

# 2021

Annual Report



ST PATRICK'S COLLEGE



# Mission, Vision and Strategic Plan

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## 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.

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## Vision

Preparing faithful and inclusive men for a dynamic world.

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## 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.

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# Foreword

## 2021 was my first year at St Patrick's College and what a year it was!

I cannot thank the students, staff and the parent community enough for their tremendous work and support during this very challenging year. We all pulled together through the many changes that occurred from week to week or even from day to day. The dedication of the teachers and parents was shown through the high student remote learning attendance rates and the level of learning that occurred during lockdown.

Special mention should go to our graduating Class of 2021. After five gruelling terms and months of indecision, they were a model for the rest of the school with their calm and cheerful resilience, persevering through their studies and producing some excellent HSC results. During remote learning, the crucial role that parents play in the education of their children became a topic of discussion in mainstream media. Working in partnership with parents is part of what we do here at St Patrick's College, Strathfield and it is particularly in times like these that you can see its importance and effectiveness. It was impressive to see all the students adapt to the restrictions implemented because of the pandemic, having to make significant changes such as moving from live to online lessons, assemblies, and school events. Their willingness to participate in modified sport activities and games online was a great show of school spirit and demonstrated their desire to encourage each other throughout the year.

We were fortunate to have been able to consult widely in the development of our new strategic plan, *A Beacon for Boys' Education 2022-2025*. Students, staff, parents and the College Advisory Council reflected on all that is good at the College and took the opportunity to dream about the changes we could make to cater for the needs of our boys. We are very proud of the final product as it captures our hopes and aspirations for the future as we move closer to the Centenary Year in 2028. We also commenced building the new Scientia Building in Term 4. Demolition was swift and building is well underway, tracking for a January 2023 opening.

I hope the experiences of this year serve to strengthen each one of us in the coming years. I look forward to 2022 being a year without restrictions, filled with learning and God's grace.

**Dr Vittoria Lavorato**  
Principal



# 1. Messages from key school bodies





# Message from the College Advisory Council



**St Patrick's is so much more than a bunch of buildings, a motto, a crest, a place of learning. It is a school in the Edmund Rice Tradition. Its purpose is to be a beacon for boys' education – where each boy is challenged to serve and contribute to the boarder community. It's a place that lives and breathes the touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. It's a place that prepares faithful and inclusive men for a dynamic world. It's a place that provides meaning and purpose, both within and outside the College grounds.**

This does not happen by accident. It takes hard work, perseverance, and dedication. I would like to thank all members of the College community in working so tirelessly for the benefit of your sons every day. This includes everyone who works so hard to make St Patrick's the great place that it is: the teachers, all support staff, wellbeing staff, maintenance staff, cleaners and all those volunteers involved in the many and varied co-curricular activities the College provides to your sons so as to enable them to become well-rounded young men.

The truth is, operating a dynamic place like St Patrick's has many challenges. In 2021 the ongoing impact of COVID-19 threw up challenges we would never have imagined only a few years ago. Led tirelessly by Dr Lavorato, the College Leadership Team and all staff and volunteers turned themselves inside and out to

create an environment where, to the greatest extent possible, your sons were supported to learn, flourish, grow and succeed while at the same time, navigating the ever-changing health directives. In doing so, they were modelling the attributes of perseverance and resilience that your sons will need as they move into what is an everchanging world.

Throughout the year, the Advisory Council continued our meetings online providing advice to the College on matters relating to strategy, risk, finance, identity and capital works, as well as providing ongoing advice in connection with the Scientia Building, the ongoing impact of COVID-19 and the formulation of the College's strategic plan that was released in Term 4. I extend my thanks to all members of the Advisory Council for their work in supporting the College. They give generously through the sub-committees (Identity, Finance, Risk Management and Capital Works) and to the full Council.

In particular, I wish to thank Dr Caroline Butler-Bowdon (prior Advisory Council Chair), Mr Paul Khoury (Chair of the Finance Committee), Mr Dominic Ofner (Chair of the Identity Committee) and Mr Damian Chase (Deputy Principal) who stepped down from the Advisory Council at the end of 2021. I wish also to thank incoming Deputy Principal Mr Adrian Byrne, Ms Natalie Bains, Mr Peter Gainsford, Mr Anthony Meaker, Ms Jamey Poyaoan and Mr Sam Rigoli for agreeing to become members of the Advisory Council, as well as all members of the Council's sub committees for their ongoing support and advice to St Patrick's.

**James Coyne**  
Chair  
College Advisory Council

# Message from Parents' and Friends' Association

**I am extremely proud to have served the College community through this extraordinary challenging time. Who would have thought after the uncertainty of the previous year, 2021 was much similar nevertheless, we adapted and embraced a new way of learning and connecting with others.**

Our College has been incredibly blessed by the resilience our community has shown. Many events were either postponed or cancelled, so the P&F may not have been as active as previous years.

We were fortunate to host the Blue, Black and Gold dinner at Doltone House, Hyde Park. This new venue made the event's primary focus just about getting the community together to celebrate our school, our boys and to welcome our new principal Dr Vittoria Lavorato.

