



ST PATRICK'S COLLEGE

Annual Report

2023



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 2022 and 2025, we have identified seven key areas fundamental to St Patrick's College, Strathfield being a Beacon for boys' education, educating holistically in the Edmund Rice tradition. Our key focus areas are:

- **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.

Our strategic plan will enable us to continue to be a "lighthouse" school for boys' education in Australia. As such, it guides our decisions and practices so that everything we do aligns with 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 the elders of the Eora Nation, past and present. 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.



EDMUND RICE EDUCATION
AUSTRALIA



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Foreword

It was with great honour that we celebrated our successes and shared many face-to-face events with our community in St Patrick's College's 96th year. Our school has an enduring legacy, with Blessed Edmund Rice as our model in faith, encouraging boys to grow into the fullness of their humanity in an educational environment where they feel welcomed, accepted, and valued. We aspire that each community member is faithful to the four touchstones: Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. In 2023, the College finds itself in a period of strong growth in enrolments, an expansion in its curriculum and co-curricular offerings and the privilege of now having a new landmark on the Campus in the new Scientia Building, a testament to the advances made in science and technology and a daily reminder as we pass by or enter it, that *Scientia est Potentia (Knowledge is Power)*.

We are at a moment of significant educational change. These days, when independent schools are often the focus of media interest and, more broadly, academic standards in Australia are being scrutinised, we know that at St Patrick's College, we offer something unique. Community is central in this distinctive culture, and our aspirations for our students limitless. We are a school that has been dedicated for 96 years to educating boys into young men. We will always be a school where boys are at the centre of all our decision-making. In the contemporary world, this is even more necessary. Our young people face a complex and changing future. Our role is to prepare them for the personal and professional challenges they will encounter in their adult lives.

At St Patrick's College, our boys grow in an environment where we aim for a well-rounded education and expect boys to commit to excellence and a love of others as they let their light shine. In 2023, I once again witnessed a community that reached out to the world with a genuine concern for a socially just and sustainable future and was proud to see that our school values provided a firm foundation to guide us. Each of our students must complete their social justice service. Seeing so many students exceeding their minimum hours dedicated to those who need assistance is marvellous.

We want our boys to be curious: to engage with their world filled with wonder and enthusiasm, always learning and growing, seeking excellence and success. We want our boys to foster and express their humanity: to make a positive difference to others driven by empathy, honesty, and care, and to become leaders who act with integrity for a socially just world and a sustainable future for the Earth.

As we near our Centenary, St Patrick's College is evolving into a new chapter of its life. We must continue to strive for the best, vigorously engage in educational debate, proudly advance gender equality, drive change and pursue the best opportunities to enhance the experiences we offer our boys.

I sincerely thank the academic staff for their unstinting dedication and outstanding professionalism in ensuring that our students were well-prepared to be independent, audacious learners and take on the changing world with confidence, stamina, and courage. To the administrative and support staff who gave so much of their time to ensure the wheels ran smoothly, I would like to acknowledge all that you do behind the scenes and in countless other ways – your work was invaluable, not just in the tasks performed, but in the beautiful relationships and the sense of community you helped to create. To the College Advisory Council, thank you for your crucial role in making the College what it is today.

In 2023, I was once again privileged to meet so many Old Boys and understand first-hand the legacy of a St Patrick's education. Our Old Boys care deeply about their College, and while celebrating the past at their reunions, they are passionately invested in our future.

Finally, thank you to all the students for their enthusiasm, energy, and willingness to take up all the many opportunities afforded you over the year. Learning about the things you care about and love about St Patrick's College has been an absolute pleasure. I look forward to continuing our journey together. The Blue, Black and Gold has a bright outlook for 2024.

Dr Vittoria Lavorato
Principal

1 Messages from Key School Bodies



Message from Edmund Rice Education Australia (EREA) NSW Colleges Ltd



St Patrick's College, Strathfield, is a highly valued member of the Edmund Rice Education Australia national network of schools, which deliver learning through the charism of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory, serving approximately 40,000 students in a wonderfully diverse range of learning communities.

While the unique national network will always be a great asset to our school communities, in 2022, EREA underwent a significant process of reflection and regeneration to ensure best-practice governance was in place to enable each school to flourish. From this process, a new governance structure for EREA was born.

