



2020
Annual Report



ST PATRICK'S COLLEGE

Mission, vision and strategic plan

Mission

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

Vision

Preparing faithful and inclusive men for a dynamic world.

Strategic plan

Between 2016 and 2020, our objectives, implementation planning, success indicators, reporting and accountability frameworks will be built around the 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

The Strategic Plan expresses what the experience of being part of the College community requires of us. As such, it guides our decisions and practices so that everything we do is aligned to the Plan's priorities and objectives.



Acknowledgement of country

St Patrick's College, Strathfield acknowledges the original stewards of the land on which we stand, the Wangal Clan of the Darug people, and we pay our respects to Elders past and present of the Eora Nation. We extend that respect to all Aboriginal and Torres Strait Islander people reading this report.

Acknowledgement of the Christian Brothers

We acknowledge and pay our respects to the Christian Brothers and proudly claim our heritage as a Christian Brothers school.

Contents



Foreword	3	6. Workforce composition, teacher standards, accreditation and professional learning	25
1. Messages from key school bodies	4	Workforce composition	26
Message from the Council	5	Teacher standards and accreditation	26
Message from Parents & Friends Association	6	Professional learning	26
Message from Student Leaders	7	7. School policies	28
2. Executive reports including school determined improvement targets	8	Enrolment	29
Deputy Principal	9	Student welfare	29
Director of Identity	9	Anti-bullying	30
Director of Wellbeing	10	Discipline	30
Director of Learning and Innovation	11	Complaints and grievances	30
Director of Curriculum	12	8. Actions promoting respect and responsibility	31
Director of Co-curricular	13	9. Parent, student and staff satisfaction	33
Director of Junior School	15	Parent satisfaction	34
Director of Business Services	15	Student satisfaction	34
3. Contextual information about the school	16	Staff satisfaction	34
4. Characteristics of the student body, student attendance, management of non-attendance and secondary retention	18	10. Summary financial information	35
Characteristics of the student body	19		
Student attendance	19		
Management of non-attendance	19		
Student retention rates	19		
5. Student outcomes in national and state-wide tests and examinations, senior secondary outcomes and post-school destinations	20		
HSC	21		
ROSA	24		
Literacy and Numeracy assessments in Years 5, 7 and 9	24		
Senior secondary outcomes	24		
Post-school destinations	24		



Foreword



Our well-laid plans for learning this year were somewhat interrupted but not halted. We continued to prioritise the implementation of our Annual Plan, which included the implementation of our Capital Master Plan with the submission for the building of our new science and learning centre, the newly conceived and extended Service Learning program as well as the conduct of our Diverse Learning Review to ensure that our learners who need additional supports are well catered for.

At the end of Term 3, I took my leave from the College to begin the transition to the role of Executive Director in our National Office of Edmund Rice Education Australia (EREA). In Term 4, the College was most ably led by our Deputy Principal Mr Damian Chase. We were thrilled to announce the appointment of Dr Vittoria Lavorato to the role of Principal, commencing in January of 2021. Dr Lavorato is an esteemed and experienced senior leader in Catholic education and would be well known to many in Sydney. I know she will make an enormous impact on the College.

We have thoroughly surveyed our community on several occasions to ensure that we are gathering reliable data, and then responding appropriately, to staff, student and parent/community voice. I am confident that we have a clear picture of our areas of strength as a College and that we have also identified opportunities for continuous improvement. The value of collecting these data is helpful in shaping our Annual Plan for 2021 as well as our new strategic planning process.

COVID-19 saw a year of disruption to on-site learning, but not to the learning of our students more broadly. The hard work and innovation of our staff in pivoting on a number of occasions to and from remote learning was almost seamless. I know that our parents and students have expressed much gratitude to the College for the ongoing learning opportunities mixed with sensitive and thoughtful approaches to student wellbeing and mental health. The deployment of appropriate learning management tools and our 1:1 device program has seen all boys have good access to learning materials and necessary additional supports. I am deeply grateful to our staff who were flexible, adaptable and remained positive and full of good cheer despite the difficulties encountered.

The College theme for 2020 was “Let us love, not in word or speech, but in truth and action” from the first letter of John. Little did we know when this theme was chosen how we would need to, time and again, demonstrate our love for others in our community in our truth telling and action during 2020. We hope that we have demonstrated to our families and students that their learning and their wellbeing were paramount in our work during the year.

We continue to encourage in our boys a commitment to service: of each other, but in particular of the poor. God has gifted each one of us with the opportunity to make a difference in the lives of someone else. Our structures, social justice agenda and expectations of boys see this mandate brought to life in myriad ways.

Although NAPLAN did not take place in 2020, our results in external testing including the HSC provide us with much reason for celebration. Our students continue to not only perform well in these assessments, but they also show growth in their learning over time. This is commendable. Notwithstanding, they also point us towards areas in which we can improve our programs, pedagogical practices and approaches to assessment and engagement with the boys.

I continue to be most proud of this College and importantly those who make it a very special place. I know that it will continue to be a beacon in the inner west as a place of faith, learning, and selfless generosity. This is, I imagine, just what Blessed Edmund would have wanted!

Dr Craig Wattam
Principal



1

Messages from
key school bodies

Message from the Council



2020 was an unforgettable year. Schools are institutions where there is a rightful value placed on the routines and rhythm to the year. This of course was all disrupted in March by the pandemic. It's a testament to the quality of the College how quickly it was adapted to online learning and minimised the disruption for the boys. This was combined with an incredible commitment to pastoral care for the boys and the community, and enormous creativity in marking significant events in the College year online. The Council is particularly appreciative for the work of all the Executive, the teachers and all the boys adjusting to the new normal, particularly those beginning and ending their years at SPC, and the courage and resilience they demonstrated.

The Council continued our meetings online throughout the year providing advice to the College on matters relating to strategy, risk, finance, identity and capital works, including the ongoing planning for the new learning and community facility to meet the future needs of the College community.

In September we said thank you and farewell to Dr Wattam. After four years of significant service to SPC, Dr Wattam was promoted to lead EREA in Melbourne. This is evidence of his standing in Catholic education in Australia and similarly reflected well on his years of leadership with SPC. Dr Wattam made many major improvements to SPC providing great leadership in living the Touchstones. His legacy is in the creation of new frameworks for teachers and students to create the best environment for learning and growing and the major shifts in learning for the boys and professional development for the staff. Similarly, he greatly encouraged the extracurricular activities of the College and the future physical planning for the College. I take the opportunity to also thank Damian Chase, the College's excellent Deputy Principal who led the College so expertly in the final term of 2020.

In October we welcomed the announcement of Dr Vittoria Lavorato as the incoming principal for 2021. She brings outstanding academic, teaching and leadership experience to the College for its next chapter as we edge towards the Centenary.

2020 completes my time as Chair of the Council. It has been an enormous honour to work with the full Council and the Executive to continue the great traditions of this College with a clear eye to the 21st century and an institution that continues to innovate. I extend my great appreciation to the full Council for all their work month in, month out for the College. They give generously through the sub-committees (Identity, Finance, Risk Management and Capital Works) and to the full Council. Each person offers significant expertise to the College. In particular, I give great thanks to Liz Doumit and Steven Koturic who leave the College Board after more than six great years of service, particularly in the areas of Identity and Capital Works.