Mother's and Father's Day celebrations were low key and limited but most were able to tune in virtually. On the fundraising side, we did manage to host a few barbeques during the Open Day and Supporters' Days.

The P&F Committee want to thank Dr Lavorato and Mr Chase for their continued support and enthusiasm. To the members of the Executive Committee, your ongoing dedication and passion has been greatly appreciated and valued. I would also like to thank all the wonderful parents and teachers who have donated their time to help in any capacity.

I was nervous taking on the role as President four years ago, but thankful the St Patrick's College community have been supportive and welcoming. Our community is the heart of our school. We adapted to the constantly changing environment, and the strength and resilience we have built has paved a bright future ahead. Be kind, show gratitude and don't be afraid to 'Let Your Light Shine'.

**Jamey Poyaoan**

President

P&F Committee





# Message from Student Leaders



## 2021 College Captain

**Darcy Patterson**

The future by nature is uncertain. A statement so obvious that it's not given a second thought in our everyday lives. 2021 made it such that these second thoughts and many thereafter had us constantly questioning our day-to-day activities, not to mention special calendar dates.

The challenges presented throughout the year forced an environment of creativity, that allowed the classic College spirit to shine through in new ways. The uncertainty of the new year was evident from the beginning, with major year events such as the Swimming and Athletics Carnivals and even Mother's Day Mass looking very different from years gone by. The introduction of musical instruments and a focus on storytelling replaced the classic carnival chants. As well as the use of technology to livestream Mass throughout the year, not to mention the various online learning platforms, allowed learning to take place from home.

The College's Student Leadership Team birthed new initiatives including the participation in World's Greatest Shave as well as preserving previous traditions such as the SPC Olympiad.

As the year went on and restrictions tightened, the more simplistic aspects of the year that we often take for granted increased in significance. The simple act of sitting with your peers and learning with a teacher face to face, the urge to get back on the sporting fields and the act of gathering as a year group were goals to achieve. I'm so unbelievably proud of the whole community's strength throughout an amazing year and have no doubt this spirit will continue in years to come.

All the best.



## 2021 Junior School Captain

**Luca Serratore**

2021 was a once in a lifetime history event that will stay with us in many ways. It began as a new year with a fresh start. Everything was relaxed and we were finally getting into the 'new norm', but this quickly came to an abrupt halt.

In a flash, we were back to a familiar environment; remote learning, looking at our closest friends and cohort only through a screen. We dearly missed our social interactions with each other, the school grounds, the classrooms, and Saturday sports. Although this was emotionally draining, we persisted and dealt with them the best way we could. What 2021 has taught us is that we are a resilient bunch, and it has prepared us to face the next challenge. We got through it with the support of our teachers, our families and community.

This year has set the foundations of how we are going to learn, work and interact in the future. We were exposed to an entire new way of learning, living and interacting with each other and the world. We all played a part in creating a positive change and influence others around us. 2021 will be a year we shall not forget.

What I've learnt during my time in the Junior School is that it doesn't matter if you're the best at maths or the best rugby player, we all have different potentials and we all bring different tools to support each other and to get the best out of each other. Continue learning and growing; St Patrick's offers us great opportunities and it is up to you to be involved. I encourage you to put yourself forward because you'll get out as much as you put in.

Luceat Lux Vestra.

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Executive Reports including school determined improvement targets







## Deputy Principal

### Damian Chase

2021 was a year of adapting and changing to the ongoing pandemic. We started the year well, with several functions and restrictions lifted to try to get back to some normality, and also a chance to meet and hear from our new Principal Dr Vittoria Lavorato. It was great to meet people in person and have some functions until the pandemic hit us once again. This time we weren't in lockdown and teaching remotely for a couple of weeks, we were in it for the long term. It was great to see once again the College community join together (remotely) and do their best in a difficult situation. Teachers used their skills from last year to enhance the learning for the boys. The boys also accepted the situation and worked with their teachers and parents to do their best.

Whilst it was hard work for all involved to keep the school going and the constant information that was coming out from all departments, it was great to see our community once again join in the best interests for the boys.

Due to the pandemic, we extended the Strategic Plan 2016-2020 for another year and worked on an Annual Improvement Plan for 2022, whilst also working on the new College Strategic Plan 2022-2025.

When we were allowed back to onsite learning it was great to see how the boys engaged with their teachers, classmates, and learning.

#### Priority Areas for improvement in 2022

Finalisation of the Master Plan for the College campus.



## Director of Identity

### Gillian Daley

2021 was the tale of two years – a somewhat normal life and lockdown. The area of Identity was affected in many ways, sadly robbing all of us of many different experiences, but at the same time, hopefully, reminding us of what is important. As Catholics our mission is to make Christ known to others; as simple as that. This year provided us with challenges and opportunities to fulfill this mission each day. We celebrated Opening Mass, Easter, Mother's Day (albeit parred back) and Founder's Day – all with some limitations. Only a few Formation events went ahead with Year 5 Belonging Day, Year 7 Reflection Day, Year 11 Retreat Day, and the Staff Spirituality Day. We adapted the Year 10 Justice and Reflection program to connect with an academic focus and we amended the Shining Our Light Service to ensure all of us still realise that it is in the tough times that our service and authentic commitment to the common good is needed.

