



**ST PATRICK'S COLLEGE**

**Annual Report to the  
Community**

**2017**

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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 2018 following 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](http://www.spc.nsw.edu.au)

Craig Wattam  
Principal

## 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. We respect the traditions, affiliation with the land and the spirituality of the Darug people. The civil and canonical status of the College derives from it being owned and operated by Edmund Rice Education Australia (EREA). The College is a non-selective, congregational, Catholic boys' school operated under the auspices of EREA and at the census date of 4 August 2017 had a student population of 1419. 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 2017 there were 140.8 full time equivalent (FTE) members of staff – 108.6 FTE members of the teaching staff and 32.2 FTE members of the support staff. Included on the staff was a part-time Chaplain. There are no known indigenous staff at the College at this time. The Principal and his Executive are responsible for the leadership and 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 caters to all ability levels through a broad and differentiated curriculum. The College is located within lovely grounds which provide a pleasant aesthetic environment for staff and students. Classrooms are well-resourced and equipped with multimedia projectors and/or interactive televisions. A Bring Your Own Device (BYOD) programme was introduced in 2016.

In addition to classrooms being well-resourced, a number of successful building programmes have occurred in recent years that have added to the College's reputation of providing a high standard of Catholic education within a beautifully and centrally located campus with excellent facilities. Included in these building programmes have been a new three-storey fully air conditioned building, (the Mary MacKillop building), which includes a tiered seating auditorium, specialised art rooms and an Information Technology Centre with general purpose classrooms that overlook the back ovals.

To cater for a comprehensive weekend 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 PRINCIPAL'S REPORT**

2017 was an exciting year of change for the College. At the end of 2016, the Acting Principal, Mr John Murphy took his leave from the College and Dr Craig Wattam was appointed as the incoming Principal. Subsequent to my appointment as Principal, Mr Damian Chase was appointed as Deputy Principal of the College. Damian was already a member of the College Executive and held the role of Director of Staff Services. Mr Murphy now holds the role of Principal at St Bede's Catholic College, Chisholm, in the Maitland-Newcastle Diocese. Another key member of the College staff, Mr Jim Walters retired after holding the role of Director of Junior School for more than 20 years.

The College Strategic Plan (2016-2020) continued to be implemented in earnest, with careful monitoring throughout the year. The plan is structured under three key focus areas: Our Identity, Our Learner and Our Community and is informed and underpinned by the College's mission and vision statements.

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 the Edmund Rice Life Training Centre, Vunakanau, in Papua New Guinea. Immersions are conducted in both communities each year.

During 2017 a number of key improvements were made to the College campus. The windows in the Chapel were all replaced, providing for better air flow in the summer months. In addition, the heritage listed Hickey Building roof was also replaced. Agreement was reached with the Australian Catholic University on the underground carpark to be developed under the ovals at the rear of the College grounds. Building will commence on the carpark in 2018.

From an academic perspective our HSC class of 2017 produced stellar results with 161 band six mentions and 35 students receiving an ATAR of 90 or more. The High Achievers from the class of 2017 will be presented to the community at an awards ceremony in early 2018. Our students are committed to actively improve their learning as well as participating in a varied co-curricular sporting and cultural programme of activities.

Craig Wattam  
Principal

## COLLEGE BOARD – CHAIRPERSON’S REPORT

The St Patrick’s College Board provides strategic advice to the Principal and College Executive as we work together 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.”*

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 chaired by Board members which cover Identity, Finance, Risk Management, Capital Works and Strategic Plan implementation.

2017 was the first year of Dr Wattam’s tenure as Principal of St Patrick’s College. I thank Dr Wattam for his dedication, commitment and intellectual rigour and spiritual commitment demonstrated on a daily basis in his leadership of the College. Underpinned by the mission, vision and touchstones of the Strategic Plan, Dr Wattam has led the further development of the Plan with key progress in the three streams: Our Identity, Our Learner and Our Community. A vital part of his first year was meeting with a large range of the College community. Sixty four members of staff together with boys at the College and a broad cross-section of the College community met with Dr Wattam so that he could understand the College; both the highlights and areas for improvement.

Consolidating St Patrick’s as a centre of excellence is a priority for the College. The Board continues to work with Dr Wattam and the College Executive to ensure that the school continues to build as a centre of educational excellence. This includes increasing emphasis on gathering data that charts academic performance and a new Professional Learning Framework to inform goal setting, lesson observation and quality practice for teachers at the College. Other highlights have been the improved strategy for orientation and transition processes and the implementation of the Learning Framework.

In 2017, the Board continued to work with the Executive on the development of the College Masterplan informed by the Strategic Plan and emerging needs. A series of workshops with Board Committees and Executive members was held to inform the direction of the PMDL consultants, the architect and design firm who have been progressing the development of the Capital Masterplan. The plan will be staged and will identify new learning, administration and community based facilities for the St Patrick’s College ‘campus’ to meet the future needs of the College Community.

Since the relaunch there has been continued growth in 2017 of the Old Boys’ Association through events and meetings. The website, [oldboys.spc.nsw.edu.au](http://oldboys.spc.nsw.edu.au), serves to facilitate the Association’s various activities centred on supporting our former and current students. Many thanks to Mr Greg Dening (Class of 1981) the Old Boy Executive 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.

After many years of negotiation and hard work, the agreement with the Australian Catholic University was signed off at the year’s end for the building of an underground carpark commencing in mid-2018. This will be located under one of the rear ovals with access from Barker Road and Edgar Street on the College side.

I take this opportunity to thank Mr Jim Walters for his unstinting service to the College as Director of the Junior School for 21 Years. Jim’s energy, enthusiasm and dedication to the boys were hallmarks of his significant time at the College. Amongst his many great legacies was his completion of the development of the Edmund Rice Walk at the College, with the

launch in 2017 of a series of commemorative plaques exploring the Edmund Rice and Christian Brothers' story.