Most importantly, I thank the boys who, through a challenging year, continued to bring intelligence, compassion and energy to the College each day, and the parents for trusting our boys to this great College because of what it provides. We thank the College for encouraging each boy's light to shine through the myriad of opportunities offered to them, and importantly, creating the culture that enables them to shine.

Dr Caroline Butler-Bowdon
Chair

Message from Parents and Friends Association

We are so fortunate to have a strong, cohesive community at St Patrick's College. The Parents and Friends (P&F) Association works with the College and the community across a wide range of activities by providing support to parents, strengthening community engagement and raising funds to support important developments for our boys' education.

Due to the COVID-19 pandemic and restrictions imposed on the school we were unable to host the numerous fantastic community events held in previous years.

I would like to acknowledge the teaching staff who helped navigate our sons through the uncharted territory of remote learning. I am certain that most parents and carers have a greater awareness of all the work teachers do and deeply appreciate the tireless support given to our boys.

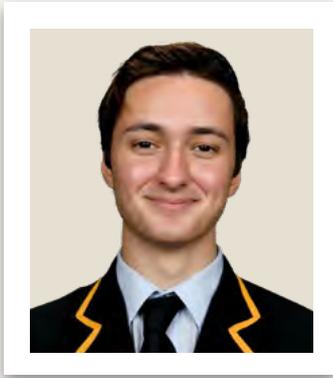
I have valued the support, guidance and advice of the P&F Executive Committee. Their dedication, drive and passion show their commitment to the College and the broader community. Our College community is truly exceptional as people give so generously of their time. We had a team of 30 parent volunteers help coordinate lunch for the entire school on Founder's Day, and later in the year, host an appreciation lunch for all College staff members. The willingness to support in strengthening our community ensures our boys can thrive and display resilience.

I offer special thanks to the parents, friends and staff members of St Patrick's College who made the best of uncertain times during 2020. We hope the P&F Association can continue to support and serve the College and the community in the coming year.

Jamey Poyaoan
President



Message from Student Leaders



College Captain

Noah Palozzo

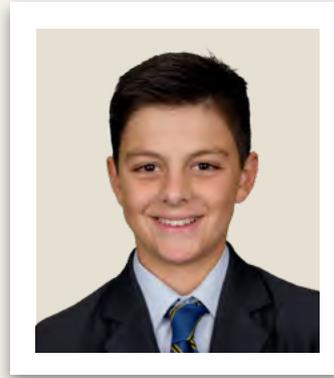
2020, a year truly like no other! As the school terms came and went, a new light was shone on both the achievements and resilience of the SPC community. So much work goes into running the College smoothly, and 2020 was an amazing display of adaptability and dexterity. Despite the challenges, nothing seemed to prevent SPC from continuing its mission as a practicing faith community, as well as providing high-quality education and a safe environment for all students.

As it always does, the College community dove into taking up new opportunities and nurturing existing relationships. The College's student leaders birthed new initiatives such as the SPC Olympiad as well as preserving lasting traditions such as student leadership afternoon teas.

As in previous years, the famous 'SPC spirit' ran strongly through the College despite the many challenges faced. This was clearly evident in the fierce competition for the College cup, hilarious Founders Day celebrations, House-versus-House tug-of-war challenges on Breen Oval, and of course tearing up the fields in weekend sport. The year's tribulations did not stop the boys from getting involved and leaving their mark. The traditions that we were able to preserve are what truly made the year such a special one.

We also developed a new appreciation for what we often take for granted or see as mundane. In times of uncertainty, being able to sit with your mates and have a laugh meant so much more to each and every boy. I'm unbelievably proud of the resilience and fortitude displayed by the whole community, and have no doubt this spirit will continue in years to come.

All the best.



Junior School Captain

Francesco Mazza

2020 was a year that we will always remember – a year for the history books. Due to the COVID-19 pandemic we were restricted from coming into school and we moved to an online platform for remote learning. This was especially challenging for our new Year 5 cohort who had only been in the College for a short while. With the amazing support of teachers and great resilience from the boys, we managed to settle in and learn what it means to be a chap at St Patrick's.

This year saw us celebrating special events via live stream including the Easter Liturgy, Founder's Day and even Speech Day. Although we were not able to compete in our annual Fun Run, the Junior School were still able to continue our proud tradition of leading the school in fundraising for our Justice Partners.

Boys competed in the annual swimming and athletics carnivals, and despite the latter having no parents to cheer us on, records were broken and much fun was had. Year 6 were lucky enough to experience Camp Somerset and Coghlan House celebrated College Cup victory at Aquatopia.

In 2020 the Junior School adapted to many changes and experienced many firsts. Through unprecedented events, we still managed to let our lights shine and complete a successful year of learning and faith, and participate in some social justice and co-curricular activities.

Stay safe, and Luceat Lux Vestra.



2

Executive reports including school determined improvement targets



Deputy Principal

Damian Chase

The year 2020 was one which we had to adapt to in an ongoing worldwide pandemic. The College had to move to remote learning very quickly, but also accommodate those students who needed to be onsite. We delivered the curriculum in new ways in the best interests for all our boys. It was a steep learning curve for all our stakeholders but we persevered and the year was one we can look back upon and see the many ways we adapted to an ever changing world.

As with all of Australia and the world we moved a lot of meetings and important College events online, which felt like we still had some events in a new and interesting way. Our Parent and Friends forums were postponed for the year.

Our College strategic plan finished at the end of the year, we are currently in the development stages for our new strategic plan.

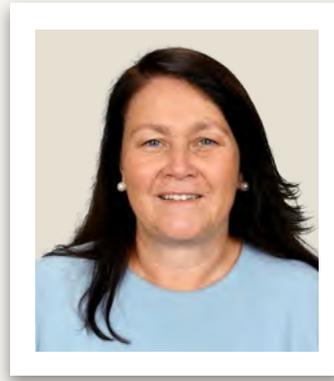
Priority Areas for improvement in 2021

Engage stakeholders in the development of a new strategic plan

Ensure operational continuity during construction of the first stage of the *Capital Master Plan*

Full implementation of priority elements of the *EREA Safeguarding Standards Framework*

Engage stakeholders in a review of existing suite of wellbeing policies & student management procedures



Director of Identity

Gillian Daley

In what was an extraordinary year for all, the importance of Identity shone through even more strongly, as it served to connect us as community and offer us hope. Our role for 2021 was to do 'business as usual' as best we could, which included running special events like Mothers' Day and Fathers' Day Masses, the Easter Liturgy and Founder's Day online. We also made sure that our Year 12 Graduation ceremonies and liturgies were as close to normal as possible. Nearly all formation activities went ahead as planned, and we continued to promote the need for service in a restricted way, at a time when there was greater need from the broader community. We learned that there are plenty of things that we can easily let go of in life, but the connection of people, caring for 'the other', using our talents and celebrating as one are not some of them.