Our College theme for the year was "Just as water reflects the face, so one heart reflects another." (Proverbs 27:19) which underpinned our focus Touchstone of Inclusive Community. This touchstone was more fully realised as we went into lockdown for half a year, and we had to look to ways to keep people included remotely. Our identity kept us steady and sure of who we are, as we continued to fundraise, to raise awareness of issues that face our world and to be reflective in ourselves through our formation.

We met many of our goals for improvement across the year including the fulfilment of our Cooks River Sustainability Project and the implementation of Junior School Justice as part of the Co-curricular program. To celebrate our full complement of social justice co-curricular, we undertook our inaugural Joint Justice Afternoon (boys from Year 5 to 12 gathered online to look at the issues of sustainability).

#### Priority Areas for improvement in 2022

To develop and implement the College's Sustainability Action Plan

To finalise and launch the College's Reconciliation Action Plan

Expand our work for justice to the parent body – develop a new group



## Director of Wellbeing

**Robert Simpson**

The College's wellbeing program was again significantly impacted due to the COVID-19 pandemic, especially during the remote learning period in Semester Two. However, the implementation of 'pulse surveys' during Terms 3 and 4 enabled staff to monitor, respond to and support students who were experiencing challenges with their wellbeing while at home. Students, parents and staff were encouraged to communicate with members of the Wellbeing Team to promote a safe, inclusive and respectful learning environment for each student. This included implementing the Be You online learning modules for staff professional development.

Despite the disruption to regular schooling, the Senior Student Leaders and respective Year Ambassadors lead participation in the annual National Day of Action Against Bullying (March) and prepared tips and challenges to maintain students' sense of connectedness. They also worked closely with members of the Wellbeing Team and the College Executive to develop greater awareness of mental health and resilience.

Student participation in camps, Peer Support and presentations from organisations such as BATYR and Brainstorm Productions continued to be valuable strategies in promoting wellbeing across the College. 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 to be implemented in 2022. Additionally, parents were given opportunities to attend forums on the dangers of vaping and staying safe online by Dr Justin Coulson.

### Priority Areas for improvement in 2022

Review and continued implementation of EREA Child Safeguarding Standards

Working Party to investigate option of timetabled Wellbeing Lesson in 2023 to deliver specific age-appropriate programs, meeting the needs of a growing student population.

Re-purpose Sick Bay to being 'Student Services' to manage all student needs from the one location, utilising new School Nurse position to support quality health care of our students.







## Director of Learning and Innovation

**Denise Lombardo**

Our professional learning focus for 2021 was a continuation of our 2020 plan – to further develop teacher capacity to provide more effective learning opportunities for our gifted and high achieving students. We worked closely with UNSW to provide 26 teachers with a 12-hour focused course to raise their understanding of differentiation, gifted learners, and practical approaches to supporting and engaging learners in the classroom. Alongside this in support of NCCD requirements, all staff members had the opportunity to enhance their pedagogical practices in support differentiation, to cater for all students across the full spectrum of abilities.

A primary focus for learning in 2021 was the evaluation of recent professional learning and a needs assessment, reflecting on our Learning Framework and staff and student survey data. To ensure greater consistency and efficacy in our work as a learning community, a core group of volunteers collaborated on a draft three-year professional learning plan which considered existing strengths, areas for improvement such as greater emphasis on flexibility, adaptability, and practical applications of our work as a school that would enable more effective contextualisation of practices in response to faculty-based needs.

As we seek to develop emerging leaders, interested teachers volunteered to join the nascent Learning and Innovation Team, a group responsible for the shared leadership in support of implementing the three-year professional learning plan. These leaders will work closely with faculty leaders and small groups to provide focused professional learning that is relevant, engaging, practical and research based.

### Priority Areas for Improvement in 2022

Support and develop emerging leaders through the implementation of focused professional learning and faculty-based professional learning communities.

Provide quality professional learning that is engaging and practical, and allows for teacher agency, flexibility and contextualisation at faculty and personal level.





## Director of Curriculum

**Michael Cutrupi**

Throughout 2021 ongoing adjustments were made to teaching, assessment and reporting as online remote learning under State imposed pandemic lockdowns and restrictions formed a large part of the scholastic year. Remote learning occurred during the whole of third term for all Year cohorts with a gradual return to “normal” face-to-face teaching being phased-in as restrictions were peeled back over fourth term.

Year 12 were particularly affected by the lockdowns and restrictions with less face-to-face teaching, the later rescheduling of the Trial HSC examinations invigilated as online open-book examinations and of course the delayed start of the HSC written examinations all necessitating a “fifth HSC term”. HSC major works and practical performances were also rescheduled under restrictions in order to fulfill HSC course requirements and completion.

Invigilated online open-book examinations were also held for Year 11 at the end of third term and for Year 9 early in fourth term. Similarly for other Year groups, many assessments were carried out online.

### Priority Areas for improvement in 2022

Develop a systemic approach to differentiation, including use of data and tracking, so every student is known and understood.