At the end of 2017, Mr John Pierce and Dr Michael Nicholl finished their terms on the Board. I thank them both for their great service and commitment to the College. Both contributed many years of faithful and diligent stewardship. John Pierce was Chair for seven years providing outstanding leadership with deep expertise across a number of areas including finance and governance. So too Dr Michael Nicholl who served seven years and played a pivotal role as Chair of the Strategic Planning Committee amongst many other Board commitments.

Finally on behalf of the College community I would like to express our appreciation for all the work of Dr Wattam and the entire staff at the College. Equally I acknowledge the support and commitment of the Board and Committee members. The contribution of your expertise, time and energy is greatly appreciated.

Dr Caroline Butler-Bowdon  
Board Chair

## THE PARENTS' AND FRIENDS' ASSOCIATION REPORT

Another amazingly successful year was had by the P&F Committee this year. The support shown by the parents and the staff of the College always amazes me.

We started the year as always with a multitude of welcoming events for our Junior School families. The welcome to St Patrick's College morning tea for the Year 5 Parents on Day 1 is always a wonderful way to start their journey at the College, which was closely followed by the Year 5 Welcome Mass and Supper.

The biggest event for the Junior School and one of the biggest for the P&F Committee is always the Junior School Family Dinner held in March. Approximately 700 people attend this and it is always a great way for the parents in the Junior School to meet other parents they may not have had the opportunity to meet.

In May we had our Mother's Day Masses and morning teas. In what was the biggest turnout we have ever had, we had approximately 1000 mothers / grandmothers / carers attend. It is always a beautiful day and one which the mothers of the College look forward to.

Our Blue, Black and Gold Dinner (BBG) was a great success this year and was held at Doltone House. A great night was had by all who attended. This year the BBG was a purely social function, not a fundraiser. This event is always an enormous amount of work for the Committee especially as it is only a few weeks after Mother's Day.

Father's Day was successful again this year with a greater number of Fathers/ Grandfathers/ Carers attending. The earlier Mass time allowed a lot more people to attend before they went to work.

One of the wonderful things the P&F was able to do this year was to provide a grant to the Art Department for an Artist in Residence Programme which was an amazing success and one that I as President was so grateful to support. I feel sometimes we are so busy organising functions that possibly we aren't aware of other things that can be done by the P&F to support the College & students. Loribelle Spirovski spent a week at the College in October and I am sure the students benefitted greatly from her expertise. I hope the P&F continues to provide grants to different faculties of the College in the future.

My time as President has come to an end and I would like to thank Dr Wattam, Mr Chase and all the staff of the College for the incredible support they have given to me and the P&F Committee. St Patrick's is such a wonderful school. I hope the P&F continues their involvement in the College in a positive way.

Kate Manenti  
President, P&F Committee 2017

## COLLEGE CAPTAIN 2017

St Patrick's College is a blessed community and one that I and so many others are so lucky to say we are a part of. While 2017 was just one year of its proud 89-year history, it was another year in which so much was achieved, and the sense of community continues to advance.

Under the new leadership of Dr Wattam and Mr Chase, the school flourished with new ideas and energy, while the maintenance of the College's ethos for the 1400 students remains a benchmark.

The success of this special community comes down to three particular groups of people: the parents; the staff; and, the boys.

Parents instigate a boy's journey at SPC. A decision for which all students of the College are grateful. I'm continually amazed at the amount of time and effort the parents of the College spend driving, assisting on school evenings and on the weekend. When parents choose to send their son to St Patrick's, they both become a part of this rich institution.

The staff of St Patrick's are a crucial aspect of it's success. The everyday contact they have with the boys, the guidance they provide and the expertise they give, stays with the boys for a lifetime. They go over and above, driven to inspire the boys to be the best they can and let their light shine. For this the College is truly a better place.

The boys of the College are rewarded by the hard work of both their teachers and their parents and the many opportunities afforded to them. They learn how to be young men who are aware of the world beyond the gates, with comradery, support and social justice initiatives a key focus. Immersions and school trips to places like Papua New Guinea and Alice Springs, helping out on initiatives like the Red Shield Appeal and the House of Welcome for Refugees make this a rewarding place to be a student. The College Theme for 2017: *"Two are better than one, for if they fall one will lift up the other"*, encapsulates this aspect of the school perfectly. It is through the education, as well as the participation in co-curricular in sport, the arts and social justice that St Pat's boys become well-rounded young men in a community with friends and memories for life.

The revamped Old Boys Association shows how the College continues to impact those who attended the school, years after their graduation.

St Patrick's is a special place, and I have been blessed to be part of it along with all others who have attended. We look forward to seeing the College continue to thrive in years to come.

Matthew Harrington  
College Captain 2017

## **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 four Touchstones: Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity.

In 2017 we focussed on the touchstone of Inclusive Community through our liturgies, prayer life and spirituality opportunities. This emphasis allowed for the growth in understanding about our commitment to see everybody as equal and to ensure that we care for all people, regardless of difference, and the earth. Our concern for the poor and marginalised, as well as creation, 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 2017 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.

Gillian Daley  
Director of Identity

## STUDENT WELLBEING and PASTORAL CARE

As a Catholic school in the tradition of Blessed Edmund Rice, promoting wellbeing is part of the College's vision for a holistic education. This vision is based on the principle that our College needs to help students build the knowledge and skills associated with positive wellbeing, fostering learning environments that contribute to our students' overall sense of self, spirit, and belonging promotes wellbeing. Cross, Lester & Barnes (2014, p.1) assert, "the school *environment plays a major role in the social and emotional wellbeing of children.*" Achieving success depends on the knowledge, wisdom, passion and dedication of the entire College community.