Our College theme for the year was "let us love, not in word or speech, but in truth and action" (1 John 3:18) which underpinned our focus Touchstone of *Liberating Education*. We aimed to promote justice issues as always and raised funds for various partners, as well as educating the community on issues, especially those facing the world in the present – the pandemic, poverty, racism, gender equality, and authentic sustainability. In this year of flux, our identity kept us steady and sure of who we are.

Priority Areas for improvement in 2021

To develop and implement the College's *Sustainability Action Plan*

To fulfill our *Cooks River Sustainability Project*

To implement *Junior School Justice* as part of the Co-Curricular Program and grow this area across all year groups



Director of Wellbeing

Rob Simpson

The College's approach to wellbeing during the year was significantly impacted by the COVID-19 pandemic and as a result, there was a heightened awareness on maintaining both student and staff wellbeing. This enabled all of us to explore new ways to ensure individual physical, social, emotional, academic and spiritual health during both school-based remote learning. The Wellbeing Team consistently liaised with the College community to promote a safe, inclusive and respectful learning environment for each student. This included implementing discipline approaches underpinned by restorative practice and creating a positive school climate based on respectful relationships.

In consultation with the Counselling team, the beginning of Term 2, 2020 saw the introduction of the *COVID-19 Chilled and Considerate Bootcamp* program that was delivered in classrooms and Pastoral Care Periods. Despite the disruption to the regular schooling, the participation in the *National Day of Action Against Bullying* (March), *R U OK? Day* (September) and *Black Dog's Bite Back Mental Fitness Challenge* (Term 4) initiatives were highlights of the combined efforts of the College's Student Leaders, Wellbeing Team and members of the College Executive to develop greater awareness of mental health and resilience.

The 2020 student leaders worked closely with the Student Wellbeing Coordinator and Year Coordinators to develop initiatives to encourage meaningful personal development for students. This included student centred working groups that reviewed and assisted in developing approaches to the EREA *Child Safeguarding Standards*, and a new *Student Code of Conduct*. Student participation in camps, College Cup Rewards Day, Peer Support and presentations from organisations such as *BATYR* and the *Black Dog Institute* continued to be valuable strategies in promoting wellbeing across the College.

Priority Areas for improvement in 2021

Development and implementation of structured Stage 3 to Stage 6 *Wellbeing Continuum*

Implementation of *Be You* Online Learning Modules for staff

Increased number of wellbeing related Parent Forums

Implementation of *Child Safeguarding Standards*, and the *Student Code of Conduct*

Review of existing suite of wellbeing policies & student management procedures





Director of Learning and Innovation

Denise Lombardo

Our professional learning focus for 2020 was intended to be gifted education and differentiation, a natural progression stemming from the UNSW Gifted Education Review conducted in 2019. We had to quickly switch to a focus on quality online learning and changes in assessment practices because of COVID-19 and remote learning.

The shift from the NSW Education Standards Authority's (NESA's) Method 2 to Method 1 as our primary method for determining student grades meant that teacher professional judgement and the use of ongoing informal assessment activities took on greater importance in our teaching and learning practices. The move away from solely relying on structured formal assessments meant that teachers had to engage in rigorous professional dialogue around student work samples and the application of the Common Grade Scale. The move to Method 1 proved so successful that we decided to keep this as our method of grade determination for Years 5 – 9 as this will support ongoing collaborative practice amongst teachers, stronger student engagement in and ownership of their own learning and greater consistency in the understanding of the importance of standards and informal assessment practices in supporting continued learning.

On our return from remote learning, the College conducted a review of our Diverse Learning team and services. The many recent changes in staffing, together with government reporting and accountability measures, meant that it was essential to reflect on what was working well in this area and what areas required further attention and development to better support staff and students in this vital area. The findings from the review initially led to some immediate changes in structure and will also form the basis for continued review and implementation of recommendations.

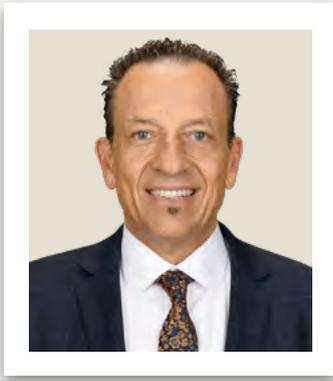
Priority Areas for improvement in 2021

Continue supporting middle leaders in the development of their leadership of learning initiatives in the implementation of our focus on writing

Improve identification and teaching processes in relation to our gifted learners

Provide quality professional learning to meet the needs of gifted learners and differentiate and tier instruction in mixed ability classrooms.





Director of Curriculum

Michael Cutrupi

During 2020, the COVID-19 pandemic disrupted the College's traditional approaches to teaching, learning, assessment and reporting. However, the pandemic did provide an opportunity for the College to further develop existing online platforms to enable remote learning to occur effectively and seamlessly during lockdown. Additionally, consequent adjustments were made to both teaching and assessment programs, concomitant with teacher workshops and meetings focusing on interpreting and using student academic performance data from informal and formative assessment data to inform and improve teacher professional practice through in providing students with quality feedback during the pandemic.

Furthermore, in accordance with the COVID-19 advice provided by NESAs, Year 12 students had some adjustments made to HSC assessment programs and for Years 7 to 11, regular informal and formative assessment was used across all subjects to support the remaining formal assessment and to enhance teacher professional judgement of and feedback on key subject outcomes.

In 2020 the College introduced Term 1 interim reports on each student from Years 5 to 11 to provide parents with early feedback on how their sons had commenced their learning in the new scholastic year and how they had settled into school routine, despite the pandemic.

Considerable time and effort were devoted to improve the school's processes and procedures used to assist Year 10 students and their parents to make well informed decisions about subject selection for Year 11 in 2021.

Priority Areas for improvement in 2021

Improve teacher professional practice to cater for gifted and talented students via differentiation in lessons

Improve school processes and procedures for the academic tracking of students from Year 5 through to Year 12 to monitor and improve student learning outcomes





Director of Co-curricular

Steve Fochesato

St Patrick's College 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 program plays a vital role in building an intense sense of school pride, community and tradition. In 2020, it also demonstrated the resilience and determination that exists within the College and the wider SPC community.

Whilst the participation rate remained high, several sporting seasons fell short of completion due to the Covid-19 situation and the subsequent restrictions that were put in place. Sadly, the Duke of Edinburgh Award scheme was put on hold due to the complexity of running so many activities off-site. Allowances were also made for students to step down from their commitments due to health reasons, and in particular, the concern of catching the corona virus.

This led to a dynamic and fluid programme where one was never quite certain if fixtures and/or performances would proceed as planned until the very last moment. Students, parents, coaches and supervisors all pitched in to ensure that wherever possible, the College's Co-curricular programme would proceed safely in order to benefit the boys.

