status derives from it being owned and operated by the Trustees of the Christian Brothers of the Oceania Province, an incorporated body. The College is a non-selective congregational, Catholic boys' school operated under the auspices of EREA and at the census date of 7 August 2016 had a student population of 1418. A continuing feature of the student population is the number of boys who are sons, and in some instances, grandsons of Old Boys.

The College was founded in 1928 with an initial enrolment of 39 boys. Demographically, boys of Anglo-Celtic origin are still strongly represented in the College. There are also significant representations of ordinarily second generation boys from Italian or Lebanese backgrounds. The boys have an enduring pride in their College and a strong sense of connectedness with their community. In 2016 there were 141.4 full time equivalent (FTE) members of staff – 111.1 FTE members of the teaching staff and 30.3 FTE members of the support staff. Included on the staff was a part-time Chaplain. The Headmaster and his Executive are responsible for the operational management of the College. The College is registered and accredited by the NSW Education Standards Authority (NESA) until 31 December, 2019. St Patrick's College is non-selective and caters for all ability levels through a broad and differentiated curriculum. The College is located within vast grounds which provide a pleasant aesthetic environment for staff and students. Classrooms are well resourced and equipped with multimedia projectors and/or interactive televisions. During this year the College introduced a Bring Your Own Device (BYOD) program.

In addition to classrooms being well-resourced, a number of successful building programs have occurred in recent years that have added to the College's reputation of providing a high standard Catholic education within a beautifully and centrally located campus with excellent facilities and resources. Included in these building programs have been:

- A new three-storey fully air conditioned building, Mary MacKillop Building, which includes a tiered seating auditorium, specialised art rooms, an Information Technology Centre and general purpose classrooms that overlook the back ovals.

To cater for a comprehensive week-end co-curricular programme which includes training before and after school each day, the College has excellent sporting facilities which include a magnificent main oval, three shared ovals with the neighbouring Australian Catholic University, basketball/tennis courts, a large gymnasium, a swimming pool and a specialised music centre.

Further improvements in resourcing will occur in the next few years once the Capital Master Plan is finalised. The College continues to be accredited by Edmund Rice Education Australia (EREA) as an authentic Catholic school in the tradition of Blessed Edmund Ignatius Rice for the period to 2019. Careful consideration is given to being true to the EREA Charter when making strategic planning decisions on resourcing.

MESSAGE FROM KEY SCHOOL BODIES

HEADMASTER'S REPORT

2016 was an exciting year of change for the College. At the end of 2015, long-serving Headmaster Mr Brian T Roberts took his leave from the College and Mr John Murphy was appointed as Acting Headmaster for the year. Mr Roberts now holds the role of Regional Director (Eastern Region) with EREA.

During this year, the College's Strategic Plan (2016-2020) was launched and the first year of implementation begun. The plan is structured under three key focus areas: Our Identity, Our Learner and Our Community. The plan is informed and underpinned by the College's mission and vision statements. Much good work was completed during 2016 in bringing aspects of the Strategic Plan to life. The progress of the Plan was carefully monitored by both members of the Executive and the College Board.

The recruitment of a new Principal for the College occurred in June, with Dr Craig Wattam being announced as the incoming leader of St Patrick's commencing in 2017. Craig comes from the Maitland-Newcastle diocese where he is currently Assistant Director of Schools. Soon after the announcement of Craig's appointment, I was fortunate to be offered the opportunity to commence as Foundation Principal at St Bede's Catholic College in Thornton in the Hunter Valley. This left the role of Deputy Principal at St Patrick's vacant. Mr Damian Chase was appointed to this role in the latter half of the year. Damian's current role at the College is Director of Staff Services.

On a weekly basis Mass is celebrated at the College in the Chapel by our Chaplain Fr Jack Evans. Our rich prayer life is enhanced by many opportunities for all members of the College community to participate in social justice action. All students are involved in retreat and reflection experiences during their time at the College. We have ongoing partnerships with St Joseph's Flexible Learning Centre in Alice Springs and with St Mary's Vunakanau in Papua New Guinea. Immersions are conducted in both communities each year.

From an academic perspective our HSC class of 2016 produced stellar results with 174 band six mentions and 43 students receiving an ATAR of 90 or more. Our students are committed to actively improve their learning as well as participating in a varied co-curricular sporting and cultural programme of activities.

John Murphy
Acting Headmaster

DEPUTY HEADMASTER'S REPORT

In 2016 the College Community undertook the initial implementation phase of the Strategic Plan in the three priority areas of:

- Our Identity: Faith and values in action, now and forever.
- Our Learner: Pursuit of personal excellence; engaged with the world.
- Our Community: Sustaining, enduring relationships.

Specific goals, objectives and indicators for each of these areas were identified and assigned to the College's Annual Plan.

Much that was achieved over the year is well documented and represented in a number of publically available College publications such as the annual *Lumen*, the biannual *Lucerna*, the weekly *Especean* and the College's website.