Academic Attainment Testing in Years 6 and 8 so that we have data points in Years 4, 6, 8 and 10 to support tracking of attainment and improve progress points for all.

Introduction of new electives in Years 9 and 11 to meet students’ interests (PASS, Food Technology and Hospitality)

Develop a common language and core principles underpinning our teaching and learning.

Review the curriculum offerings so every boy is engaged and has opportunities to reach his potential.







## 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 2021, it further demonstrated the resilience and determination that exists within the College and the wider St Patrick's College community. The release of the College's Co-curricular Vision Statement in Term 4 further cemented the program's prominence in the all-round education St Patrick's offers its wider community and clearly signifies the College's intent moving forward.

Once again, vast numbers of the student cohort indicated a willingness and desire to participate in their preferred Co-curricular activities. Sadly, several sporting seasons fell short of completion due to the COVID-19 situation and the subsequent restrictions that were put in place. The Inter-school Athletics season was unable to take

place at all and numerous cultural activities such as Debating, Public Speaking and Theatre sports often ran their competitions on-line. 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.

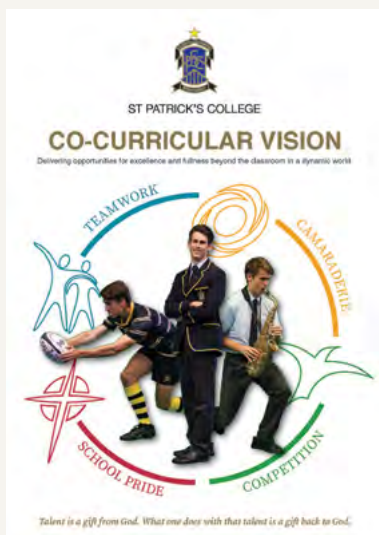
This led to a dynamic and fluid program where one was never quite certain if fixtures and/or performances would proceed as planned until the very last moment. Students, parents, coaches, and supervisors all pitched in to ensure that wherever possible, the College's Co-curricular program would proceed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

### Priority Areas for improvement in 2022

Implementing the College's Co-curricular Vision Statement.

Implementing a year-round sport program for Junior School students who are not selected in teams competing in IPSHA competitions.

Installing Heads of Rugby and Football Development with a focus on both student and coach development.



Co-curricular activity	Participants	Co-curricular activity	Participants
AFL	18	Duke of Edinburgh	45
Athletics	-	Football	670
Band/Orchestra	185	Mock Trial	16
Baseball	44	Performing Arts production	50
Basketball	380	Public speaking	20
Choir	46	Rugby	430
College Supporters' Group	-	Social Justice Action Group	68
Cricket	258	Softball	12
Cross Country	80	Swimming	75
Debating	98	Tennis	80

#### College Co-curricular Achievements and Awards

The ISA Division 1 Cricket – Premiership Shield

The ISA Division 1 Football – Minor Premiership Shield

The ISA Football Schools Championship Shield

The Combined Christian Brothers' Junior Swimming Shield

The Combined Christian Brothers' Senior Swimming Shield

The Combined Christian Brothers' Aggregate Swimming Shield

The RHBL Schools Baseball Championship Shield

The Black and Green Aggregate Shield

Individual Co-curricular Achievements	Achievement or Award
Mitchell Woods	Captain of the NSW CIS U/15 AFL team. Selected in the NSW U/15 Merit team and named player of the tournament at the NSW All-Schools. Selected in the U/15 NSW Rugby League Merit Team
Anthony del Popolo	Finished third in Platform and second in Springboard at NSW ALL schools diving
Jack Dwyer	Selected in the Australian Youth Men Water Polo squad
Jonathan Meaker	Won the U16 NSW CIS Cross Country Championships Set three new College Athletics records: Intermediate 3000m, U/16 1500m and 800m.
Thomas Allsopp	Selected in the NSW Rugby Union 2nd XV Schoolboys team
Joseph Nohra	Selected to represent and Captain the NSW CIS U/18s Team
Jordan Roumanous	Selected to represent the NSW CIS U/18s Team
Finn Gray	Selected to represent NSW CIS in Cricket
Alex del Popolo	NSW Little Athletics State Champion for Javelin. He also set two new College Open Javelin Records in the 700gr and 800gr. NSW All-Schools U/17 Javelin – Gold Medal
Joseph Hatem	Selected in the NSW CIS 16s Football team
Christian Chater	Selected in the NSW CIS 16s Football team

Sadly, several representative opportunities were cancelled in 2021, offering fewer opportunities for our boys to gain representative honours.





## Director of Junior School

### Ben Munday

2021 began with great optimism in the Junior School, though life was not quite back to normal yet – for example, we were unable to welcome families in person at the Year 5 Welcome Mass, and the P&F were not able to hold the Junior School Family Dinner. However, we did manage to celebrate a number of occasions such as each of our carnivals, Year 5 Belonging Day, Mother's Day Mass and Founder's Day.