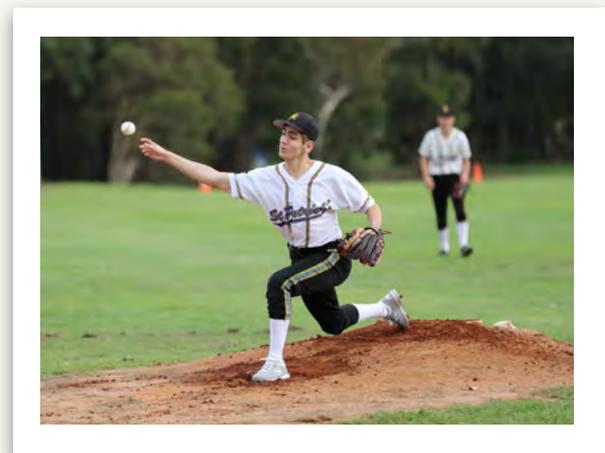
Priority Areas for improvement in 2021

Formalising a *Co-curricular vision statement*

Developing and implementing a year-round sport program for Junior School students who are not selected in teams competing in Independent Primary School Heads of Australia (IPSHA) competitions

Providing better quality coaches and investigating outsourcing development specialists

Providing suitable alternative facilities for our sporting teams during the College's building program



Co-curricular activity	Participants	Co-curricular activity	Participants
AFL	18	Duke of Edinburgh	80
Athletics	150	Football	682
Band/ Orchestra	236	Mock Trial	16
Baseball	38	Performing Arts production	45
Basketball	380	Public speaking	20
Choir	65	Rugby	430
College Supporters' Group	5	Social Justice Action Group	52
Cricket	280	Softball	12
Cross Country	80	Swimming	75
Debating	104	Tennis	80

College co-curricular achievements and awards

The Independent Sporting Association (ISA) Athletics Aggregate Shield

The ISA Athletics Junior Shield

The ISA Football Schools Championship Shield

The Inner West Tri Series Football Shield

The RHBA Schools Baseball Championship Shield

The Combined Christian Brother's Senior Swimming Shield

The Berg – Murphy First XI Cricket Shield

The Australian Band Championships – Open Concert Band Parade March – 1st Place

The Australian Band Championships – Open D Grade Concert Band – 1st Place

The NSW Schools Orchestral Championships – Duffy Orchestra – Silver Award

Individual co-curricular achievements

Achievement or award

Dylan Parks

First place at NSW/ACT Bouldering Championships in his age group

Matteo Guerra

Represented NSW in the U15s Futsal team competing at the Football Federation Australia (FFA) Futsal National Championships

Jack Dwyer

Under 16 Australian Water Polo Squad, NSW U16 State Team Program Pathway, (Combined Independent Schools) CIS Water Polo, ISA Water Polo representative

Seamus Meaker

Represented NSW CIS in Cricket

Sadly, several representative opportunities were cancelled in 2020, offering fewer opportunities for our boys to gain representative honours.



Director of Junior School

Ben Munday

An obvious thing to say when we look back on 2020 is that the year we lived through was not the year we had planned.

Part way through Term 1, we embarked on a new way of being 'at school', which we called Remote Learning. This saw students learning from home, alternating between online and offline classes, experiencing a mix of video/voice and text-based instruction, and quickly becoming proficient in a number of learning platforms and tools such as Canvas, Teams and OneNote. The impressive efforts of the teachers were much appreciated by families and students.

During this time taking care of students' wellbeing was important to us so we rolled out the *Chilled and Considerate Bootcamp* during Pastoral Care Periods, teaching students how to manage negative uncertainty. This continued when we returned to face-to-face learning.

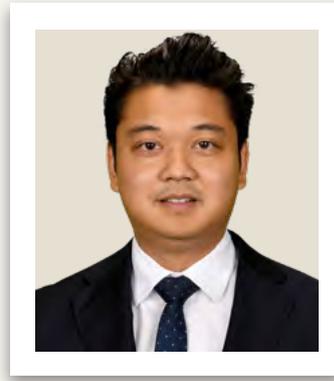
An important new addition this year was the introduction of Shining Our Light (SOL) Service, which was mandatory for Year 5 and optional for Year 6. It was impressive and heartwarming to see the boys rise to the task of serving their family and community. It will be great to see this dedication flourish in years to come. It was also visible through our fundraising activities during Lent and our end of year Selfless Silence. Despite the challenges facing many charities and organisations due to COVID-19, it was reassuring to know our Junior School boys maintained their tradition of generosity.

Priority Areas for improvement in 2021

Engage in professional learning to improve consistency of practice in literacy instruction

Embed cross-grade assessment processes and improve consistency of judgement across grade and stage cohorts

Establish processes to improve continuity of learning between Stage 3 and Stage 4



Director of Business Services

Richie Chacon

2020 brought forth a multitude of challenges for the College due to COVID-19. While our teachers and the IT department worked tirelessly to ensure a smooth transition to new teaching & learning practices, COVID-19 also had a personal impact on our families, and the Finance team has worked closely with those impacted to support them where possible.

During the year the College acquired an adjoining property, a key piece vital to the development of future facilities for our community. This acquisition, together with the commencement of Stage 1 of the Capital Master Plan, and the departure of Dr Craig Wattam to oversee EREA nationally will challenge us to build upon the foundations of those that have come before and established the College.

As we head into 2021 with significant changes at the College it is critical that we carry on the legacy of being conscientious stewards of the finite resources entrusted to the College by the Government, families and generous contributors.

Priority Areas for improvement in 2021

Commence construction of the first stage of the *Capital Master Plan*

Review of the *Capital Master Plan* given the appointment of a new Principal and update of the College's strategic plan

Review of Finance & Student Database systems

Provide support to families affected by COVID whilst maintaining the strong financial position and viability of the College.



3

Contextual information
about the school

St Patrick's College, Strathfield is a non-selective Catholic school in the Edmund Rice tradition for boys from Years 5 to 12. The College seeks to prepare faithful and inclusive men for a dynamic world – men who are challenged to serve.

The College stands on the country of the Eora nation, on land of the Wangal clan of the Darug people. We respect the traditions, affiliation with the land and the spirituality of the Darug people.

The College is owned and operated by Edmund Rice Education Australia (EREA). EREA schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The College is accredited by EREA as an authentic Catholic school in the tradition of Blessed Edmund Rice for the period to 2025.

The College was founded in 1928 with an initial enrolment of 39 boys. An enduring feature of the student population, which now exceeds 1400 students, is the number of students who are sons and grandsons of Old Boys.

The Principal and College 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 2024.

The College caters to all ability levels through a broad and differentiated curriculum. We enjoy excellent sporting and cultural facilities which support a comprehensive co-curricular program. Training and rehearsals take place before and after school each day, with both weekday and weekend competition. The Co-curricular program also includes justice, peace and advocacy activities.

Further improvement of facilities will take place in the coming years as the Capital Master Plan is executed. Careful consideration is given to the EREA Charter when making strategic planning decisions on resourcing.





4

**Characteristics of the student body,
student attendance, management of
non-attendance and secondary retention**

Characteristics of the student body

Number of students enrolled

Year 5	185
Year 6	186
Year 7	200
Year 8	197
Year 9	177
Year 10	179
Year 11	174
Year 12	149
Total enrolment	1447
Students who identify as Aboriginal and/or Torres Strait Islander	5
Students who indicate a language background other than English	622
Students who indicate English as an additional language or dialect	9
Families	1123

Student attendance

Cohort	5	6	7	8	9	10	11	12	College
Attendance rate	96%	96%	96%	96%	95%	95%	95%	97%	96%

Management of non-attendance

Parents are informed and reminded of attendance requirements through the Student Diary, the College newsletter (*Especean*), and by email.