One major achievement for 2016 was the development of the College's Learning Framework. In response to the strategic intent towards consolidating the College as a centre of learning excellence, a thorough consultative process was undertaken in the development of the Learning Framework as a contemporary, researched based set of principles that underpin and cut across all curriculum and pastoral areas of the College. The core principles of collaboration, building positive relationships, critical and creative thinking, feedback and reflection and a growth mindset provided the impetus to further develop innovative and pedagogically sound evidence-based approaches to teaching and learning to improve the work of teachers and the learning outcomes for all students.

It is well acknowledged by the wider community that the College has a highly regarded reputation and tradition bolstered by high standards, expectations and results in academic, sporting and cultural pursuits. Over the last two decades it has moved substantially from a traditional teacher-centred culture to a more contemporary student-centred culture underpinned by a collegial approach to professional learning and practice by the teachers and a growing engagement and involvement of the students. The Learning Framework articulates this vibrant and dynamic learning culture.

The theme for the 2016 Annual Speech Night and Prize Giving, *The Changing Face of St Pat's*, was an attempt to showcase the College's evolving learning culture whilst remaining ever true to its core tradition and values.

Michael Cutrupi
Acting Deputy Headmaster

COLLEGE BOARD – CHAIRPERSON’S REPORT

The St Patrick’s College Board provides strategic advice to the Principal and College Executive as they work to fulfil the College’s Mission.

“Inspired by the Gospel and Edmund Rice, St Patrick’s College liberates the whole person and educates for resilient and spirited men who are challenged to serve.”

Strategic Plan 2016-2020

The Board also has specific accountabilities to Edmund Rice Education Australia (EREA) for strategic planning, budgeting and financial reporting, and capital works and master planning, as well as oversight of compliance with EREA Risk Policy and procedures.

Much of the work of the Board is progressed through Committees which cover Identity, Finance, Risk Management, Capital Works and Strategic Plan implementation.

The College’s Strategic Plan is built around the Strategic Directions of:

Our Identity, Faith and Values in action, now and forever;

Our Learner, Pursuit of personal excellence, engaged with the world; &

Our Community, Sustaining, Enduring relationships.

With the launch of the Plan during the latter part of 2015, the Board’s focus during 2016 was on supporting its implementation through management structures and the development of reporting frameworks. Under the enthusiastic leadership of the Acting Headmaster, Mr John Murphy, the Board was delighted to see the degree to which the spirit and objectives of the Plan were embraced and acted on by the College.

One of the commitments made in the Strategic Plan was for the College to support the re-establishment of an Old Boys Association. The St Patrick’s College Old Boys Association was relaunched on St Patrick’s Day 2016, following the appointment of an Old Boys Liaison Officer, development of a Constitution and a Memorandum of Understanding between the Association and the College. A website and directory has been launched, oldboys.spc.nsw.edu.au, and serves to facilitate the Association’s various activities centred on supporting our former and current students.

Many people contributed to making the Association a reality, but particular gratitude is due to Mr Greg Denning (Class of 1981) the Old Boy Liaison Officer and Mr Matthew Fehon (Class of 1987) the Association’s President. The contribution and commitment of many recent Old Boys should also be acknowledged.

At the end of 2016, Mr Anthony Abraham and Mr Des Fox finished their terms on the College Board. Both contributed many years of faithful and diligent stewardship particularly in the areas of financial management and identity.

The Board would also like to express its gratitude to Mr John Murphy for the positive, constructive working relationship he helped foster with the Board during his tenure as Acting Headmaster. An Old Boy of the College himself (Class of 1979) Mr Murphy has been appointed the Foundation Principal of St Bede’s Catholic College in the Maitland–Newcastle Diocese.

As we finished the year, the appointment of Dr Craig Wattam as our new Principal was announced. The Board welcomed the appointment of such an outstanding educational leader and scholar and looks forward to working with him in the years ahead.

Finally on behalf of the College community I would like to express our appreciation for the support and commitment of Board and Committee members. The contribution of your wisdom, time and energy is greatly appreciated.

John Pierce
Board Chair

THE PARENTS' AND FRIENDS' ASSOCIATION REPORT

What a successful and enjoyable year 2016 was for the St Patrick's P&F. The Parents in this Community are so generous with their assistance, time and energy which makes the running of all the functions so much easier.

I would like to acknowledge and thank the hard working P&F Executive who helped with the numerous functions during the year. With a larger Committee this year it made the organisation of events a much easier task. There are always a lot of events in the School Calendar and the Committee, although many working fulltime themselves, always assisted when needed.

We began the year with the Year 5 Parents Morning Tea, followed closely by the Year 5 Welcome Mass and Junior School Dinner. Term 1 is always such a busy one for the Junior School families.

Mother's Day is always the biggest event in the School's Calendar. It's always wonderful to have so many Mothers and Grandmothers join us for Mass and morning tea on this very special day. The numbers for this special event seem to grow each year, which is fantastic. This year we had in excess of 950 Mothers, Grandmothers and Mother figures attend the morning teas which was an amazing turnout. Morning teas were held in the Robson Auditorium for the first time which was lovely.

The Annual Blue Black and Gold Dinner was huge success this year. The Committee was led by Vicki Dening and over 550 tickets were sold for the event held at Le Montage. It was a very enjoyable social night where fun was had by all. Thanks must go to Vicki and the Committee for all their hard work. We must also thank Derek Rose and the School Band members who entertained us for the evening.