When we finished Term 2, we had little inkling that it would be several months until we would welcome children back to the Junior School again. For the first time, we experienced an entire term (and a bit!) of remote learning. The lessons learned from remote learning in 2020 kicked in and students and teachers alike 'levelled up', rising to the challenges of learning and teaching from home. Feedback from students, taken in surveys throughout the online learning period, showed that children were grateful for all the efforts of their Junior School teachers, but that they were missing their friends and regular routines. Teachers went to great lengths to build and maintain a sense of community within their classes, maintaining connections between the Junior School boys.

When students were able to return to campus in mid-Term 4, grades were in separate playgrounds, doors and windows were permanently open with fans on, face masks were worn much of the time, and there was a building site in the middle of the school! When the current cohort of Junior School students are high school students enjoying the benefits of the Scientia Building they have witnessed in construction, they will be able to look back and laugh at the noisy soundtrack the building project provided to their post-lockdown return to school.

#### Priority Areas for improvement in 2022

Improve the provision for students who need Learning Support.

Improve the provision for students who need Learning Enrichment.

Strengthen the Junior School Student Leadership program.



## Director of Business Services

### Richie Chacon

2021 continued to challenge the College in new ways. The impact of COVID-19 causing more disruption than that experienced in 2020 with the College pivoting to remote work and learning for greater lengths of time to that experienced in the prior year.

Through it all, the College continued to work through areas of focus for the year including the commencement of the new Scientia Building which was approved by the Department of Planning, Industry and Environment in January 2021, and the College subsequently engaging contractor Hansen Yuncken in September to commence the build.

Also during the year, the College embarked to refresh and modernise our Finance and Student Management System with a new system soft-launched in Term 4, with the College looking to refine processes over the coming year.

Whilst 2021 was a challenging year, the College was able to accomplish much due to the hard work of many staff in the face of adversity. Their dedication, effort and work during the year has put the College in good stead to reach towards goals set out in the Strategic Plan for 2022-25.

#### Priority Areas for improvement in 2022

Implementation and continued refinement of a new Finance and Student Management System.

Progress on construction and realisation of the new Scientia Building.

# 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 is unique in that the only point of entry for students is in Year 5. Limited vacancies may come up from time to time however, we commit ourselves to an eight-year journey with each student. 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.

The College was founded in 1928 with an initial enrolment of 39 boys. An enduring feature of the student population, which now exceeds 1470 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 new Scientia Building is finished and the Capital Master Plan is finalised. 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	186
Year 6	184
Year 7	181
Year 8	196
Year 9	197
Year 10	175
Year 11	167
Year 12	172
<b>Total enrolment</b>	<b>1,458</b>
Students who identify as Aboriginal and/or Torres Strait Islander	5
Students who indicate a language background other than English	688
Students who indicate English as an additional language or dialect	9
Families	1,123

## 4.2 Student attendance

Cohort	5	6	7	8	9	10	11	12	College
Attendance rate	96.86%	95.12%	96.09%	95.01%	94.79%	94.80%	96.3%	97.25%	<b>95.44%</b>

## Management of non-attendance

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

In Term 4, the College transitioned from the Sentral database system to The Alpha School System (TASS) to maintain records of student attendance. A daily SMS is sent through Sentral/TASS to parents whose child is absent. The homeroom teacher or Year Coordinator contacts parents when a student is absent for two 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. Parents can also advise the College of their son's absence by sending a message via the TASS Parent Lounge.

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%
2019/2021	179	172	165	96%	92%

# 5

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





## HSC

One hundred and seventy-one Year 12 students sat the HSC examinations in 2021 plus nineteen Year 11 students accelerated in HSC Mathematics Advanced 2 unit. Fifty-three students (31% of total Year 12 candidates) and seventeen Year 11 accelerated Mathematics students made the Distinguished Achievers List one hundred and thirty-two times, having attained marks of 90% or more in various courses.

Four 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 and one student placed seventeenth in the State in Mathematics Advanced.

There were fourteen courses (40% of courses sat) where the percentage of students with a Band 6 or E4 was greater than that of the State as shown in the table below.

Course	School (%)	State (%)	School/State Difference (% above)
Biology	11.11	7.11	4.00
Business Studies	13.20	9.37	3.83
Construction	10.00	4.24	5.76
Design and Technology	18.18	17.01	1.17
Economics	21.42	14.83	6.69
Geography	11.11	9.20	1.91
Industrial Technology	9.37	6.90	2.47
Information & Digital Technology	14.28	2.37	11.91
Mathematics Standard 2	9.63	5.30	4.33
Mathematics Advanced	42.10	23.19	18.91
Mathematics Extension 1	42.85	37.19	5.66
Modern History	12.19	10.60	1.59
Music 1	37.50	19.96	17.54
Visual Arts	22.22	16.92	5.30



There were twenty-eight courses (80% of courses sat) that had students in the top two performance bands, i.e., Band 5/E3 or Band 6/E4, greater than that of the State as shown in the table below.