The College uses the Sentral database system to maintain records of student attendance. A daily SMS is sent through Sentral to parents whose child is absent. The homeroom teacher or Year Coordinator contacts parents when a student is absent for 2 or more consecutive days. Absence Reports are generated and monitored by the Director of Wellbeing and disseminated to Year Coordinators and the Director of Junior School.

Ongoing non-attendance is managed through regular parent communication by the College Counsellor, Year Coordinator or Director of Junior School. More formalised communication may also be established by the Director of Wellbeing or the Principal. This may also include the establishment of an Attendance Improvement Plan (AIP) and reporting the Risk of Significant Harm to the Department of Communities and Justice in the case of ongoing non-attendance.

Student retention rates

Years compared	Year 10 total enrolment	Year 12 total enrolment	Year 10 enrolment remaining in Year 12	Apparent retention rate	Actual retention rate
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%
2014/2016	183	176	167	96%	91%
2015/2017	178	164	162	92%	91%
2016/2018	179	163	171	91%	96%
2017/2019	179	173	171	97%	96%
2018/2020	168	148	143	88%	85%



5

Student outcomes in national and state-wide tests and examinations, senior secondary outcomes and post-school destinations

HSC

One hundred and forty-seven Year 12 students sat the Higher School Certificate (HSC) examinations in 2020 plus seventeen Year 11 students accelerated in HSC Mathematics 2 unit. Additionally, there was one Year 12 student on Life Skills. Fifty-four students (33% of total candidates) made the Distinguished Achievers List one hundred and sixteen times, having attained marks of 90% or more in various courses. Thirty students (20% of Year 12 candidates) attained an Australian Tertiary Admission Rank (ATAR) equal to or greater than 90.

Two students were placed on the State's All-Rounders List, each having placed on the Distinguished Achievers List for courses totalling 10 or more units. Two students made the State's Top Achievers List with placings sixth in the State for the Construction examination and eighth in the State for Studies of Religion I, respectively.

There were sixteen courses (50% of courses sat) 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 (%)	School/State Diff. (% above)
Ancient History	20.00	8.78	11.22
Business Studies	15.94	9.29	6.65
Construction	20.00	3.94	16.06
English Extension 1	71.42	38.72	32.70
Industrial Technology	33.33	8.07	25.26
Italian Beginners	33.33	15.90	17.43
Italian Extension	100	57.14	42.86
Legal Studies	15.38	15.01	0.37
Mathematics Standard 2	9.63	5.30	4.33
Mathematics Advanced	26.47	23.08	3.39
Mathematics Extension 2	100	36.29	63.71
Modern History	15.78	10.15	5.63
PD/Health/PE	21.56	9.13	12.43
Studies of Religion I	10.25	7.70	2.55
Studies of Religion II	7.54	6.52	1.02
Visual Arts	27.27	16.83	10.44

There were twenty-five courses (78%) where the percentage representation of students in the two highest performance bands, i.e., Bands 5/E3 and 6/E4, were greater than that of the State:

Course	School (%)	State (%)	School/State Diff. (% above)
Biology	38.70	30.54	8.16
Business Studies	60.86	34.91	25.95
Chemistry	50.00	42.86	7.14
Construction	60.00	30.43	29.57
Drama	60.00	47.16	12.84
Economics	52.63	51.30	1.33
English Standard	11.66	11.49	0.17
English Extension 1	100	92.54	7.46
English Extension 2	100	82.40	17.60
Industrial Technology	83.33	23.71	59.62
Information Processes & Technology	42.85	32.10	10.75

Course	School (%)	State (%)	School/State Diff. (% above)
Italian Beginners	83.33	45.77	37.56
Italian Extension	100	92.85	7.15
Legal Studies	53.84	39.40	14.44
Mathematics Standard 2	34.93	24.50	10.43
Mathematics Advanced	64.70	52.46	12.24
Mathematics Extension 2	100	83.86	16.14
Modern History	52.62	37.13	15.49
History Extension	100	76.06	23.94
Music 1	80.00	64.06	15.94
Music 2	100	87.78	12.22
PD/Health/PE	60.77	34.19	26.58
Physics	61.10	40.36	20.74
Studies of Religion II	52.82	43.64	9.18
Visual Arts	90.90	64.73	26.17

Furthermore, ten courses had no students below Band 4/E3: English Extension 1, English Extension 2, History Extension, Industrial Technology, Italian Beginners, Italian Extension, Mathematics Extension 2, Music 1, Music 2 and Visual Arts.

In twenty-five out of thirty-two (78%) courses examined, the College examination mean was above that of the State examination mean. Ten (31%) courses had a School versus State variation greater than five. For example, the table below includes courses with a College candidature greater than or equal to twelve and a School versus State variation greater than five.

Course	School mean versus State mean variation
Business Studies	6.55 above
Industrial Technology	16.92 above
Information Processes and Technology	6.69 above
Mathematics Standard 2	5.04 above
Modern History	5.80 above
PD/Health/PE	8.54 above
Physics	6.05 above

Excellent results were also achieved in the following courses:

Course	School mean versus State mean variation
Italian Beginners (6 students)	9.82 above
Mathematics Extension 2 (4 students)	11.34 above
Visual Arts (11 students)	5.65 above

The following tables shows the school HSC examination means over time from 2017 to 2020 and the School versus State variation of the examination means over the same period.