The College commenced an investigation into establishing a Wellbeing Framework during 2017, including staff committees and preparations for parent and student focus groups. The Pastoral Care Team continued to consolidate and develop a range of initiatives that provide quality wellbeing activities for each student. The College's two full-time counsellors provided complementary care, facilitating both in-school interviews and professional assessment of individual students' behavioural requirements.

Throughout 2017 the College's Student Leaders, supported by the Pastoral Care Team and members of the College Executive worked with both the students and staff in building the awareness around the concepts of partnership, service and mental health. The students participated in the National Day of Action Against Bullying and R U OK? Day initiatives. Students across the College were also able to participate in surveys during Terms 1 and 4 focusing on their perception of relationships and bullying within the College. This informed the College's Leadership and Pastoral Care Teams on areas to focus relating to safe and respectful relationships. Once again, the College partnered with Strathfield Council during Term 4 to promote advocacy for women through the white ribbon programme.

The College Cup, the co-curricular and extra-curricular programmes continue to foster student connectedness. The 2017 student leaders were pivotal in contributing to and building the spirit of the six respective houses. In addition, the Peer Support and Outdoor Education programmes (camps in Years 6, 8 and 9 and the Duke of Edinburgh's Award Scheme) provide students with unique opportunities.

Robert Simpson  
Director of Wellbeing

## 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 (Chinese, German 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 History and Geography and Personal Development, Health & Physical Education (PDHPE). 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, Learning Support, Study Skills, Literacy Skills, All My Own Work and Information & Communication Technologies (ICT). This year STEM initiatives have been implemented in Stage 4. 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 is now well-established across years 5 - 12, further influencing the use of Canvas as a teaching and learning platform. However, underpinning all teaching and learning are the individual NESA syllabuses and the College's Learning Framework.

## 2017 HSC RESULTS

One hundred and sixty-four Year 12 students sat the HSC in 2017. Additionally, ten Year 11 students who were accelerated in Mathematics also sat the HSC Mathematics examination. Eighty students made the Distinguished Achievers List one hundred and sixty-one 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 27 out of 33 (82%) courses examined, the College examination average was above that of the State examination average. Fifteen 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	8.00 above the State average
Business Studies	7.32 above
English Standard	5.86 above
Geography	5.11 above
Industrial Technology	14.72 above
Legal Studies	10.47 above
Mathematics General 2	11.52 above
Mathematics	7.69 above
Modern History	5.92 above
PD/Health/PE	10.41 above
Physics	7.53 above
Senior Science	8.06 above
Studies of Religion II (2 unit)	5.92 above
Construction	6.00 above

Furthermore, six courses had no students below Band 4. These included Engineering Studies, Legal Studies, Music 1, Music 2, Senior Science and Visual Arts. In addition, five extension courses had no students below Band E3: English Extension 1, History Extension, Italian Extension, Mathematics Extension 1 and Mathematics Extension 2.

There were fourteen 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	24.32	11.93
Business Studies	19.40	8.15
Construction	15.38	1.57
Economics	25.00	14.46
History Extension	60.00	21.61
Industrial Technology	36.36	5.63
Legal Studies	44.00	12.89
Mathematics General 2	19.76	6.79
Mathematics	37.73	23.47
Modern History	15.15	9.19
Music 1	33.33	20.35
PD/Health/PE	17.30	8.82
Physics	24.24	10.69
Visual Arts	15.78	12.68

Three students were placed on the State's All-Rounders List, having placed on the Distinguished Achievers List for courses totalling 10 or more units. Also, one student made the Top Achievers List by placing 8<sup>th</sup> in the State in the Studies of Religion I course. One student was selected by the NSW Education Standards Authority to showcase his Visual Arts major work at the ARTEXPRESS exhibition.

## HSC TRENDS 2014 – 2017

The table below shows the College’s HSC examination mean versus the School/State mean difference in each course offered by the College over the last four years. Over this period, the percentage of College courses above the State examination mean have been greater than 80% and as high as 94% above the State mean.