On 1 January 2023, EREA NSW Colleges Limited was established to enable more proximate governance for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford, with 8,552 students and approximately 1,000 staff. The model of a company limited by guarantee was chosen because it is a familiar model of governance both within the Catholic Church in Australia and in the corporate and civil environment in which EREA schools operate and is seen as a best practice model for corporate governance within education and in the broader not-for-profit sector.

The EREA NSW Colleges Ltd Board has governing responsibility for the schools, specifically ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience, including teaching and learning.

It has been a great privilege coming into the organisation in 2023 and getting to know the community of St Patrick's College, Strathfield. I have been very impressed by the young men of St Patrick's College, Strathfield and their many achievements, the collegiality and professionalism of the staff and the strength of the broader school community.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Old Boys and all the many people who contribute without an official title, thank you for your care, wisdom and generosity of spirit. To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

Maura Manning
CEO/Director of Schools
EREA NSW Colleges Limited

Message from the College Advisory Council

With the resounding rendition of the College anthem still ringing in my ears at the finale of the 2023 Speech and Prizegiving Night, a first-time guest of the College whom I sat next to was visibly moved from the experience of the evening. They saw the students' wonderful achievements, which span academic, sporting, community contribution, and artistic fields. They saw first-hand the talent of our boys speaking, singing, and playing instruments. They also could sense the school spirit and proud traditions of the school. We can sometimes take this all for granted, but I was privileged to have this lens through our new guest, and it reinforced what a special place St Patrick's College is.

St Patrick's College is an institution that inspires and guides generations of young men in the Edmund Rice tradition. It also encourages members of the Advisory Council to serve and contribute to a place with a special meaning for all of us. Some of the council members are current parents, and some are past parents of boys who attended the College or have an interest in contributing to the College. Each member brings a specialised skill set and a broad range of life experiences gained throughout their professional lives in areas such as education, administration, law, finance, building and capital works and identity. These talents, combined with their passion for the College, allow each council member to contribute meaningfully to the Advisory Council.

Issac Newton is credited with the quote, "standing upon the shoulders of giants", and certainly, those words apply to the completion of the Scientia Building in 2023. Acclaim must go to those with the vision who seeded this idea and provided the platform for Scientia. It was a mammoth task that required careful and skilful project management. Operating a fully functioning school while a good portion of it is a building site had its challenges! The final result is an incredible building and facility that will provide our boys with a unique learning environment for generations. Kudos to all those involved.

On behalf of the Council, I would like to acknowledge the outstanding leadership of our principal, Dr Vittoria Lavorato. Dr Lavorato's drive, dedication, and commitment to the College and the EREA touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity are instrumental in the success of the College. I would also like to acknowledge the contribution of the College Leadership, teachers, support staff and maintenance staff. Working at St Patrick's College is not simply a job; it is a calling, a role with the deep purpose of preparing boys into men, as described by Edmund Rice.

Finally, I would like to thank my fellow Advisory Council members and the members of the Finance, Identity, Risk and Governance, and Property and Capital Works Committees. All members generously contribute their time and expertise to the governance of the College and, in a small way, help uphold the traditions of this special place.

Anthony Meaker
Chair
College Advisory Council



Message from Parents' and Friends' Association

Fostering Togetherness and Community Triumph in 2023

In the heart of community spirit, the St Patrick's College Parents' and Friends' Association celebrated a triumphant year in 2023, where the theme of "Togetherness" became more than just a word; it became a guiding principle. As the year unfolded, the committee, acting as a conduit between families and the school, succeeded in creating an inclusive community through a series of vibrant social events.

"Togetherness: Our Goal for 2023" echoed through St Patrick's College halls, embodying the P&F commitment to strengthening bonds within the school community. The committee recognised that fostering connections between families and providing avenues for parents to engage with one another was crucial to building a supportive and united environment.

Throughout the year, the P&F organised various social events that became the heartbeat of the St Patrick's community. From the heartwarming Junior School Dinner to the prestigious Blue, Black, and Gold Dinner, each gathering provided a unique opportunity for families to come together, share experiences, and forge lasting friendships.

The Trivia Night brought out the competitive spirit in parents, creating an atmosphere of laughter and friendly rivalry. Parent Social evenings provided a relaxed setting for meaningful conversations, breaking down barriers and fostering a sense of camaraderie.