	2017		2018		2019		2020	
	Exam Mean	Sch/Sta Diff						
Studies of Religion II	82.19	5.92	82.72	8.09	86.18	9.60	79.62	4.12
Studies of Religion I (1U)	38.85	0.08	36.75	0.28-	39.17	0.93	37.82	0.13
English Standard	75.05	5.86	72.77	4.11	74.15	4.99	72.76	2.83
English Advanced	83.03	2.07	81.92	1.32	82.70	1.97	81.08	0.25-
English Extension 1 (1U)	41.15	0.11-	42.29	0.21	44.00	2.23	43.47	1.81
English Extension 2 (1U)	37.80	0.88-	44.40	6.94	40.50	1.36	41.90	2.47
Mathematics General 2	80.03	11.52	80.75	10.83	NA	NA	NA	NA
Mathematics Standard 2	NA	NA	NA	NA	79.54	8.86	73.44	5.04
Mathematics	85.65	7.69	86.96	8.76	83.98	5.97	83.04	3.84
Mathematics Extension 1	84.26	3.17	85.94	6.65	85.37	5.39	71.33	7.16-
Mathematics Extension 2	83.73	2.56	84.00	2.64	89.90	8.31	92.80	11.34
Biology	82.30	8.00	79.52	5.43	73.44	1.51	75.34	2.95
Chemistry	77.22	1.94	73.61	1.21-	83.18	7.80	78.77	3.25
Earth & Environmental Sci	NA	NA	NA	NA	76.16	3.64	NA	NA
Physics	80.98	7.53	75.68	2.50	78.22	5.02	80.04	6.05
Senior Science	78.97	8.06	NA	NA	NA	NA	NA	NA
Ancient History	74.72	3.05	78.49	5.73	NA	NA	76.20	4.10
Business Studies	80.49	7.32	79.94	6.32	79.84	7.66	78.54	6.55
Economics	79.79	3.19	81.96	5.71	86.77	9.43	79.25	2.23
Geography	79.98	5.11	82.49	7.78	NA	NA	74.46	0.01
Legal Studies	86.33	10.47	83.53	8.48	81.48	7.82	77.03	2.06
Modern History	79.65	5.92	81.95	8.07	81.92	8.48	78.33	5.80
History Extension (1U)	43.70	4.96	40.68	1.83	43.95	5.03	38.25	0.11-
French Beginners	77.50	1.56	93.20	18.60	93.05	18.15	NA	NA
Italian Beginners	NA	NA	NA	NA	70.56	3.44-	85.80	9.82
Italian Continuers	79.12	0.98-	79.09	0.16	79.91	1.24	79.00	1.40-
Italian Extension (1U)	39.30	3.94-	42.82	0.37	46.80	3.13	44.95	1.91
Information Proc. & Tech.	75.73	4.02	83.58	10.30	83.62	11.16	76.66	6.69
Engineering Studies	79.80	5.59	72.50	2.05-	75.46	1.21	73.94	0.26-
Design & Technology	NA	NA	NA	NA	NA	NA	NA	NA
Industrial Technology	82.26	14.72	85.53	17.52	80.13	11.44	86.37	16.92
Drama	NA	NA	83.88	6.17	NA	NA	76.76	2.86-
Music 1	85.53	4.08	90.40	8.90	90.00	8.15	85.92	4.36
Music 2	86.60	0.12-	86.67	0.88-	91.27	3.60	84.4	2.63-
Music 2 Extension (1U)	NA	NA	47.40	2.62	NA	NA	NA	NA
Visual Arts	82.51	2.77	80.98	1.18	88.00	7.23	86.67	5.65
PD/Health/PE	81.44	10.41	78.07	5.78	78.43	5.86	81.00	8.54
Construction	78.02	6.00	76.25	3.08	83.79	10.64	80.25	4.37
Entertainment Industry	NA	NA	79.06	3.84	NA	NA	NA	NA
Information & Digital Tech.	70.53	2.35-	NA	NA	NA	NA	NA	NA

Bearing in mind that the College is an academically non-selective comprehensive school, the 2020 HSC results are very solid. St Patrick's College is a school where all boys are supported to achieve to their fullest potential.

ROSA

In 2020, no students were awarded a Record of School Achievement (ROSA). All students either continued their studies with St Patrick's College or were enrolled in another secondary school.

Literacy and Numeracy assessments in Years 5, 7 and 9

Education ministers agreed to cancel the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2020 due to the COVID-19 pandemic, so students in Years 5, 7 and 9 in 2020 did not undertake the assessment in 2020.

Senior secondary outcomes

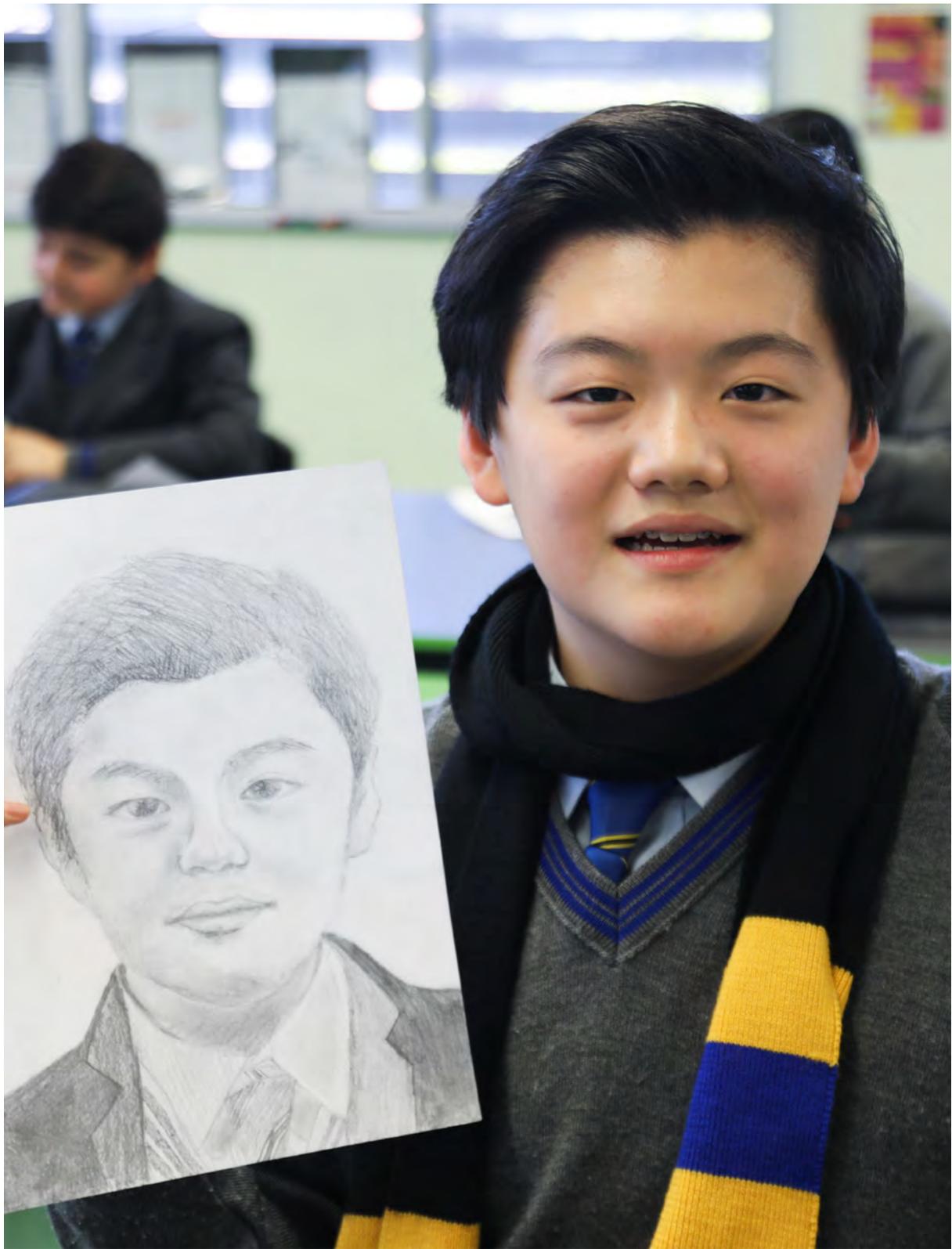
14.2% of students in Year 12 undertook vocational or trade training.

14.2% of students in Year 12 attained a Year 12 certificate or equivalent Vocational Education and Training (VET) qualification.