### HSC Examination Means from 2014 to 2017

	2014		2015		2016		2017	
	Exam Mean	Sch/State Diff						
Studies of Religion II (2U)	85.98	10.60	84.47	10.27	85.56	9.98	82.19	5.92
Studies of Religion I (1U)	38.89	0.74	39.13	0.64	39.51	1.17	38.85	0.08
English Standard	71.46	4.00	71.56	4.46	73.67	4.97	75.05	5.86
English Advanced	82.65	2.12	82.24	1.18	84.56	3.84	83.03	2.07
English Extension 1 (1U)	44.86	3.67	42.09	0.29	44.07	2.16	41.15	0.11-
English Extension 2 (1U)	46.16	7.66	35.78	3.76-	NA	NA	37.80	0.88-
Mathematics General 2	77.58	8.69	78.11	9.47	77.64	9.13	80.03	11.52
Mathematics	84.41	6.04	85.68	7.79	84.38	6.54	85.65	7.69
Mathematics Extension 1 (2U)	85.59	5.01	86.22	5.02	79.71	0.03	84.26	3.17
Mathematics Extension 2 (2U)	87.89	6.31	85.20	2.92	76.43	4.60-	83.73	2.56
Biology	76.93	5.28	79.58	8.45	80.09	6.38	82.30	8.00
Chemistry	81.08	4.95	77.43	1.62	77.87	2.28	77.22	1.94
Physics	77.69	4.20	80.66	8.00	75.97	3.32	80.98	7.53
Senior Science	81.88	7.75	76.14	4.75	80.83	7.51	78.97	8.06
Ancient History	74.08	2.40	85.50	14.16	75.53	4.37	74.72	3.05
Business Studies	81.53	7.53	81.64	7.99	82.41	9.20	80.49	7.32
Economics	76.80	1.07	81.62	5.50	80.46	3.91	79.79	3.19
Geography	80.87	7.23	81.83	7.98	83.83	9.10	79.98	5.11
Legal Studies	80.14	6.78	83.12	8.52	83.19	8.18	86.33	10.47
Modern History	80.33	5.38	81.15	5.86	82.13	7.68	79.65	5.92
History Extension (1U)	42.25	3.54	45.27	6.63	41.73	2.80	43.70	4.96
French Beginners	NA	NA	83.73	8.16	NA	NA	77.50	1.56
Italian Continuers	78.62	0.25-	78.45	0.12-	84.07	4.95	79.12	0.98-
Italian Extension	36.66	2.17-	44.25	2.07	46.53	3.56	39.30	3.94-
Information Proc. & Tech. Software Design & Dev.	80.94	8.00	NA	NA	79.08	7.73	75.73	4.02
Engineering Studies	NA	NA	80.05	6.52	NA	NA	NA	NA
Design & Technology	73.20	0.07	NA	NA	NA	NA	79.80	5.59
Industrial Technology	NA	NA	81.10	4.85	87.27	10.86	NA	NA
Drama	82.65	11.99	83.12	13.18	84.45	15.43	82.26	14.72
Music 1	85.51	7.61	76.97	0.84-	74.23	3.60-	NA	NA
Music 2	88.98	8.69	88.45	7.85	82.53	1.62	85.53	4.08
Music 2 Extension (1U)	88.30	2.04	82.73	3.95-	NA	NA	86.60	0.12-
Visual Arts	49.20	3.38	NA	NA	NA	NA	NA	NA
PD/Health/PE	82.19	3.89	85.45	6.24	83.30	3.75	82.51	2.77
Construction	78.78	5.92	77.01	3.91	81.12	8.99	81.44	10.41
Entertainment Industry	77.63	5.39	76.59	4.85	79.67	6.51	78.02	6.00
Information & Digital Tech.	NA	NA	76.10	3.52	NA	NA	NA	NA
	NA	NA	NA	NA	NA	NA	70.53	2.35-

Andrew Brennan  
Acting Director of Curriculum

## 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 2017 NAPLAN as compared to all students in the state.

2017 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	55	49	42	29	36	24	49	59	38	49	42	37	59	64	51
State	40	31	25	18	21	18	38	41	31	36	30	25	33	35	30

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.

2017 NAPLAN									
% of students at or above national benchmark									
	Reading			Writing			Numeracy		
	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9	Year 5	Year 7	Year 9
2017	99	98	100	100	98	99	98	100	100
2016	99	98	100	100	98	99	98	100	100
2015	99	100	99	99	99	96	99	99	100

Over the years, since the implementation of NAPLAN in 2008, through 2017, almost all students of the College have been consistently at or above the national benchmarks in reading, writing and numeracy.

### **The Granting of the Record of School Achievement (RoSA) Credentials**

Students in Years 10 and 11 who are leaving the College at the end of each calendar year to enter full-time employment and/or a non-secondary school educational / training institution are eligible for a RoSA from the NSW Education Standards Authority (NESA).

Students for whom this applies must notify the College's Registrar's Office ordinarily by mid-November of that calendar year.

Continuing students who complete the HSC will have their Year 10 and Year 11 grades as part of the HSC Record of Achievement.

Students who remain at the College to complete their HSC will not receive a RoSA.

In 2017, only one College student was eligible for and was granted the RoSA.

### **VET**

11.66% of students in Year 12 in 2017 completed a VET course.

95% of the 11.66% of the Year 12 cohort attained a VET qualification from completing the course.

### **COLLEGE CO-CURRICULAR**

St Patrick's College 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, seeks 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 is 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 2017, St Patrick's excelled across the breadth of co-curricular offerings the boys have at their disposal. In total 13 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 College Community.

**The 2017 Co-curricular achievements include the:**

The ISA Athletics Aggregate Shield  
The ISA Athletics Senior Shield  
The ISA Cricket First XI Division 1 Shield  
The ISA Football Schools Championship Shield  
The ISA Tennis Schools Championship Shield  
The Combined Christian Brother's Intermediate Swimming Shield  
The Berg – Murphy First XI Cricket Shield  
The Black and Green Aggregate Shield  
The CSDA Debating Year 12 Metropolitan Championship Shield  
The CSDA Senior Debating Aggregate Shield  
The Australian Band Championships – 1<sup>st</sup> Place Street March  
The Australian Band Championships – 2<sup>nd</sup> Place on Stage – Open D Grade  
The NSW State Band Championships – Open D Grade

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

- Harry Manenti – U/17 NSW Schoolboys Cricket, NSW CCC Cricket, Aussie Pathway Squad
- Michael Robinson – NSW CCC Cricket
- Finn O'Connor – One Gold, One Silver and Two Bronze medal at the NSW All Schools Swimming Championships
- Se-Bom Lee - Two Gold, Two Silver medals at the NSW All Schools Swimming Championships
- Matthew Rennie - NSW U/19 Volleyball
- Jack Littlechild – First Place at both National Championships and Youth National Championships - Qualified for World Championships in Belgium
- Ryan Littlechild – competed in Sail Melbourne and Sail Sydney, winning both regattas in the Optimist class. He also competed in the National Championships in Adelaide where he finished 7<sup>th</sup>.
- Leon Frangi – NSW CIS touch football
- Jonathan Meaker – U/12 First place at NSW CIS Cross Country and First Place at All Schools Cross Country, 1500m – 1st Place at the NSW CIS Carnival (U/12) and 1500m – 1<sup>st</sup> place at the NSW All Schools Athletics Championships (U/12)
- Joshua Lee - NSW CIS U15 AFL side.
- Thomas Winters and Harry Brooks, have been selected in the NSW U15 Cricket

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 2017. The content of these days was as follows:

- Term 1 (2 days) - General Planning and Organisation for the Year, Curriculum Development, Pastoral Organisation, Literacy, New Staff Induction, Annual Plan.
- Term 2 (1 day) - Staff Spirituality Day – Liberating Education
- Term 3 (1 day) - Curriculum Development – Revisiting Assessment
- Term 4 (4 days) – Examination Marking, Reports, First Aid, Parent/Teacher Interviews, 2017 Review, 2018 Strategic Planning.