Undoubtedly, the Saturday Winter Sport barbeques emerged as the highlight of the P&F event calendar. These gatherings fuelled the spirit of healthy competition and served as a melting pot of diverse stories and backgrounds, uniting families through a shared love for their children's pursuits on the field.

The success of these events not only brought families closer but also solidified the P&F's role as a conduit between families and the school. By creating spaces for interaction and connection, the committee seamlessly integrated parents into the broader school community, transforming St Patrick's College into one inclusive family.

In addition to the vibrant social events that defined the St Patrick's College Parents and Friends Committee's success in 2023, the committee ventured into new territory with the trial of a School Fee Raffle.

Recognising the financial strains on families and the importance of sustaining the school's resources, the P&F launched this innovative fundraising initiative, offering parents the chance to win a significant reduction in their children's school fees. The response from the community was overwhelmingly positive, with the raffle proving to be both a financial boon and a community-building Endeavor.

Buoyed by this success, the P&F has made the School Fee Raffle a biannual tradition, adding an exciting dimension to the fundraising efforts. By running the raffle twice a year, the committee aims to foster further a sense of shared responsibility for the education and well-being of every student. This initiative demonstrates the P&F's commitment to finding creative solutions to financial challenges and reinforces the spirit of togetherness by uniting parents in a common cause.

As the St Patrick's College community looks ahead to the coming years, the School Fee Raffle stands as a testament to the P&F's dedication to enhancing the educational experience for all and ensuring that the bonds of togetherness continue to flourish.

This year, we can proudly say that all funds raised throughout the year will be dedicated to enhancing our school facilities and creating a more comfortable learning environment for our students. Specifically, the funds will be allocated towards:

- 1. Refurbishment of the Powell Pavilion:** The Powell Pavilion will undergo significant improvements to provide a modern and conducive space for various school activities.
- 2. Airconditioning in the Raymer Block:** Air conditioning systems were installed in the Raymer Block, ensuring a comfortable and climate-controlled environment for both students and faculty.

These initiatives were made possible through the generous contributions and support of our school community, which demonstrates a collective commitment to improving our educational facilities.

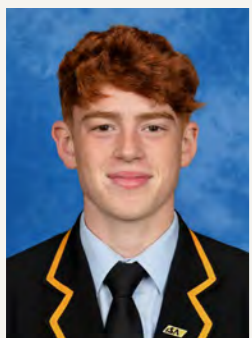
As the curtains fall on 2023, the St Patrick's College Parents' and Friends' Committee can proudly reflect on a year where the bonds of togetherness were not just a goal but a resounding achievement. Through our dedication and innovative approach to community building, the P&F has left an indelible mark, proving that when families and schools come together, the potential for creating a harmonious and supportive educational environment is limitless.

Let Jesus live in our hearts forever.

Elena Ierardo
President
Parents' and Friends' Association



Message from the Student Leaders



2023 College Captain
Alessandro Romeo

At the start of 2023, the College's graduating class promised to rebuild the trust, brotherhood, and community that we had missed in recent times. Through challenge and triumph, I am confident that the whole College bore witness to the efforts of students and staff to ensure that 2023 was a year of growth and positivity.

Though the times of lockdowns and restrictions seemed a distant memory, the effects of such limitations were ever-present within the College, concerning the class of 2023 during their final year at the College. Although we had returned to normality within the classroom, without social distancing or face masks, it felt like specific barriers still existed, separating both students and staff.

As the year went on, the efforts of the whole College allowed for the community to be rebuilt, as the spirit of St Patrick's College shone brighter with every assembly, every mass, and every event. From Opening Mass to Speech Night, tethered connections of a worn-down community grew into strong and reinforced bonds as boys broke down these social barriers that had once held them back.

I believe that 2023 encapsulated the necessity of struggle. As we treated our faith as a verb rather than a noun, we learnt that it is often our most challenging battles that we grow the most from, a testament that held for the class of 2023, as the passing of our beloved Archer saw a cohort united like no other.

I am proud to have been a part of the Class of 2023, as we inspired a change within St Patrick's College, reigniting a spirit that will continue to grow for years to come.



2023 Junior School Captain
Marcus Gregory

Knowing that this is the last time I'll address you all as Junior School Captain of St Patrick's College for 2023 is very strange. What an honour and a privilege it has been to have been chosen by my peers to represent the Junior School cohorts.