The HSC Major Works evening was again very well represented in 2016. It was held this year in the Robson Auditorium and Mary MacKillop Centre. Even the rain couldn't keep people away. What talented young men we have at the College and it is a fantastic evening to showcase their talents.

Father's Day morning tea after Mass was held in the Powell Pavilion with Fathers having breakfast cooked for them again this year. We had a good turn-out although the rain did keep a few people away. As with Mother's Day, the numbers seem to be increasing for this special event.

A very special thanks to all the parents of the College who assisted us in so many ways this year. With so many functions on the School calendar your help is so greatly appreciated.

On behalf of the P&F, I would like to encourage parents to get involved whether by joining the P&F Executive, becoming a Class Parent Representative or just helping out at functions when you can. There are so many wonderful people in this College to meet and to work with. We look forward to 2017 being just as wonderful a year.

Kate Manenti
President – Parents’ & Friends’ Association Executive

COLLEGE CAPTAIN 2016

One of the biggest blessings the College is the teachers who everyday dedicate their lives to the bettering of our own. I quite honestly wish I could stand here today and thank every teacher at St Patrick’s who has positively impacted my life, but the truth is there are simply too many of you who have, and for some, I cannot put into words the difference you have made.

Without you there is no St Patrick’s, because this school is built on service and respect to others, both things which every single teacher here today embodies so perfectly. Above all else, what will always remain with us are those who for 8 years of our life acted as our mentors, moulding us for life beyond this College. Ultimately teachers are a part of every school, but they are the backbone here at St Patrick’s.

I must also on behalf of the entire Class of 2016, offer huge congratulations to the newly elected College Captain Matthew Harrington and Vice-Captains Anthony Bejjani and Michael Redman. You are all strong and capable leaders, each of you will complement each other in your own unique and exciting way and I can’t wait to hear of your great achievements as leaders, as I keep in contact eagerly as an old boy of the College.

Today marks the end of what has been 8 years of growth, happiness and memories. Those who in 2009 entered this College as young boys have developed into some of the finest and most talented men I, and many others have ever born witness to. This spectacular group of men who you have moulded into a family. A family where every single member is respected for their own uniqueness, individuality and spirit. And just as a family shares common history, the years we have spent together will never be forgotten and will always remain so warm within all our hearts.

This College has taught me many things, but what is more important than anything is that regardless of what you achieve in life, you are ultimately measured by the type of man you become.

For me, the ever reliable Winnie the Pooh delivers the goods and I think summarises why these 8 years will be the most important and best years of your life. Winnie says, “How lucky I am to have something that makes saying goodbye so hard. But, my friends, if there ever comes a day where we can’t be together, just keep me in your heart, and I promise I’ll stay there forever”.

Thank you. God bless. And forever ‘Luceat Lux Vestra’.

Declan Armstrong
College Captain 2016

CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Patrick's College, Strathfield is a Catholic School within the Edmund Rice Tradition. As such we follow the Edmund Rice Education Australia (EREA) Charter placing emphasis on the 4 Touchstones: Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity.

In 2016 we focussed on the touchstone of a Liberating Education through our liturgies, prayer life and spirituality opportunities. This emphasis allowed for the growth in understanding about our commitment to serve and to ensure we lift up others to be the best they can be. Our concern for the poor and marginalised is central to St Patrick's College as we live the Edmund Rice charism.

Each year the College offers opportunities for Eucharistic celebrations weekly, for prayer throughout each day and for the formation of individuals, staff, students and parents, often. We are fortunate to have the Chaplaincy services of Fr Jack Evans SSC and we have several teams who lead in the Catholic identity of the College. We demonstrate a commitment to various justice initiatives throughout the year, including Social Justice Service for Year 11 students and a multitude of fundraising activities for our numerous justice partners. In 2016 we engaged in a Winter Sleep Out, Detention for Detention and Reconciliation Week activities to name just a few.

We commit ourselves to promoting justice and peace in all that we do at the College and we proudly claim ourselves as a Catholic community. We aim to prepare faithful and inclusive men for a dynamic world, as we liberate the whole person and educate for resilient and spirited men who are challenged to serve.

STUDENT PASTORAL CARE

Over the year the Homeroom Teachers, Year Coordinators, members of the College Executive and student leaders worked with the students across the school around the themes of service, mental health and the role of the bystander and most recently the areas of gender stereotyping and bias and domestic violence. The Pastoral Care Team continued to implement its vertical program and the Inclusive Community Calendar. The College partnered with Strathfield Council to promote advocacy for women through the white ribbon program. Throughout the pastoral agenda the College has looked to challenge the students and in many cases take them out of their comfort zones. The College's student leaders and Student Representative Council members again played an important and successful role in raising awareness of student initiatives. The students provided further input into the College's strategic plan. The College Cup, now an institution at St Patrick's and the House system continue to grow. The student leaders were pivotal in contributing to the spirit of the houses and in bringing alive the stories of the Christian Brothers.