Meetings were held regularly throughout the year as follows:

- Executive meetings weekly.
- Junior School Staff met fortnightly.
- Secondary Subject Teams once per term, formally.
- Studies Coordinators met fortnightly.
- Pastoral Care Coordinators met fortnightly.
- 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 2017 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: <b>Teacher Qualifications</b>	<b>Number of Teachers</b>
1. Those having formal qualifications from a recognised higher education institution or equivalent.	107
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

Denise Lombardo  
Director of Learning & Innovation

## **NON ATTENDANCE BY STUDENTS**

The College utilises the SENTRAL database system to record and maintain student attendance. The College sends daily SMS to parents whose child is absent from the College. An assigned homeroom teacher or Year Coordinator contacts parents for a student absent for 2 or more consecutive days. Absence Reports are generated by the Director of Wellbeing and disseminated to Year Coordinators.

Students with ongoing non-attendance are subject to procedures:

- Regular communication with Year Coordinator, College Counsellor or Director of the Junior School
- A letter and parent interview with the Year Coordinator/ Director of the Junior School, College Counsellor and Director of Wellbeing to establish an agreed Attendance Improvement Plan (AIP)
- A letter and second parent interview with Counsellor, Director of Wellbeing/ Deputy Principal if attendance reflects no improvement. A second AIP is agreed to and implemented
- A letter and parent conference with the Principal if attendance reflects no improvement. A final AIP is agreed to and implemented. If ongoing non-attendance occurs, ROSH reports are submitted to FACS
- Parents are informed and reminded of attendance requirements via communication in the College newsletter and email.

## **BEHAVIOUR MANAGEMENT POLICY AND STUDENT DISCIPLINE**

The College continues to promote high expectations of students in relation to behaviour management. The Student Diary outlines these expectations, complementing Students Responsibilities and Rights. Where disciplinary action is required, the Student Behaviour Management Guidelines– Years 5 – 12 indicates the appropriate consequence for any breach of discipline. Corporal punishment is not permitted under any circumstances. All disciplinary action provides processes based on procedural fairness and maintaining the dignity of all involved.

The College's Statement on Bullying is also published in the Student Diary. It is regularly reviewed and emphasised as part of the ongoing need to create a safe and productive environment for boys at the College. The College's policy on Bullying promotes the integration of activities that enhance the wellbeing of all community members as a means of taking a proactive and educative approach to bullying as opposed to only a reactive one.

## TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2017 was 89%. This figure does not include teachers on planned leave. The teacher retention rate for 2017 was 91.6%

### 2017 STUDENT ATTENDANCE AND RETENTION

Based on Year 10 and Year 12 figures (figures as of January each year), the apparent and actual retention rates were: <b>Years Compared</b>	<b>Year 10 Total Enrolment</b>	<b>Year 12 Total Enrolment</b>	<b>Year 10 Enrolment Remaining in Year 12</b>	<b>Apparent Retention Rate</b>	<b>Actual Retention Rate</b>
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%
2016/2017	178	164	162	92%	91%

### 2017 Percentage Attendance of all Year Groups

<b>School Year</b>	<b>Percentage</b>
5	94%
6	97%
7	96%
8	96%
9	96%
10	95%
11	95%
12	97%

In 2017 the overall Attendance Rate for the College was 95.75%. This compares to the 2016 overall Attendance Rate of 96.5%.

## POST SCHOOL DESTINATIONS

A total of 197 university offers were made to the Class of 2017. These can be broken down into the following (figures in brackets represent 2016 numbers):

Early offers	7 (22)	3.5%
Main offers (Dec.)	125 (139)	63.5%
Late offers (Jan.)	62 (24)	31.5%
Final offers (Feb.)	3 (10)	1.5%

The figures above vary greatly from the previous years as there were more rounds of offers

from the universities for entry in 2018 [September, November, December (2), January (2) and February (2)]. However, in keeping with the usual expectations of students and parents at St Patrick's, the vast majority of students are University-bound, once they leave our College.

## **PARENT, STUDENT and TEACHER SATISFACTION**

Historically, parent satisfaction with the operation, ethos and directions of the College has consistently remained at a 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 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. Ongoing 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 the 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 programmes; through their enthusiastic involvement in the College's Co-curricular programme; and through a willing participation in the College's camp, liturgical, and retreat programmes. 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 students and members of staff to have a day devoted solely to celebrate and have 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**

### **Behaviour Management Policy and Student Discipline**

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The College's Statement on Bullying is also published in the Student Diary. It is regularly reviewed and emphasised as part of the ongoing need to create a safe and productive environment for boys at the College. The College's policy on Bullying promotes the integration of activities that enhance the wellbeing of all community members as a means of taking a proactive and educative approach to bullying as opposed to a reactive one.

The following policies are available on the College website:

- Privacy Policy
- Enrolment Policy
- Complaints & Grievances Resolution Policy –
- Complaints & Grievances Resolution – Parent & Community Information Brochure
- Student Usage of Mobile Devices Policy
- Co-curricular Activities Policy
- Statement on Student Driving Policy
- 'Hands Off' Rule Policy.