Course	School (%)	State (%)	School/State Difference (% above)
Biology	62.96	31.07	31.89
Business Studies	60.63	35.63	25.00
Chemistry	49.99	40.20	9.79
Construction	40.00	29.20	10.80
English Standard	20.45	16.52	3.93
English Advanced	81.92	68.65	13.27
English Extension 1	100	93.63	6.37
Entertainment Industry	50.00	47.19	2.81
Geography	66.66	44.07	22.59
Industrial Technology	31.24	25.10	6.14
Information & Digital Technology	42.85	21.89	20.96
Information Processes & Technology	46.15	31.74	14.41
Legal Studies	42.85	41.86	0.99
Mathematics Standard 1	50.00	12.29	37.71
Mathematics Standard 2	38.93	24.50	14.43
Mathematics Advanced	76.31	50.10	26.21
Mathematics Extension 1	82.13	74.11	8.02
Mathematics Extension 2	100	86.48	13.52
Modern History	51.21	37.59	13.62
History Extension	100	77.17	22.83
Music 1	75.00	64.24	10.76
Music 2	100	88.19	11.81
Music Extension	100	95.27	4.73
PD/Health/PE	34.69	30.64	4.05
Physics	64.00	40.42	23.58
Studies of Religion I	47.50	41.78	5.72
Studies of Religion II	64.70	46.08	18.62
Visual Arts	88.88	63.07	25.81

Furthermore, six courses had no students below Band 4: English Advanced, Industrial Technology, Italian Continuers, Music 1, Music 2 and Visual Arts. In addition, five extension courses had no students below Band E3: English Extension 1, History Extension, Italian Extension, Mathematics Extension 2 and Music Extension.

In twenty-eight out of thirty-five (80%) courses examined, the College examination mean was above that of the State examination mean. The following tables shows the school HSC examination means over time from 2018 to 2021 and the School versus State variation of the examination means over the same period.



Course	2018		2019		2020		2021	
	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff
Studies of Religion II	82.72	8.09	86.18	9.60	79.62	4.12	78.69	2.83
Studies of Religion I (1U)	36.75	0.28-	39.17	0.93	37.82	0.13	37.77	0.39
English Standard	72.77	4.11	74.15	4.99	72.76	2.83	71.76	1.29
English Advanced	81.92	1.32	82.70	1.97	81.08	0.25-	83.13	1.21
English Extension 1 (1U)	42.29	0.21	44.00	2.23	43.47	1.81	43.17	1.10
English Extension 2 (1U)	44.40	6.94	40.50	1.36	41.90	2.47	NA	NA
Mathematics General 2	80.75	10.83	NA	NA	NA	NA	NA	NA
Mathematics Standard 1	NA	NA	NA	NA	NA	NA	76.20	6.74
Mathematics Standard 2	NA	NA	79.54	8.86	73.44	5.04	74.12	4.97
Mathematics Advanced	86.96	8.76	83.98	5.97	83.04	3.84	85.31	6.90
Mathematics Extension 1	85.94	6.65	85.37	5.39	71.33	7.16-	81.09	2.88
Mathematics Extension 2	84.00	2.64	89.90	8.31	92.80	11.34	88.10	5.03
Biology	79.52	5.43	73.44	1.51	75.34	2.95	79.55	6.17
Chemistry	73.61	1.21-	83.18	7.80	78.77	3.25	77.68	3.31
Earth & Environmental Sci	NA	NA	76.16	3.64	NA	NA	NA	NA
Physics	75.68	2.50	78.22	5.02	80.04	6.05	81.02	5.68
Senior Science	NA	NA	NA	NA	NA	NA	NA	NA
Ancient History	78.49	5.73	NA	NA	76.20	4.10	NA	NA
Business Studies	79.94	6.32	79.84	7.66	78.54	6.55	77.53	4.21
Economics	81.96	5.71	86.77	9.43	79.25	2.23	79.09	1.43
Geography	82.49	7.78	NA	NA	74.46	0.01	79.32	3.57
Legal Studies	83.53	8.48	81.48	7.82	77.03	2.06	76.43	1.71
Modern History	81.95	8.07	81.92	8.48	78.33	5.80	77.59	4.74
History Extension (1U)	40.68	1.83	43.95	5.03	38.25	0.11-	38.50	0.19-
French Beginners	93.20	18.60	93.05	18.15	NA	NA	NA	NA
Italian Beginners	NA	NA	70.56	3.44-	85.80	9.82	74.48	2.67-
Italian Continuers	79.09	0.16	79.91	1.24	79.00	1.40-	78.90	5.16-
Italian Extension (1U)	42.82	0.37	46.80	3.13	44.95	1.91	42.97	0.77-
Construction	76.25	3.08	83.79	10.64	80.25	4.37	77.63	1.98
Design & Technology	NA	NA	NA	NA	NA	NA	80.04	0.93
Engineering Studies	72.50	2.05-	75.46	1.21	73.94	0.26-	78.03	3.24
Industrial Technology	85.53	17.52	80.13	11.44	86.37	16.92	73.63	4.21
Information & Dig. Tech.	NA	NA	NA	NA	NA	NA	75.57	2.41
Information Proc. & Tech.	83.58	10.30	83.62	11.16	76.66	6.69	75.95	4.98
Drama	83.88	6.17	NA	NA	76.76	2.86-	76.14	2.56-
Entertainment Industry	79.06	3.84	NA	NA	NA	NA	79.23	0.12
Music 1	90.40	8.90	90.00	8.15	85.92	4.36	85.70	4.36
Music 2	86.67	0.88-	91.27	3.60	84.4	2.63-	84.60	2.97-
Music Extension (1U)	47.40	2.62	NA	NA	NA	NA	39.20	5.27-
PD/Health/PE	78.07	5.78	78.43	5.86	81.00	8.54	73.57	1.38
Visual Arts	80.98	1.18	88.00	7.23	86.67	5.65	85.69	4.70

Bearing in mind that the College is an academically non-selective comprehensive school, the 2021 HSC results overall are excellent.