COLLEGE CURRICULUM

The NSW Education Standards Authority, (NESA) through its range of syllabus documents, Schools Online Administration function and bulletins are used strictly as the guiding influence for all aspects of curriculum. The College implements the curriculum requirements of NESA for each course offered from Stage 3 to Stage 6. The curriculum, teaching and learning are also informed by the relevant requirements of Edmund Rice Education Australia

(EREA) as well as the priorities, goals and indicators outlined in the College's Strategic Plan and newly implemented Learning Framework. College staff look to a range of professional development opportunities to further improve teaching and learning in all facets of the curriculum.

In Stage 3 (Years 5 and 6), students study Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Music, Visual Arts, Languages (French and Italian) and Personal Development, Health & Physical Education (PDHPE). Classes are generally organised into mixed ability groupings. Furthermore, there are opportunities for students to be involved in dedicated small group interactions with specialist teachers.

In Stage 4 (Years 7 and 8) students study all NESA mandatory subjects which include; English, Mathematics, Science, History, Geography, Technology, Music, Visual Arts and Personal Development, Health & Physical Education (PDHPE). All students also study Religious Education Classes are graded in English and Mathematics. In subjects such as Religion, History, Geography, Science, and PDHPE a top graded class exists and the remainder are mixed ability groupings. In Year 8, one Language choice, i.e., Italian is studied for the full year.

In Stage 5 (Years 9 and 10), students study a common core of subjects. These are Religious Education, English, Mathematics, Science, History, Australian Geography and Personal Development, Health & Physical Education (PDHPE). History and Australian Geography are semesterised subjects. In addition, students study two elective subjects selected from Commerce, Design & Technology, Drama, French, Industrial Technology (Timber), Information & Software Technology, Italian, Music, Photographic & Digital Media, Philosophy and Visual Arts.

In Stage 6 (Years 11 and 12), students study a minimum of 12 units of Preliminary Higher School Certificate courses, at least 1 unit of which must be Studies of Religion I or the Catholic Studies Content Endorsed Course and at least 2 units of either English Standard or English Advanced. Additional units are undertaken with at least 6 units from Board Developed courses, including English, at least three courses of 2 units value or greater from at least four subject areas with no more than 6 units of Science courses. In Year 12, students continue with a similar pattern of study from their chosen courses for the Higher School Certificate. A minimum of 10 units of study are consolidated and some students undertake additional extension courses such as English Extension 2, Mathematics Extension 2, History Extension and Music Extension

The College has an ongoing commitment to a number of curriculum initiatives. Under the influence of Diverse Learning, the College has continued to expand the development and use of a number of cross-curricula programs focusing on Gifted and Talented, extension classes, remediation, Study Skills, Literacy Skills, All My Own Work and Information & Communication Technologies (ICT). This year STEM initiatives have been investigated with the aim of introducing a program for Stages 3 to 5. Furthermore, continued growth in e-Learning and improvement in the integration of ICT in the curriculum through the College's online platform CANVAS, has taken place. The Bring Your Own Device (BYOD) program has also been rolled out across years 5 - 12, further influencing the use of CANVAS as a teaching and learning platform. Underpinning all teaching and learning is however, individual NESA syllabus and the College Teaching and Learning Framework.

2016 HSC RESULTS

One hundred and seventy four Year 12 students sat the HSC in 2016. Additionally, fourteen Year 11 students who were accelerated in Mathematics also sat the Mathematics exam only. Sixty eight students made the Distinguished Achievers List one hundred and fifty three times, having attained marks of 90% or more in various course's. About forty students attained an ATAR of 90+. Many students achieved a high ATAR and made the meritorious Distinguished Achievers List in a number of courses.

In 29 out of 31 (93.5%) courses examined, the College examination average was above that of the State examination average. Thirteen courses had a school vs State variation greater than five. For example, courses with a College candidature greater or equal to five and a school vs State variation greater than five include:

Biology	6.38 above State average
Business Studies	9.2 above State average
Design and Technology	10.8 above State average
Geography	9.1 above State average
Industrial Technology	15.43 above State average
Information Processes and Technology	7.73 above State average
Legal Studies	8.18 above State average
Mathematics General	9.13 above State average
Mathematics 2 unit	6.54 above State average
Modern History	7.68 above State average
PDHPE	8.99 above State average
Senior Science	7.51 above State average
Studies of Religion 2	9.98 above State average
Construction Examination	6.51 above State average

Furthermore, eight courses had no students below Band 4. These included Ancient History, Design and Technology, English Advanced, Industrial Technology, Music, Visual Arts, Italian Continuers and VET Construction. In addition, two extension courses had no students below Band E3: English Extension and Italian Extension.

There were twenty courses where the percentage of students with a mark of 90% or above, i.e. Band 6 or E4, was greater than that of the State:

	Course School (%)	State (%)
Biology	16.66	8.72
Business Studies	27.86	8.81
Design & Technology	50	12.5
Geography	19.04	8.35
Industrial Technology	33.3	7.2
Information Processes & Technology	16.66	8.6
Legal Studies	26.31	12.07
Mathematics General	9.73	5.31
Mathematics 2 Unit	29.09	23.13

Modern History	22.22	9.33
PDHPE	23.72	11.11
Studies of Religion I	18.69	13.48
Studies of Religion II	29.72	9.2
Italian Beginners	18.18	14.5
Italian Continuers	27.27	21.24
Construction Exam	8.33	0.92
English Extension	55.5	35.3
Italian Extension	100	40.35
Mathematics Extension	33.33	32
History Extension	33.3	21.54

One student was placed on the State's All-Rounders List, having placed on the Distinguished Achievers List for courses totalling 10 or more units. Also, three students made the Top Achievers List gaining places such as 7th in the Construction Course, 5th in the Italian Extension course and 7th in the Studies of Religion II course.