All policies can be accessed by clicking this link: <https://www.spc.nsw.edu.au/our-community/policies/>

## **COMPLAINTS AND GRIEVANCES POLICY AND PROCEDURE**

The Complaints and Grievances Resolution Policy has been developed to provide a consistent approach for our College. A complaint is an expression of dissatisfaction or concern with the College regarding policy, procedures and/or actions and decisions made.

The College is committed to living the values of the Gospel. In the spirit of justice, peace, love and reconciliation, we aim to:

- Develop a positive and collaborative partnership between home and College.
- Welcome and value diversity of opinion.
- Understand the needs of students and families.
- Have clear and open communication within the community.
- Appropriately respond to and resolve issues that arise in the College in the best interests of all.

Concerns will be resolved according to the principles of procedural fairness as follows:

- the person considering the concern will act impartially
- anyone involved in the matter has the right to be heard fully
- all relevant information will be taken into account
- where a conflict of interest arises or is perceived to arise, an independent person may be involved

This policy was reviewed and updated in 2017, some changes that were made were:

- Updated process for complaints and grievances in the junior school, senior school and co-curricular programme.

The policy and brochure are available on our College website.

<https://www.spc.nsw.edu.au/our-community/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 2017 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 2017 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. Appended to this Annual Report is a copy of our College Enrolment Policy and Procedure. The policy and conditions of Enrolment is available on our College website. <https://www.spc.nsw.edu.au/our-community/policies/>. In addition, our Enrolment policy is attached to this report.

## **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.

### **Initiatives Promoting Respect and Responsibility**

Throughout 2017 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

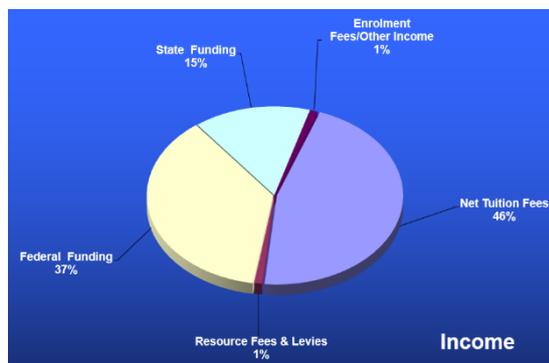
environment. The Social Justice programme teaches tolerance, respect, and the importance of caring for those in our community in need. Through Night Patrol, Disability Awareness Day and the Social Justice Forum, the students of the College are challenged to be more socially aware and understanding. In 2017, work continued on the promotion of positive relationships, resilience and mental health.

Robert Simpson  
Director of Wellbeing

## SUMMARY FINANCIAL INFORMATION FINANCIAL STATEMENT

### Income

The College's recurrent income for 2017 was derived from the following sources:

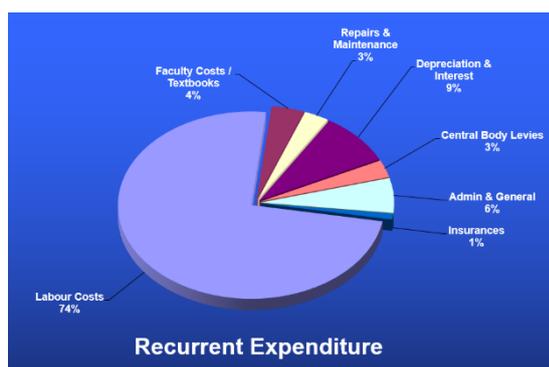


Tuition income was in line with budgeted numbers and accounted for 45% of the College's total income.

Government funding represented approximately 47% of the College's total income.

### Recurrent Expenditure

The College's recurrent expenditure for 2017 by major expense categories was as follows:



Labour costs include all salaries and wages, superannuation, workers' compensation and co-curricular expenses. Teachers' salaries and Coordinators' allowances increased 2.3% from 2016. Support staff salaries also increased by 2.3%.

The major items in the category Administration and General were utilities (electricity, gas, water, etc) 26%, printing, photocopying and postage 8%, rental of playing fields 4% and IT expenses 21%.

### Capital Expenditure

During the year, capital funds were expended on the following major projects during 2017:

- Chapel Window Replacement
- Hickey Roof Restoration
- Solar Panels

In addition, capital funds were spent on new or replacement items of plant, equipment and vehicles, such as:

- IT equipment
- Gym fitout
- Replacement of classroom furniture

## ST PATRICK’S COLLEGE ENROLMENT POLICY

APPLICABLE TO	All St Patrick’s College, Strathfield employees
DOCUMENT OWNER	Principal
APPROVAL DATE	December 2017
APPROVED BY	College Executive
LAST REVIEW DATE	October 2017
NEXT REVIEW DATE	December 2020
RELATED DOCUMENTS	Information collected and held during the enrolment process will be treated in accordance with the College Statement on Collected Information and Privacy Policy. Statement of Enrolment Understanding. The Charter, Edmund Rice Education Australia, (Revised 2017) Catholic Schools at the Crossroads, Pastoral letter of the Bishops of NSW/ACT 2007 Commonwealth and State funding programs for non-government schools College Mission Statement

### 1. Introduction and Purpose

This Policy & Procedures document sets out St Patrick’s College, Strathfield (“the College”) expectations in regard to enrolment.

St Patrick’s College Strathfield is a Catholic Years 5-12 boys’ school. It is governed by Edmund Rice Education Australia (EREA) and is committed to providing Catholic education in the tradition of Edmund Rice. St Patrick’s serves those who share the values of EREA and strives to give practical expression to the EREA Charter.

The Gospel teaches that the mission of Jesus Christ is to proclaim the Good News of the Reign of God. St Patrick’s College proudly shares that mission today and therefore seeks to be an inclusive school community, participating in the evangelising mission of the Church.