2023 saw many new and exciting endeavours introduced, both academically and socially. These included a successful Talent Showcase Event, a Junior School House Cup, a touch footy competition, a football competition, the STEM school experience, and Year 6 Collaborated STEM Day with Santa Sabina, to name a few. A standout for me was our newly introduced Year 6 Camp to Canberra. Engaging in various activities while building everlasting bonds and friendships with my peers.

All the events mentioned above would not have been possible without the hard work of many people, particularly the Director of Junior School, Mr Stephenson. His dedication to ensuring all students reached their potential in a healthy happy environment. To the Junior School Student Leaders, thank you for being an amazing support system while making my year one to remember. To the Junior School Staff, thank you for entralling us with knowledge and guiding us on the pathway to becoming boys to men.

Thank you to Mr Byrne, for your wisdom, positive energy, and hilarious banter.

Lastly, to Dr Lavorato, thank you for your constant support and your belief in me. With your knowledge and encouragement, you have helped me push past my limits and strive for excellence.

And finally, a message to my Year 6 cohort, take off your blue caps with pride, and prepare to step into a new year with new adventures. Lace up your boots because we have another six years of hard work yet exciting times ahead of us.

In future, I hope that the Junior School continues to follow in the way of Blessed Edmund Rice.

Luceat Lux Vestra.

2 Leadership Team Reports including school determined improvement targets





Deputy Principal Adrian Byrne

2023 was our first full year of a full school calendar in four years. The community came back to life and so did the Scientia Building as it rose from the ground and became fully operational. Playgrounds came back online, and the back ovals were fully utilised which allowed our students to have free play areas at lunchtime.

Our Year 12 cohort, under the leadership of Alessandro Romeo, really stepped up this year and he and his team led from the front and rebuilt a lot of the school culture that had eroded slightly during the Covid period. This was epitomised on Supporters' Day where the community came back together as one and supported our Football and Rugby teams.

Another highlight of the year were the successful tours overseas. Our senior students excelled with a curriculum tour to Italy and a co-curricular tour to Japan. Our students excelled in all areas on tour and were a credit to not only themselves but also their families and the College.



Across the College, we continue to educate our students and our families on the appropriate use of online technology. We have had several guest speakers in to educate both groups in this area which continues to be a struggle for our families.

Priority Areas for improvement in 2024

Further development of NSW Child Safeguarding procedures in line with the Office of Children's Guardian.

Further integration of wellbeing structures which utilise our counselling, student services and College Nurse.

Utilise data to better inform outcomes for overall academic, spiritual and wellbeing of student/s.



Acting Director of Identity Adam Leslie

2023 was a very full year for Identity at the College, the first time that we have a run a completely full and usual program since the onset of Covid in 2020. In the domain of Formation, we were able to run a full program of reflection days and retreats, as well as a Staff Spirituality Day in April with a focus on Justice and Solidarity with First Nations peoples. The Senior Retreat held in November this year was a highlight as well as the culmination of our Formation Program and as always has had a transformative impact on our new senior class. This year we focused on the touchstone of Justice and Solidarity and the College theme chosen by our Year 12 class – *"That there be no divisions among you, but that you be united in the same mind and the same purpose."* (1 Corinthians 1:10). The liturgical year has been well-observed with Friday Mass in the Chapel each week as well as our major eucharistic celebrations: Opening Mass; Founder's Day; Mother's Day Mass, celebrated again at Rosehill Racecourse with more than 2,000 in attendance; two Father's Day Masses in the College Gym, again with greater numbers than ever before; our traditional Year 12 Graduation Mass in the College Chapel; and finally the Festival of Readings and Carols for Advent. This year we extended the invitation to this event beyond Year 7 to the whole College community and were blessed with a very full chapel.

This year we finalised our Reconciliation Action Plan after a thorough process of review, reflection, and planning. This was achieved through the involvement of a voluntary committee representing staff, parents, and First Nations people. The RAP was approved by Reconciliation Australia in November. This would inform our strategic directions towards reconciliation in 2024.