STUDENT PERFORMANCE IN EXTERNAL TESTS AND EXAMINATIONS

National Assessment Program in Literacy and Numeracy

National Assessment Program Literacy and Numeracy (NAPLAN) provides valuable information about student achievements in literacy and numeracy. Analysis of these results assisted school planning and was used to support teaching and learning programs. The results were also used to monitor literacy and numeracy development through time.

The following table details the College's performance in the top two achievement bands for the 2016 NAPLAN as compared to all students in the state.

2016 NAPLAN															
% of students in the top two achievement bands															
	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9
School	50	48	43	27	26	22	46	51	49	55	39	40	52	60	52
State	39	30	25	19	18	12	33	34	26	41	31	22	31	31	27

Overall, students of the College have performed well above the State's representation in the top two achievement bands.

National Benchmarks

The Commonwealth Government sets minimum acceptable standards for reading, writing, overall literacy and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our College in NAPLAN is compared to these benchmarks. The percentages of students in the College achieving the national benchmarks in the Years 5, 7 and 9 NAPLAN as compared to the previous two years are reported below.

	2016 NAPLAN								
	% of students above national benchmark								
	Reading			Writing			Numeracy		
	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9
2016	99	98	100	100	98	99	98	100	100
2015	99	100	99	99	99	96	99	99	100
2014	99	100	99	98	98	96	100	100	100

Over the years, since the implementation of NAPLAN in 2008, through 2016, almost all students of the College have been consistently above the national benchmarks in reading, writing and numeracy.

COLLEGE CO-CURRICULAR

St Patrick's College, Strathfield is proud of its catholicity and sets out to provide a holistic education that promotes spiritual, social, physical and intellectual development. The College in collaboration with the parent body, seek to turn out young men of competence and conscience who always strive for excellence.

The College's Co-Curricular Programme plays a vital role in building a strong sense of school pride, community and tradition. It also provides students with an opportunity to participate in meaningful and enjoyable experiences and most importantly, lends itself to ensuring a student engages in a truly holistic education. There is no doubt that the Co-curricular Programme can also do much to promote the school in the wider community. Furthermore, Co-curricular activities are a component of that fullness of life to which Christ calls each of us. Boys are reminded that a talent is a gift from God, what they do with that talent is a gift back to God.

Progress in academic excellence is enhanced for all boys whose confidence and self-esteem are given the opportunity to grow through a wealth of sporting, cultural, social and outdoor activities. All boys are enrolled on the understanding that they join in sports, retreats, camps, excursions and other co-curricular activities beyond the ordinary hours of school. All

boys, who have the ability and physical fitness and are chosen, represent the College in sport willingly, enthusiastically and conscientiously.

The College offers an extensive Co-curricular Programme beyond the classroom. The areas of interest currently offered include:

Athletics, Band Programme, Baseball, Basketball, Choir, College Supporters Group, Cricket, Cross Country, Debating, Drama Production, Duke of Edinburgh Award Scheme, Football, Mock Trial, Musical Production, Public Speaking, Rugby, Social Justice Action Group, Swimming and Tennis.

In 2016, St Patrick's excelled across the breadth of co-curricular offerings the boys have at their disposal. In total 15 major Shields were won by the College in activities ranging from Athletics to Debating, Cricket to Band Championships and Football to Choir. Most importantly, all of these achievements were celebrated by the student cohort as is the practice in a school where each and every boy respects and appreciates the individual and the varied talents he brings to the Community.

The 2016 Co-curricular achievements include the:

ISA Athletics Intermediate Shield
ISA Athletics Aggregate Shield
ISA Cross Country Aggregate Shield
ISA Cricket First XI Division 1 Shield
ISA Football First XI Division 1 Shield
ISA Football Schools Championship Shield
Combined Christian Brother's Intermediate Swimming Shield
Combined Christian Brother's Senior Swimming Shield
Berg – Murphy First XI Cricket Shield
Black and Green Aggregate Shield
CSDA Debating Year 9 Metropolitan Championship Shield
CSDA Year 9 Debating Aggregate Shield
Australian Band Championships – 1st Place in Open D grade
NSW State Band Festival – Gold Award in Big Band - Open Grade
Ryde Eisteddfod All Schools Choir Championship – 1st Place

With respect to individual achievements, students gained State and National recognition in the following sporting disciplines:

- Harry Manenti - NSW U/15 Schoolboys Cricket
- Adam Doueihi – Australian Schoolboys Rugby Union, NSW Schoolboys Rugby Union and NSW CIS Rugby League and Touch Football
- Adam Boumelhem – Australian U/17 Touch Football
- Gabriel Trinco – NSW CIS Football
- Christopher Sarkis – Australian Tae Kwon Do Representative – Bronze Medal at World Cup
- Ryan Littlechild – Australian Representative at the World Sailing Championships

Steve Fochesato
Director of Co-Curricular

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understanding of staff to improve student outcomes. Professional development can take many forms, including whole school staff days, subject specific in-services, meetings and conferences.