St Patrick’s College provides a holistic education, where the faith of its young men is nurtured through education and witness, alongside the pursuit of academic and general excellence. The College aims to partner with parents in the education of their sons, through the provision of a quality Catholic education aligned with the College Mission Statement and the rich traditions of St Patrick’s College.

Applications for enrolment at St Patrick’s will be considered from any family that shares the vision and mission of the College. This policy seeks to articulate a just and consistent basis for the Principal to select those students who are to be offered a place at the College. Please note that the College receives far more applications than it has places to offer. This means that **NO** student is guaranteed a place at the College. Some families will, unfortunately, be disappointed.

The following Guiding Principles and Policy criteria are not listed in order of priority.

## **2. Guiding Principles**

- 2.1 St Patrick's College partners with parents in honouring the Baptismal commitments made on behalf of their sons. The College actively encourages boys and their families to connect to their Catholic faith through both their College and Parish communities.
- 2.2 The parent/College partnership is integral to the education offered by St Patrick's College, and all enrolments are conditional on parental support. Consequently, parents are required to formalise their commitment with a written undertaking to support all aspects of the College program, including activities that educate the spirit, if their son is to be accepted.
- 2.3 Education at St Patrick's College is based in the Edmund Rice tradition, and so there is special concern to improve the lives and education of those who are materially poor, disadvantaged and marginalised by society.
- 2.4 One way that St Patrick's College demonstrates its commitment to the principles of diversity and evangelisation is through the acceptance of students with special pastoral circumstances who would benefit from an education at the College.
- 2.5 St Patrick's College is committed to the principle of inclusion. Applications from families with children who have special or additional needs are welcomed and the College will openly and transparently outline the extra support that can be provided from within the available resources of the College.

## **3. Policy**

- 3.1 The Principal has absolute discretion as to the selection of students who will be accepted into St Patrick's College and their continuing enrolment.
- 3.2 The Principal will consider the Guiding Principles and Procedures outlined in this policy when assessing applications, and will balance competing priorities through reference to the EREA Charter and the needs of the College.
- 3.3 The Principal will establish the processes and procedures associated with the implementation of this policy. These may be varied from time to time.
- 3.4 At enrolment, all students are required to be under the care of a parent or a legally recognised guardian, although the Principal may exercise discretion if it is considered to be warranted in a particular circumstance.
- 3.5 Overseas students who are not Australian citizens or permanent residents will only be accepted once all Australian Government requirements have been satisfied and if there are any vacancies.
- 3.6 The College reserves the right to withdraw a student's enrolment where the student (and/or his parent(s)) is not acting in a manner acceptable to the Principal, or the College believes that it can no longer appropriately meet the needs of the student. Students and/or parents who contravene the Conditions of Enrolment may have their son's enrolment withdrawn.
- 3.7 Continued enrolment at the College is subject to satisfactory behaviour, performance, the payment of fees and commitment to the life of the College and will be reviewed on a regular basis. All enrolments will be reviewed at the end of Year 10 in preparation for Years 11 and 12.

## **4. Considerations for Enrolment**

St Patrick's College, Strathfield welcomes applications from prospective students whose families are supportive of the vision and mission of the College.

In most years there are more applicants than vacancies, therefore in selecting students to be offered a place at St Patrick's College, the Principal will consider applications according to the following considerations. These considerations will include, but are not limited to:

- 4.1 Active participation in the life of the Catholic Church.
- 4.2 Baptised Catholic students attending Catholic schools (from Kindergarten to Year 4) and baptised Catholics in non-Catholic schools.
- 4.3 Siblings of children already attending the College whose families have demonstrated ongoing support for the ethos and values of the Catholic Church and the Edmund Rice tradition.
- 4.4 Sons or grandsons of Old Boys who are prepared to support the ethos and values of the Catholic Church and the Edmund Rice tradition.
- 4.5 Families with a connection to the College who are prepared to support the ethos and values of the Catholic Church and the Edmund Rice tradition.
- 4.6 Families with no connection to the College who are prepared to support the ethos and values of the Catholic Church and the Edmund Rice tradition.

Priority will be given to actively practising Catholics who regularly worship in the local Catholic Church and whose sons have been enrolled in a Catholic school since Kindergarten.

Equity of consideration will be given to all students regardless of their learning needs. Those students with additional learning needs will generally be educated within the mainstream classroom with support from the Diverse Learning Centre.

Earliest applications will be considered favourably. All students are expected to actively participate in the co-curricular life of the College. Parents must agree to supporting this expectation. Failure to readily commit to this expectation will result in enrolments not being considered. Students from other faith traditions or non-religious backgrounds who are prepared to support Catholic education and the Edmund Rice tradition may be considered.

## **5. PROCEDURES**

This section describes the operational aspects of implementing this policy and may be varied from time to time by the Principal, in response to changing circumstances.

### **5.1 The Enrolment Process**

The Principal, through the Enrolment Secretary, is responsible for the maintenance of the List of Applicants for entry to the College.

### **5.2 Points of Entry**

- 5.2.1 The normal point of entry into the College is Year 5.
- 5.2.2 There are also a strictly limited number of boys accepted into Years 7 and 11.
- 5.2.3 Casual vacancies in other years are ordinarily filled from the waiting list.
- 5.2.4 The College enrolls approximately 180 students in each cohort.

### **5.3 New Enquiries**

Acknowledgement of enquiries will be made in writing to the address (either email or street address) provided by parents. The preference is for email to be used.