We returned to Rabaul, Papua New Guinea for an immersion with our staff and Year 11 students this year for the first time since Covid, as well as maintaining our links to St Joseph's Flexi-Learning Centre in Alice Springs through our immersion and then hosting the fellas of Alice Springs at the College in November. The Social Justice Action Group and the Faith in Action Team have been leading the student community through action and awareness throughout the year. Major events included the SPC Winter Sleep Out in July, once again with over 200 students participating. The Winter and Christmas Appeals and the Lenten Appeal ensured all partners were supported financially and physically throughout the year.

Priority Areas for improvement in 2024

Development and implementation of the College's Sustainability Action Plan

Reviewing and development of the structure of Identity

Implementation of an ecological immersion





Director of Wellbeing Robert Simpson

The College's Wellbeing Program, focusing on the promotion of a safe, inclusive, and respectful learning environment for each student, returned to a sense of normality after the disruptions in the previous years. This included staff completing online Child Safeguarding learning modules and participating in ongoing staff professional development. The consolidation of Student Services utilising a registered nurse and three full-time counsellors enhanced the effectiveness of the College's commitment to supporting wellbeing.

The members of the Wellbeing Team and the College Leadership also continued to develop greater awareness of mental health, resilience, and responsible use of social media through presentations from organisations such as BATYR, Brainstorm Productions and Safe on Social.

The Peer Support program involving students in Years 5 and 10 was again well-received, and in consultation with the College's Student Leaders, there was continued participation in the annual National Day of Action Against Bullying (Term 1), R U OK? Day (Term 3), support for men's health 'Movember' [Term 4], and organised cohort initiatives such as camps (Years 5, 8 and 9), touch football and volleyball competitions to consolidate and build peer relationships. Furthermore, re-establishing Year 10's involvement in the RYDA Driver Program reinforced the desire to promote responsible young men outside of the College precinct.

The opening of the Scientia Building saw students in Years 7, 8 and 9 return to traditional playground areas after the dislocation caused by construction. To provide more options for physical activity, students across the secondary cohorts were able to access ovals and basketball courts at lunch.

Priority Areas for improvement in 2024

Review and consolidate our intentional, age appropriate and evidence-based student wellbeing and management programs.

Set measurable goals for the growth of students' academic, spiritual, physical, social, and emotional wellbeing.

Put a priority on student voice contributing to decision making processes and collectively influencing school culture.



Director of Learning and Innovation Denise Lombardo

In response to the well-publicised teacher shortage and the consequent need to support many new young teachers, the College introduced the role of a Professional Growth Coach. Mr James Crino used his first year in the role to support and mentor over 20 young teachers, assisting them to develop greater skills in classroom management and pedagogical practice.

Building on 2022's successful exploration of the six principles in "Making Every Lesson Count", teaching staff in 2023 extended their investigation and implementation of the key principle of "Practice". Under the banner of Excellence and Growth, teachers engaged in purposeful professional learning across the year to develop a deeper understanding of the many ways to embed practice for fluency and depth in their lessons.

In Term 4, teaching staff participated in an ADHD training workshop presented by Clinical Psychologist and Old Boy Alex Latouche ('04). The workshop was dynamic, amplifying the significance of real-time teacher interventions to support students in need. Faculties then audited teaching and learning programs to highlight where "practice for fluency" and "deliberate practice" could or did occur.

A learning showcase featuring Middle Curriculum Leaders and senior teachers provided an opportunity to celebrate our own practices in pursuit of excellence and growth. Expertise and experience shared included:

- the power of scaffolding to increase complexity
- self-assessment and reflection on feedback, and modelling of exemplar responses to develop student fluency in knowledge recall and application
- questioning to develop deeper levels of understanding
- using I Do, We Do, You Do to instil new concepts, knowledge, thinking and communication procedures for students.

To ensure our resolve for excellence and growth would not be consigned to 2023 alone, we used the end of year Staff Development Days to backward map opportunities for practice and development of subject-specific skills in 2024 programming and assessment processes.

Priority Areas for improvement in 2024

Embed a Middle/Senior school approach to wellbeing and pastoral care.

Further develop the capacity of all middle leaders to lead learning and develop members of their teams.

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

Develop and consolidate a common language and core principles underpinning our teaching and learning, particularly in writing across the curriculum.





Director of Curriculum
Michael Cutrupi

Over the course of 2023, much work was done to improve the use of student data and tracking to enhance teachers' understanding of student learning progress using the Post-Secondary Academic Measure – ATAR Estimation and Analysis program in collaboration with Academic Attainment Services.