Post-school destinations

Post-school destination	Number of students	% of cohort
University entry	122	83
TAFE entry	5	3
Employment	19	13
Other/unknown	2	1





6

Workforce composition, teacher standards, accreditation and professional learning

Workforce composition

Category	Number	FTE
Teaching staff delivering NESA curricula		
Executive female	2	2.0
Executive male	6	6.0
Middle leader female	11	10.6
Middle leader male	15	15.0
Full-time female	27	27.0
Part-time female	14	8.5
Full-time male	37	37.0
Part-time male	2	1.1
Total (teaching staff)	112.0	107.2
Support staff		
Support staff female	30	25.05
Support staff male	12	11.2
Total (non-teaching staff)	42	36.25
Staff members who identify as Aboriginal and/or Torres Strait Islander	0	0

The average teacher attendance rate during 2020 was 97%. This figure does not include teachers on planned leave. The teacher retention rate for 2020 was 87%.

Teacher standards and accreditation

Teacher accreditation status	Number of teaching staff
Conditional/Provisional Teachers	12
Proficient Teachers	107
Highly Accomplished Teachers	0
Lead Teachers	0

Professional learning

The College's *Professional Learning Framework* is a broad overview of interlinked items which serves as a guide to promote and support professional learning.

The College makes available a number of Study Development Grants for teachers and will consider financial support of proposals for other professional development activities. In 2020, three teachers were awarded a Study Development Grant.

The College is an endorsed provider of NESA registered professional development at Proficient Level and was able to offer a combination of structured professional learning on-campus and on-line during 2020.

Professional learning provided at the College	Participants
Approaches to remote learning – what works and why?	Voluntary participation on-line
Assessment 2021 and Beyond	All staff
Be part of the revolution – Be Francis people	All teaching staff
Child Protection Training 2020 (on-line)	All staff
Complaints Handling (on-line)	All staff
EREA <i>Child Safeguarding Standards</i> Framework	All staff

EREA Code of Conduct (on-line)	All staff
Nationally Consistent Collection of Data (NCCD) Practical strategies for implementation in the classroom	All teaching staff
NCCD Requirements	All teaching staff
Privacy 2020 (on-line)	All staff
Student Duty of Care 2020 (on-line)	All staff
Student Health Management (on-line)	All staff
Work, Health and Safety (on-line)	All staff

Professional learning from external providers	Provider	Participants
Accreditation Examiner RLSNSW	RLSNSW	1
ACU Ganngaletta	ACU	1
Autism Awareness and Strategies for Education	Karina Barley	1
Education and Care First Aid	St John	1
Enhancing student literacy practices in Stage 6 PD/H/PE	TTA	1
Extension 2 Student Webinar – Teachers	ETA	1
Fabulous Fractions	MANSW	1
Familiarisation: NSW PD/H/PE K – 10 Syllabus	AIS	1
GTA Webinars	GTA	5
Industrial Technology 2020 HSC Marking Support Pack training	NESA	1
Inspiration in teaching Legal Studies	TTA	1
Investigations Masterclass: Reportable Conduct	AIS	1
Joint Construction: From model text to writing	PETAA	2
Meet the Markers – Biology	STANSW	3
Meet the Markers Chemistry Online	STANSW	1
Meet the Markers Physics Online	STANSW	1
Mini COGE	GERRIC UNSW	1
Narragunnawali RAP Zoom Meeting	EREA	1
Nature of Nazi ideology	Sydney Jewish Museum	1
NCCD Overview and Moderation	AIS	1
NCCD Workshop	CSNSW	2
New Careers Advisers Day & UAC Information Online	Careers Advisers Association	1
Opposition to the Nazis and securing a peaceful future	Sydney Jewish Museum	1
Personalised Learning Processes for Aboriginal Students Online	AIS	1
Resurrecting the cities of Vesuvius	TTA	1
Rugby Safety Training	Rugby NSW	1
SCS VET IDT Network Meeting	SCS	1
SOR in focus Conference 2020	ISRA	1
The Craft of Writing: attentive teaching with mentor texts	PETAA	2
Timetable development training Day 1	Edval	1
Timetable development training Day 2	Edval	1
Understanding and Educating Boys	Calmer Classrooms	1
Understanding psychometric assessments for gifted students	GATSTA	1
Zoom meeting: Eastern Region Reconciliation Forums	EREA	1



7

School Policies



Enrolment

Applications for enrolment at St Patrick's College will be considered from any family that shares the mission and vision of the College. The enrolment policy seeks to articulate a just and consistent basis for selection of students who are to be offered a place at the College.

In most years there are more applicants than vacancies; therefore, applications will be considered according to criteria outlined in the *Enrolment Policy and Procedures*. Earliest applications will be considered favourably, and equity of consideration will be given to all students regardless of their learning needs. Students from other faith traditions or non-religious backgrounds who are prepared to support Catholic education and the Edmund Rice tradition may be considered.

All students are expected to actively participate in the co-curricular life of the College; failure to readily commit to this expectation will result in enrolment not being considered.

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. The College enrolls approximately 180 students in each cohort.

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.

The College reserves the right to withdraw a student's enrolment where the student (and/or his parent(s)) contravene the *Conditions of Enrolment*.

The links to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment can be accessed on the College website:

- [*Enrolment Policy and Procedures*](#)
- [*Conditions of Enrolment*](#)

Student welfare

St Patrick's College endeavours to provide a safe and supportive environment for students. A safe environment for students is one where the risk of harm is minimised, and students feel secure. Harm relates not only to violence in the physical environment but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment is one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the College community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the College community
- consultation takes place on matters relating to students' education and welfare

Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare. Training with respect to student welfare issues is provided to all staff who have direct contact with students.

The College has developed a comprehensive policy framework designed to provide for student welfare and attendance. The list of key policies is set out in the *Student Welfare, Enrolment and Attendance Compliance Policy* available through the *Staff Policy Portal*.

Anti-bullying

Every member of the College community has a right to feel protected, nurtured and valued. The College emphasises care and consideration for others, and respect for each individual. Students are encouraged to bear witness to these values not only within the College community but also in the broader community. The College community takes the view that any form of bullying or harassment is unacceptable. Bullying is a breach of the student code of responsibilities and rights.

The College has developed an *Anti-bullying Policy* and a *Statement on Bullying*, both publicly available on the College website.

The College conducts online surveys to support students against bullying behaviours. Students are encouraged to participate in the survey as they can anonymously provide details that can be utilised to assist the College in addressing bullying behaviours.

Discipline

The College promotes high expectations of students in relation to behaviour management and discipline. The *Student Discipline Policy* is available through the *Staff Policy Portal*. The Student Diary outlines important components of the College's discipline regimen, including:

- Students' responsibilities and rights
- Statement on bullying
- Student management guidelines
- College expectations
- 'Hands off' rule

In the case of a breach of discipline, the *Student Management Guidelines* will be implemented. The College will always respect procedural fairness and maintain the dignity of all involved.



Complaints and grievances

The College is committed to handling complaints effectively and efficiently. Our *Complaints Handling Program* is aligned with the Australian and New Zealand Complaints Management Standard (AS/NZS 10002:2014).