#### **5.4 The enrolment process has three steps:**

- Step 1 Initial Enquiry and Application
- Step 2 Pre-enrolment process
- Step 3 Placement Offer/Acceptance

#### **5.5 Step One – Initial Enquiry and Application**

- 5.5.1 An expression of interest/initial enquiry can be received at any time after birth.
- 5.5.2 On receipt of an initial enquiry, a College Application Package including an Application for Possible Enrolment Form and Application Procedures will be mailed to the parents provided placement is possible on the List of Applicants for enrolment. If placement on the Applicants' Possible Enrolment List is not possible, the Enrolment Secretary informs the family accordingly.
- 5.5.3 The Application Form seeks a boy's information, close connections to the College and family information. (\* If the Application is for a Special Needs student, please see additional information below)
- 5.5.4 All applications for enrolment require an accompanying non-refundable Application Fee to cover administration costs.
- 5.5.5 The Application for Possible Enrolment Form is returned to the College Enrolment Secretary. The payment of the Application Fee is either made through the internet or returned with the Application to the College Enrolment Secretary.
- 5.5.6 The Application Fee is receipted and acknowledged.
- 5.5.7 The applicant's information is entered on the College's database and entered on the List of Applicants for the requested year of entry.
- 5.5.8 It is the responsibility of the parents to notify the College if the application is not acknowledged within a reasonable timeframe.
- 5.5.9 It is the parents' responsibility at all times to keep the College informed of changes in contact details, especially email addresses and telephone numbers.
- 5.5.10 Applications from students with special needs are welcome.

#### **5.6 Step Two - Pre-enrolment Process For Year 5**

- 5.6.1 Approximately eighteen months prior to the requested year of entry, parents of a boy on the List of Applicants will be contacted by the College Enrolment Secretary, advised of the pre-enrolment process and asked by a due date to provide further documentation.
  - Documentation includes such things as: enrolment application form for St Patrick's College; sacramental certificates, school reports, NAPLAN results (\*If the application is for a student with learning support needs, please see additional information below). Full and frank disclosure is required.
- 5.6.2 On receipt of the information required by the College to continue the pre-enrolment process, the documentation is checked for completion, and is appended to the applicant's file.
- 5.6.3 Failure to respond to the request for further documentation, or submission of incomplete documentation by the due date, may result in the College not being able to proceed with the pre-enrolling process and removal from the List of Applicants.
- 5.6.4 The College may invite the parents of a boy and the boy on the List of Applicants to attend an interview. Interviews will be conducted with the

prospective student and his parents/guardian in the year prior to the year of entry at the College.

**5.7 For Years other than Year 5**

- 5.7.1 Approximately eight months prior to the requested year of entry, depending on vacancies, a number of families who have submitted an application for possible enrolment are contacted by the College Enrolment Secretary and asked to provide further documentation in support of the student's application.
- 5.7.2 On receipt of the information required by the College to continue the pre-enrolment process, the documentation is checked for completion and is appended to the applicant's file.
- 5.7.3 The College requires that parents make full and frank disclosure when completing pre-enrolment forms. Failure to do so may result in the cancellation of enrolment.
- 5.7.4 The College will invite the student and his parents/guardian to attend an interview with the College Principal or his delegate.
- 5.7.5 Failure either to provide the required documentation or to attend the pre-enrolment interview may result in the College not being able to offer placement to the student.
- 5.7.6 It is the parents' responsibility at all times to keep the College informed of changes in contact details.

## **5.8 Step Three – Placement/Acceptance**

Please note: not all applicants will receive an offer of an interview and not all families interviewed will necessarily receive an offer of a place in the College.

5.8.1 The Principal, through the College Enrolment Secretary, informs the parents/guardian of the applicant of an offer of enrolment in writing.

5.8.2 To signify their acceptance of the College's offer of place, parents/guardians are asked to:

- complete and sign relevant Student Information Forms; and,
- sign, together with the applicant, a copy of the Conditions of Enrolment.

All of the above forms are then returned to the College Enrolment Secretary by the due date in the offer letter.

5.8.3 A non-refundable Enrolment Fee is required to accompany the enrolment confirmation documents.

5.8.4 If no offer of placement is made the parents/guardians will be informed in writing.

5.8.5 Parents/guardians will be asked if they wish to keep the applicant's name on the waiting list for any vacancy that may arise in the coming years.

## **5.9 Enrolment Procedure for Students with Learning Support Needs**

Please be aware that the enrolment process for students with learning support needs may require an extended period of time. This is to ensure that the appropriate decisions are made and that any adjustments are in place to successfully support the individual needs.

Additional and supporting documentation will be required in order for us to best support students and their families with the enrolment procedure.

## **6. General Information and Procedures on Enrolment**

### **6.1 Withdrawal of a Student**

Parents are required to provide no less than one term's notice in writing of their intention to withdraw a student from the College, otherwise a full term's fees will be charged.

## 7. APPENDIX 1

### Relevant Legislation

St Patrick's College will observe all relevant State and Federal Legislation in assessing students for enrolment, such as:

- The NSW Education Act 1990
- The Education Act (Accreditation of Non-Government Schools) (2001)
- Australian Education Act 2013
- The Privacy Act (2000)
- The Anti-Discrimination Act (1991) and amendments
- The Disability Discrimination Act (2005)
- Contract Law
- Procedural Fairness

## 8. Key Foundational Documents

In exercising his/her discretionary power, the Principal will take into account key foundational documents such as:

- The Charter, Edmund Rice Education Australia, (Revised 2017)
- Catholic Schools at the Crossroads, Pastoral letter of the Bishops of NSW/ACT 2007
- Commonwealth and State funding programs for non-government schools
- College Mission Statement

## 9. Related Policies and School Documents

9.1 Information collected and held during the enrolment process will be treated in accordance with the **College Statement on Collected Information and Privacy Policy**.

9.2 Conditions of Enrolment.