Professional Learning in 2023 continued to focus on the text *Making Every Lesson Count: Six principles to support great teaching and learning* (2015) by Shaun Allison and Andy Tharby, particularly on student practice and teacher feedback.

The process and procedures for Year 10 students selecting courses of study for Years 11 and 12 were streamlined significantly by using a couple of staff with the greatest expertise and experience to target specific advice to those students whose choices were not aligned with their strengths and abilities.

In addition, Vocational Education and Training (VET) Hospitality was implemented for the first time in Year 11 to coincide with the fit-out of commercial kitchens in the newly constructed Scientia building. Science classes also moved into new laboratories occupying Levels 1 and 2 of the new building.

In 2024 St Patrick's College will be using data extensively, including a newly established Student Attribute Average and Grade Point Average systems on student academic reports (Years 5-11), to track and meet the needs of all students so that every student will be helped to achieve his own academic potential and personal excellence.

Priority Areas for improvement in 2024

Successfully implement the new NESA syllabuses in K-10 English, Mathematics and Languages as well as, 7-10 Computing Technology and 11-12 Enterprise Computing

Successfully review and complete NESA curriculum compliance requirements for the renewal of registration and accreditation

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

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. It also provides students with an opportunity to participate in meaningful and enjoyable experiences. In 2023, it further demonstrated the determination that exists within the student cohort as the level of involvement started to climb back to pre-COVID-19. Students and their families were delighted to engage in the College's Co-curricular offerings with vast numbers in attendance at numerous Co-curricular activities and events. There were numerous successes across the broad spectrum of Co-curricular activities offered at the College highlighted by our Debating fraternity that finished first in the NSW CSDA Junior and Senior Divisions. Special mention goes to the Year 8 team that finished as State Champions in this association.

Significant additions to the 2023 Co-curricular Program included:

- Students took up the opportunity to gain refereeing qualifications in both Football and Rugby which are now listed as College Co-activity options.
- The College approved and sent Open and Development Rugby Squads to Japan.
- The implementation of the Junior School Sports Skill program

- Reviews of the College's Rugby and Football Programmes have taken place with significant feedback from the College community.
- School Nurse was assigned to look after Student Services through to 5:00 PM thus catering to boys who train for sports teams.

Given the difficulty in trying to find referees for a Saturday, the accreditation of 11 student referees ensured that numerous games were able to proceed with qualified officials. It was also pleasing to see our Rugby boys develop over the course of the season with many of the tourists leading the way. The Rugby and Football reviews provided great feedback that indicates there is strong approval with what is in place albeit, there were recommendations that need to be considered and implemented going forward.

Priority Areas for improvement in 2024

Explore opportunities for outside facility hire, including negotiating a new long-term lease for Hudson Park and its Pavilion.

Introduction of Science Club as a new Co-curricular activity.

Appointing new Heads of Rugby and Football Development and implementing positive recommendations to the programs.





Co-curricular activity	Participants	Co-curricular activity	Participants
AFL	18	Football	654
Athletics	60	Golf	8
Band/Orchestra	208	Mock Trial	10
Baseball	48	Performing Arts production	50
Basketball	380	Public speaking	20
Choir	43	Referees	11
College Supporters' Group	4	Rugby	442
Cricket	230	Social Justice Action Group	56
Cross Country	54	Softball	12
Debating	98	Swimming	75
Duke of Edinburgh	40	Tennis	80

College Co-curricular achievements and awards

The CSDA Year 8 State Debating Championship Shield	The ISA Division 1 First XI Cricket Championship Shield
The CSDA Year 8 Metropolitan Debating Championship Shield	The First XI Cricket Berg – Murphy Shield
The CSDA Junior Debating Aggregate Shield	The Mark McFadden Aggregate Rugby Shield
The CSDA Senior Debating Aggregate Shield	The Combined Christian Brothers' Intermediate Swimming Shield
The ISA Division 1 First XI Football Championship Shield	The RHBL U/19s Baseball Championship Shield
The ISA Football Schools Championship Shield	The Black and Green Aggregate Shield
The Tri-Series Championship Shield – First XI Football	NSW Band Championships – Second Place Open D Grade
The EREA Junior School Football Championship Shield	