All complaints are lodged on our internal complaints management system which allows us to effectively capture, manage and report on complaints, including those that are resolved informally, so that we are able to identify emerging issues and take appropriate action. Regular analysis of complaints received and the implementation of rectification action, where deficiencies are identified, are key to the College's commitment.

More information, including procedures for making a complaint, can be found in the *St Patrick's College Complaints Handling Guide* which was developed in 2019 and made publicly available on the College website.





8

Actions promoting respect
and responsibility

Members of the St Patrick's College community carry on the legacy of the Brothers who went before us by educating for liberation so that all members of our community – from students to staff to parents, carers and Old Boys – may use their knowledge, influence and opportunity to improve the lives of others. Service and justice at the College take on many forms in the areas of Awareness, Action and Advocacy. Formation opportunities are offered to all members of the College community.

Action promoting respect and responsibility	Students								JS student leaders	Year Ambassadors	Prefects & Captains	Staff	Parents & carers	Old Boys
	5	6	7	8	9	10	11	12						
Assembly presentations on matters related to justice, formation etc	•	•	•	•	•	•	•	•	•	•		•		
Buddy Program with Chalmers Rd School						•								
Christmas Hamper Appeal – Catholic Care, SVdP, Domestic Violence Home	•	•	•	•	•	•	•	•	•	•	•	•	•	
Cohort Justice Partner Program – Awareness, Advocacy & Action	•	•	•	•	•	•	•	•	•	•	•	•		
Election of Year 7-11 Ambassadors			•	•	•	•	•			•		•		
EREA Formation Programs												•		
JM Murphy Shield touch football match								•			•			
Lenten Appeal – Lucas Gardens School	•	•	•	•	•	•	•	•	•	•	•	•	•	
Opportunities for 'black tie leadership' e.g. non-Prefects assisting with Lenten Dance supervision							•	•			•			
Peer Support	•					•								
Prefect Duty Rosters to promote responsibility and service											•			
Prefect Leadership Workshop – Waterford House											•	•		
Reflection & Spirituality Days	•	•	•	•	•	•		•	•	•	•			
Retreat								•				•		
Safe & Inclusive Committee												•		
Selfless Silence	•	•												
Social Justice Service								•						
Shining Our Light (SOL) Service Program	•		•		•									
Staff and student justice groups		•	•	•	•	•	•	•				•		•
Staff Formation Team												•		
Student Leadership Team nomination and election processes								•				•		
Student surveys – relationships, bullying & wellbeing	•	•	•	•	•	•	•	•				•		
Sustainability Committee	•	•	•	•	•	•	•					•		
Various justice campaigns e.g. Detention 4 Detention, Recycling	•	•	•	•	•	•	•	•	•	•	•	•	•	
Wellbeing Week												•		
Winter Appeal – SVdP, House of Welcome, Catholic Care & others	•	•	•	•	•	•	•	•	•	•	•	•	•	
Winter Sleep Out														
Year 11 Leadership Day								•			•	•		•
Year Prefect initiated meetings with Year Ambassadors and JS Leaders	•	•	•	•	•	•	•		•	•	•			
Year Prefect led items at PCPs	•	•	•	•	•	•	•	•			•			
Young Leaders Afternoon hosted by St Patrick's College											•			



9

Parent, student and
teacher satisfaction

In 2020 the College invited parents, students and staff members to provide feedback on the degree of satisfaction they experience with the College. Externally facilitated, objective survey instruments were used by each of these groups. The results of these surveys form the basis of the following statements.

Parents

The College continues to enjoy a strong reputation in the parent community; support for College events is strong and there is strong demand for enrolment of younger siblings. Parents were overwhelmingly positive about and grateful for the College's transition to and from remote learning and pastoral care of students during this time. Parents appreciated the clarity of communication from school leaders throughout the pandemic, but in general parents indicated a desire for streamlined communication from the College which is currently spread across several platforms. Parents indicate appreciation for the College's strong emphasis on Catholic values and practices, and the way the four touchstones are lived out, as well as the broad range of opportunities their sons enjoy at the College. There was acknowledgement of events typically involving parents that were changed or missed due to the pandemic, and warm appreciation for the efforts that enabled other such events to proceed.

Students

Students have a number of opportunities throughout the year to give feedback formally through survey instruments, as well as ongoing informal opportunities. Students reported a strong sense of belonging and College identity that was maintained throughout the period of remote learning and the return to on campus learning and events. Students reported a strong level of satisfaction with the way students present themselves with pride, and also with the opportunities to be involved in co-curricular activities; there was continued interest in introducing additional sports to the co-curricular program. Students indicated that they would like the College gymnasium to be air conditioned; they emphasised their desire for consistency and equity in the enforcement of College policies; and they expressed high levels of satisfaction when teachers have good classroom management skills and exercise these in constructive ways. There was a very high level of appreciation for the work of teachers throughout the pandemic.

Staff

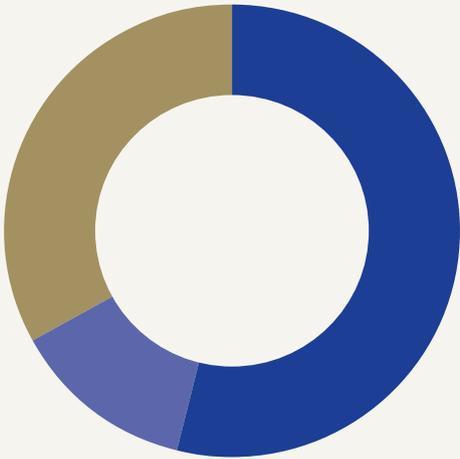
Likewise, staff members have numerous formal feedback opportunities and forums as well as ongoing informal channels of feedback. Staff members reported a very strong level of enthusiasm for teaching in general and working at the College in particular, as well as a high level of alignment with the College's mission and values. Opportunities for professional learning were valued; the support offered to quickly develop skills and practices leading towards remote learning was highly valued. Staff indicated an interest in the College providing more pathways to leadership positions, and additional support to early career teachers. Staff indicate positivity about the collaborative relationships between staff and families.





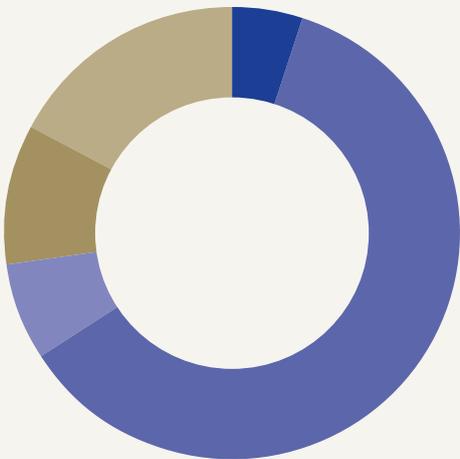
10

Summary financial
information



Income

● Fees and Private Income	54%
● State Recurrent Grants	13%
● Commonwealth Recurrent Grants	33%



Expenditure

● Faculty Costs	5%
● Salaries, Allowances and Related Expenses	61%
● Depreciation	7%
● Admin & General	10%
● Capital Expenditure	17%



St Patrick's College

Francis Street
Strathfield
NSW 2135
Australia



ST PATRICK'S COLLEGE