## ROSA

In 2021, no students were awarded a ROSA.

## Literacy and Numeracy assessments in Years 5, 7 and 9

Students in Years 5, 7 and 9 participated in a National Assessment Program Literacy and Numeracy (NAPLAN). Average student achievement is displayed as a Scale Score and is compared to all Australian schools (shown as “National”) in the table below). Students from the College achieved above or substantially above the national average in each domain at each grade level.

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	National	School	National	School	National	School	National	School	National
Year 5	539	511	500	480	526	504	527	503	533	495
Year 7	579	542	552	522	595	548	567	533	599	550
Year 9	617	577	589	551	621	580	610	573	635	588

## Senior secondary outcomes

25.6% of students in Year 12 undertook vocational or trade training.

25.6% of students in Year 12 attained a Year 12 certificate or equivalent VET qualification.

## Post-school destinations

Post-school destination	Number of students	% of cohort
University entry	137	79%
TAFE entry	7	4%
Employment	23	14%
Other/unknown	5	3%





# 6

## Workforce composition, teacher standards, accreditation and professional learning



## Workforce composition

Category	Number	FTE
<b>Teaching staff delivering NESA curricula</b>		
Executive female	3	3.0
Executive male	6	6.0
Middle leader female	10	10.0
Middle leader male	15	15.0
Full-time female	37	37.0
Part-time female	17	10.4
Full-time male	60	60.0
Part-time male	3	2.0
<b>Total (teaching staff)</b>	<b>117</b>	<b>109.4</b>
<b>Support staff</b>		
Support staff female	30	25.6
Support staff male	12	10.5
<b>Total (non-teaching staff)</b>	<b>42</b>	<b>36.1</b>
Staff members who identify as Aboriginal and/or Torres Strait Islander	0	0

The average teacher attendance rate during 2021 was 97%. This figure does not include teachers on planned leave. The teacher retention rate for 2021 was 84%. The attendance rate was quite high due to Term 3 and the beginning of Term 4 taking place in remote learning.

## Teacher standards and accreditation

Teacher accreditation status	Number of teaching staff
Conditional/Provisional Teachers	15
Proficient Teachers	112
Highly Accomplished Teachers	Nil
Lead Teachers	Nil

## Professional learning

Accredited professional development provider status was revoked in November 2020 (along with all other accredited professional development providers), therefore no accredited professional development was provided at the College in 2020. Below is a list of professional learning sessions held at school or facilitated online.

Professional learning provided at the College	Participants
Gifted Education and Differentiation – Focus on assessment	All teaching staff
Rigour, Depth and Complexity	All teaching staff
Gifted Education and Differentiation – Focus on writing	All teaching staff
Additional strategies and IT integration for remote learning	All teaching staff
Grading standards and assessment development	All teaching staff
On-line learning modules:	
<ul style="list-style-type: none"> <li>• EREA Code of Conduct 2021</li> <li>• Child Safeguarding Program 2021</li> <li>• Privacy 2021</li> <li>• HR: Social Media 2021</li> <li>• Work, Health and Safety 2021</li> <li>• Student Duty of Care 2021</li> </ul>	{All staff, volunteers {and pre-service {teachers



Professional learning from external providers	Provider	Participants
Bringing the heart of our nation into our classrooms	AI NSW	1
Executive Assistant to the Principal on-line course	AI NSW	1
2021 AI NSW Business Studies Workshop	AI NSW	2
Attendance and school refusal: Planning, collaboration and support	AI NSW	2
Creative and discursive writing	AI NSW	1
Legal Studies – authentic T/L practices for student success	AI NSW	1
Science Laboratory Safety	AI NSW	2
How to create valid and engaging assessment task in Languages	Annabel Grassman	1
Be You (mental health) modules x 13	Beyond Blue	All teaching staff
Orientation to VET Teacher training	CSNSW	1
Industry specific training for VET Entertainment Industry	CSNSW	1
NCCD	CSNSW	4
NCCD Moderating Day	CSNSW	3
CSNSW DISruptABILITY	CSNSW	2
Football for primary and secondary schools workshop	Dept of Education	2
Brick and Blocklaying training (VET Construction)	Diocese of Lismore	2
Economics Literacy Centre (ELC) Economics Teachers' Conference	ELC	2
ELC Commerce and Business Studies Teachers' Conference	ELC	2
A Call to Mission (EREA Formation)	EREA	21
A Call to Leadership (EREA Formation)	EREA	2
A Call to Transformation (EREA Formation)	EREA	2
A Vision for Liberation (EREA Formation)	EREA	2
Advanced Practice Certificate for teaching Philosophy in Schools (Session 3)	FAPSA	1
The effective transition of G & T students to High School	GATSTA	1
G & T Network Meeting	GATSTA	1
Geography Teachers Association Conference (Day 1)	GTA	2
Geography Teachers Association Conference (Day 2)	GTA	2
Cognitive load theory in Languages teaching	Gianfranco Conti	1
Independent Sporting Association PD Conference	ISA	1
Studies of Religion HSC In-service	ISRA	1
Studies of Religion Preliminary In-service	ISRA	1
HSC Islam Depth study	ISRA	2
Youth Mental First Aid	MHFA	11
Porcelain and Lustre	National Art School	1
Culturally responsive teaching	RESIG	1
VET Leaders' Meeting x 2	Sydney Catholic Schools	1
Make the most of YARC	SPELD	3
Stage 6 Science Conference	STANSW	3
Gifted Education Session 1	UNSW	25
Gifted Education Session 2	UNSW	24
Gifted Education Session 3	UNSW	20