The College held eight whole staff days in 2016. The content of these days was as follows:

- Term 1 (2 days) - General Planning and Organisation for the Year, Curriculum Development, Pastoral, Literacy, eLearning, New Staff Induction, Annual Plan.
- Term 1 (1 day) - Staff Spirituality Day
- Term 3 (1 day) - Curriculum Development
- Term 4 (4 days) – Examination Marking, Reports, First Aid, Parent/Teacher Interviews, 2015 Review, 2016 Strategic Planning.

Meetings were held regularly throughout the year as follows:

- Executive meetings fortnightly.
- Junior School Staff met fortnightly.
- Secondary Subject Teams met twice per term.
- The Learning Support Department met once per term.
- Studies Coordinators met fortnightly.
- Pastoral Care Coordinators met weekly.
- Whole school staff met once per term.
- Homeroom teams met once per term.
- New scheme teachers met at least once per term.
- Weekly staff briefings.

In 2016 the College expended approximately \$350 per teacher on professional learning. Staff members are offered Professional Development Grant opportunities to take on personal post-graduate training and externally provided in-service training courses.

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the NSW Board of Studies Teaching and Educational Standards: Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	111
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2016 was 89%. This figure does not include teachers on planned leave. The teacher retention rate for 2016 was 87.2%

Student Attendance and Retention

Based on Year 10 and Year 12 figures (figures as of January each	Year 10 Total Enrolment	Year 12 Total Enrolment	Year 10 Enrolment Remaining in	Apparent Retention Rate	Actual Retention Rate

year), the apparent and actual retention rates were: Years Compared			Year 12		
2010/2012	184	172	168	93%	91%
2011/2013	176	172	154	98%	88%
2012/2014	177	163	148	92%	84%
2013/2015	181	171	154	95%	85%
2015/2016	183	176	167	96%	91%

Percentage Attendance of all Year Groups

School Year	Percentage
5	97%
6	97%
7	97%
8	97%
9	96%
10	96%
11	95%
12	97%

POST SCHOOL DESTINATIONS

A total of 195 university offers made to the Class of 2016 compared to 172 for the Class of 2015. (This does not include offers made by Notre Dame). These can be broken down into the following: 11.3% early offers; 71.3% in the main round of offers; 12.3% late offers and 5.1% final offers.

From these offers, students accepted 158 places at the following universities: 30.4% accepted offers at the University of Technology; 17.8% at the University of Sydney; 15.8% at Macquarie University; 12.6% at the University of Western Sydney; 10.8% at the University of New South Wales and the remainder at a number of other tertiary institutions.

The rest of the Year 12 class of 2016 commenced a TAFE course, started full-time employment, or began a GAP year overseas.

Parent, Student and Teacher Satisfaction

Towards the end of 2016 the College conducted parent, student and teacher satisfaction surveys using the *School Survey* web-based facility. The number of representative participants was very high lending much validity and credibility to the data collected. Overwhelmingly, satisfaction ratings were high across all aspects of College life. The one area identified as comparably lower, albeit still quite high, was the perceived extent to which the College takes the opinions of parents, students and teachers seriously. This area is addressed in the College's Annual Plan for 2017.

Historically, parent satisfaction with the operation, ethos and directions of the College has consistently remained at a very high level. This has been clearly evident in the very high active involvement and participation in parent community events such as the Year 5 Welcome Mass and Dinner, the Mothers' Day Mass and morning tea, Grandparent's Day, the Blue, Black and Gold Dinner, the Fathers' Day Mass and morning tea, the Dads' Breakfast, the Year 5 and 6 Family Dinner, Founder's Day BBQ and various other parent forums.

Further evidence of this general satisfaction can be seen in the continuing high pressure for enrolment places well into the late 2020's.

The College maintains and enjoys a very high staff retention rate. On-going welfare and satisfaction are constantly canvassed through weekly and term meetings and through numerous committees which form a routine part of the College's organisation; together with the work of the Director of Staff Services. The College also retains many staff who have had long-standing careers at the College and who serve to enhance its cultural fabric. It is also a worthy note that quite a number of members of staff have chosen to enrol their sons at the College.

The students take a real pride in their College and this is evidenced through their comments in regular classroom evaluation of teaching and learning programs; through their enthusiastic involvement in the College's Co-curricular program; and through a willing participation in the College's camp, liturgical, and retreat programs. Students and staff present to the school community their achievements, plans and genuine 'thanks' to the College and their peers through presentations at the College Assembly.

Student involvement in the Annual Swimming and Athletics Carnivals sees an almost perfect attendance as does the highly anticipated event of the year known as Founder's Day. This Day enables all elements of the College community to have a day devoted solely to celebration and fun. Past students continue to show loyalty, involvement and participation in the life of the College through assistance with coaching, debating adjudication, music tuition, immersion experiences, career nights and in a variety of other ways. Boys, both past and present, show a real affection for the College.