# 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 students undergo a rigorous review process 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 dangers 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 responsibilities and rights in the Student Code of Conduct.

The College has developed an *Anti-bullying Policy*, and a *Statement on Bullying* 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 – ERLTC Rabaul PNG and St Joseph's Alice Springs	•	•	•	•	•	•	•	•	•	•	•	•		
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 – Online							•							
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 2021 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; attendance at and participation in College events is strong and there is strong demand for enrolment of younger siblings. 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. Parents indicate a desire for consistency and equity in the enforcement of College policies, and a desire for opportunities for the community to be consulted about the College's direction and changes. Parents seek clear and positive communication from school leaders and their sons' teachers, and appreciate when they feel this is the case. They also make it clear that they wish to see the academic progression their sons make.

## Students

Students have a number of opportunities throughout the year to give feedback formally through survey instruments, as well as ongoing informal opportunities. Students report a strong sense of belonging and College identity, 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. Some students would like to see additional sports in the Co-curricular program. Students have expressed a desire for all learning areas to be air-conditioned; they emphasise their desire for consistency and equity in the enforcement of College policies; and they express high levels of satisfaction when teachers have good classroom management skills and exercise these in respectful ways. The students also expressed more emphasis on skill development in Rugby and Football.

## Staff

Likewise, staff members have numerous formal feedback opportunities and forums as well as ongoing informal channels of feedback. Staff members report 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 are valued. Staff members indicate that they would like all learning spaces to be air-conditioned, and classroom furniture and facilities updated. Staff indicate positivity about the collaborative relationships between staff and families and a desire to co-create the professional learning opportunities offered at the College.





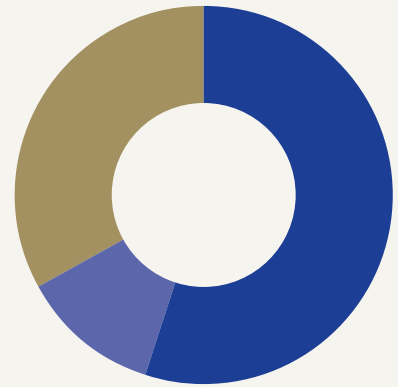
# 10 Summary financial information





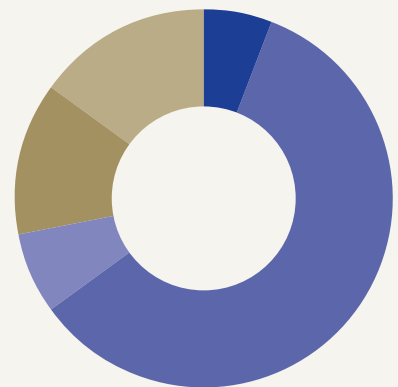
## Income

● Fees and Private Income	55%
● State Recurrent Grants	12%
● Commonwealth Recurrent Grants	33%



## Expenditure

● Faculty Costs	6%
● Salaries, Allowances and Related Expenses	59%
● Depreciation	7%
● Admin and General	13%
● Capital Expenditure	17%





# A beacon for boys' education

## Our Key Focus Areas

We have identified seven key focus areas fundamental to St Patrick's College, Strathfield being a beacon for boys' education, educating boys holistically in the Edmund Rice tradition.



### Staff Excellence

A school that attracts, develops, rewards and retains quality staff.



### Wellbeing

Every student is well cared for, understood and responding to well defined expectations.



### Learning

Every student will be helped to achieve his own academic excellence.



### Opportunities

Intentional formation will include activities such as retreats, immersions, social justice activities, sport, outdoor education, oratory and the performing arts.



### Global and Local Engagement

A strong, respectful and caring community is vital for the wellbeing and formation of our boys.



### Sustainable Development

The plant and facilities will shape the learning and formation that occurs within them.



### Governance

We are stewards of the College and are custodians for future generations.

**St Patrick's College**  
Francis Street  
Strathfield  
NSW 2135  
Australia



ST PATRICK'S COLLEGE