COLLEGE POLICIES

Enrolment Policy and College Profile

Applications for possible enrolment are accepted from birth. Priority of enrolment is given to baptised Catholic boys from practising Catholic families. The normal point of entry into the College is Year 5. There are also a strictly limited number of boys accepted into Years 7 and 11. Casual vacancies in other years are ordinarily filled from the waiting list. Enrolment in subsequent years is always subject to satisfactory conduct, progress and application to curricular and co-curricular activities, as well as acceptance of the class and grading as determined by the College, and due payment of fees. In particular, enrolments in Year 6 for Year 7 and Year 10 for Year 11 are subject to review.

The Statements of Enrolment Understanding set out the College's expectations of parents and boys in relation to the centrality of Religious Education; application to studies; standards of conduct, particularly relative to travel; regulations relating to smoking, alcohol and drugs; commitment to the student management policy and a high standard of discipline and

personal responsibility; punctuality and attendance; standards of uniform; commitment to co-curricular and extra-curricular activities, especially representative sport; prompt payment of all fees and support of the Building Fund; and general support and involvement in all College activities. The Statements of Enrolment Understanding may be viewed on the College Website.

The College features a Junior School (Years 5 and 6) and a Secondary School (Years 7 - 12). There are ordinarily 180 boys enrolled annually in Year 5. In 2016 the College was not accepting any more applications for possible enrolment into Year 5 prior to 2025. In the main, enrolment levels remain the same from Year 5 through to Year 10. The retention rate from Year 10 into Year 11 is high.

In 2016 the College enrolled 364 in Years 5 and 6 and 1055 in Years 7 to 12. St Patrick's offers a comprehensive school education to Catholic boys from Catholic families.

STUDENT PASTORAL CARE

As a Catholic school in the tradition of Blessed Edmund Rice, every member of the College community has a right to feel protected, nurtured and valued. The College explicitly sees as its Mission "the liberation of the whole person" ... "recognising the uniqueness of each person" in an environment which values "self-discipline", "social responsibility" and "cooperative behaviour" in "response to our collective values". The College's *Mission Statement* expresses the type of caring and learning environment that staff strive to create for the boys and in doing so, aspire to be faithful to the EREA Charter, in particular, the touchstone – Inclusive Community. "Our community is accepting and welcoming, fostering right relationships and committed to the common good."

The College continues to develop and explore means that will deliver quality pastoral care to each boy. The homeroom structure of the school allows each boy to communicate with an assigned member of staff each and every day. The welfare of each cohort is overseen by the relevant Year Coordinator who is acquainted with the unique needs and situations of each boy under their care. The College supplements this care with the services offered by the College Counsellors. The Counsellors not only facilitate in-school interviews but also engage in professional assessment of learning and behavioural requirements with appropriate referral to practitioners outside the College. The College Chaplain significantly enhances the realistic, practical and spiritual care that is offered to each boy.

The Student Management Policy and Procedures – Years 5 – 12 is at the core of the pastoral dimension of the College. Also fundamental to the management procedures is the offering of positive reinforcement through a system of merit awards and letters of commendation. The Student Diary provides a means by which parents can communicate on a daily basis with the College.

The recently revised *College Statement on Bullying* is published annually in the Student Diary. It is constantly revisited and emphasised as part of the ongoing need to create a safe and pleasant environment for boys at the College. The College's policy on Bullying was constantly reinforced. A number of activities are undertaken to promote the welfare of all

community members. This was an attempt on the part of the College to take a proactive and educative approach to bullying as opposed to only a reactive one.

The College's complaints and grievances procedure is available from reception.

The College's co-curricular and extra-curricular programme greatly enhances connectedness and a sense of belonging.

Discipline Policy and Student Management

All disciplinary action that may result in any sanction against a student, including suspension or expulsion, provides processes based on procedural fairness.

All students are required to abide by the College's rules and to follow the directions of the teaching staff. Where disciplinary action is required, the *Student Management Policy and Procedures – Years 5 – 12* indicates the appropriate consequence for any breach of discipline. Corporal punishment is not permitted under any circumstances.

The *Student Management Policy and Procedures – Years 5 – 12* is provided to all members of the school community through:

The Staff Handbook

The Student Diary

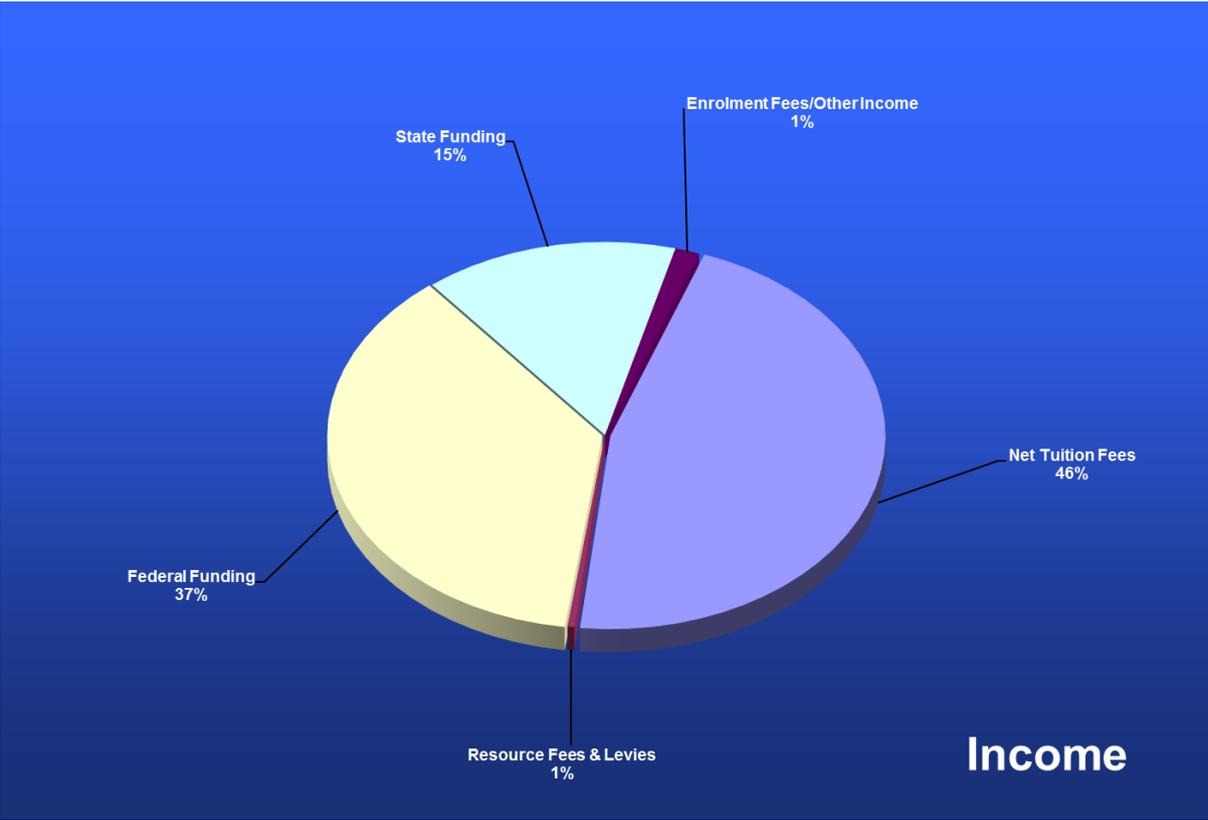
The College Website

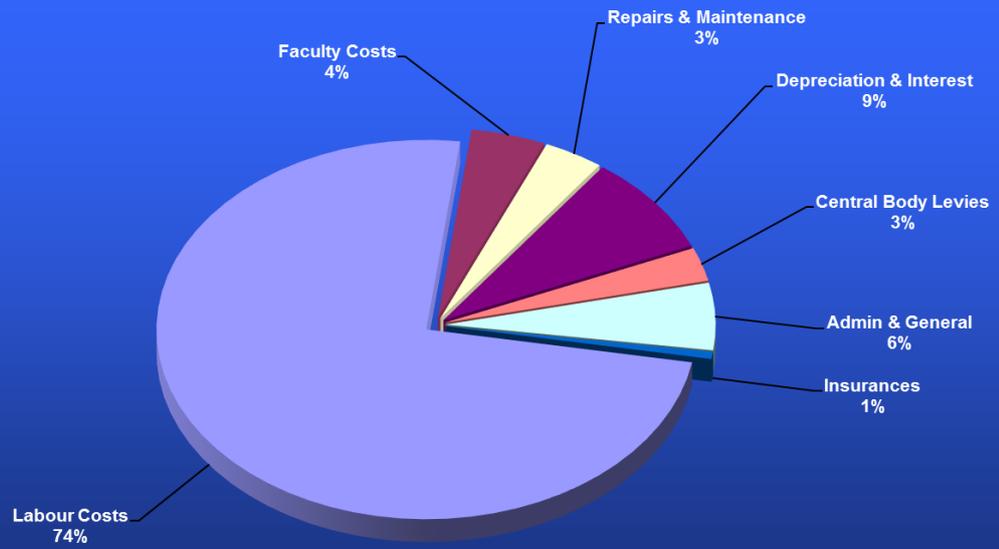
Student Online Learning Environment (SOLE)

Initiatives Promoting Respect and Responsibility

Throughout 2016 many activities were undertaken to promote strong relationships based on respect and responsibility. College supervised social dances with neighbouring girls' schools provided the boys with the opportunity to interact with young ladies in a safe and enjoyable environment. The Social Justice program teaches tolerance, respect, and the importance of caring for those in our community in need. Through Night Patrol, Disability Awareness Day and the Social Justice Forum, the students of the College are challenged to be more socially aware and understanding. In 2016, work continued on the promotion of positive relationships, resilience and mental health. To support families in an era of rapid and complicated social change, a number of parent forums were held covering such issues on drug and alcohol abuse and social media.

SUMMARY FINANCIAL INFORMATION





Recurrent Expenditure