Individual co-curricular achievements

Individual co-curricular achievements	Achievement or Award
Mitchell Woods	NSW CIS Opens Rugby League team and representative in the Combined NSW/ACT U17s 'Futures' AFL team.
Alex Conti	NSW CIS Opens Rugby League team. NSW CIS Opens Rugby League team.
Dylan Parks	NSW and Australian Representative in Rock Climbing/Bouldering
Samuel Avvenevole	Senior State League Baseball National Champions and went on to represent Australia in the World Senior League Series in South Carolina, USA. Senior State League Baseball National Champions and went on to represent Australia in the World Senior League Series in South Carolina, USA.
Deegan O'Brien-Kratiuk	NSW State Athletics representative at the Australian Championships (Hurdles)
Anthony del Popolo	NSW CIS Diving team and NSW Diving team
Vincent Pappalardo	NSW CIS Diving team and NSW Diving team
Alessandro Romeo	NSW CIS Opens Football team and NSW All Schools Open Team.
Marcello Romeo	NSW State Gymnastic representative
Valentino Romeo	NSW State Gymnastic representative
James Stewart	NSW CIS Merit Athletics Merit Team (Javelin)



Director of Junior School Glenn Stephenson

2023 began with a flourish as our newest cohort of students officially commenced their journey at the College when they celebrated the Year 5 Orientation Day event. The summer sports season kicked off not long afterwards before both grades enjoyed their own unique camp experiences and greatly benefitted from the opportunities provided.

Various excursions and incursions were littered throughout the year for students to grow their own knowledge and understanding of key concepts. Our Year 6 students visited the Powerhouse Museum, Mary MacKillop Place and even enjoyed a one-off camp day at Somerset Outdoor Learning Centre while Year 5 hosted our annual Grandparents' Day event, experienced their first Belonging Day at the College, participated in a unique STEM Day onsite event, and even welcomed volunteers from the Mooney Mooney Fire Brigade!

The Junior School is nothing if not a student-centred environment. Whether it was through different information sessions and interviews, phone calls, overview emails, Celebration of Learning events, Book Week festivities, house carnivals, academic assemblies or even our inaugural Junior School talent show, it is hoped that all parents felt a strong sense of connection to their son's educational journey.

Developing community partnerships was a strategic emphasis in 2023 and it was fantastic to be able to provide the boys with several opportunities to collaborate with their peers in Stage 3 from Santa Sabina College. In Term 1,

the Junior School student leadership team travelled to the Quaycentre to attend a unique leadership conference. In recognition of Science Week, our Year 6 students ventured to Santa Sabina College for a special STEM Day event as the boys and girls worked together. Then towards the end of Term 3, nearly 30 selected representatives across both schools participated in an inaugural Stage 3 public speaking competition.

While I could continue to make mention of many other highlights that our students also experienced throughout the year, ultimately, the boys and their teachers worked tirelessly in 2023, often going above and beyond expectations and it was certainly a great privilege to be a small part of such a talented and dedicated community at the College.

Priority Areas for improvement in 2024

Effectively implement new syllabus requirements across Stage 3 in the Key Learning Areas of English and Mathematics.

Focus on best-practice pedagogy in targeted literacy lessons to provide more meaningful teaching and learning experiences for all students.

Further improve Science and Technology programming and the effective implementation of authentic teaching and learning experiences in the Stage 3 STEM lab linked to current units of work.





Director of Human Resources, Risk and Governance
Karyn Corcoran

The key focus areas across human resources, risk and governance in 2023 was implementation of Sage People, strengthening partnerships with universities, and development of the College’s Operational Risk Register.

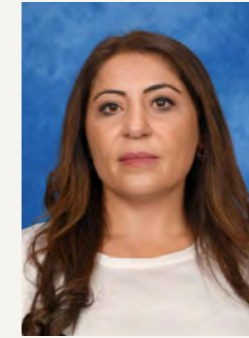
By the end of 2023, implementation of Sage People, a fully integrated, end-to-end Human Resources and People cloud-based system was complete. It has been custom designed to suit our context and cater to our growing workforce, capturing in one system all our people information, including casuals, contractors, and volunteers. As we move towards full utilisation and integration with our current Payroll system, we are expecting that the benefits will be the efficient automation of some processes, data-driven visibility of our workforce, actionable human resources and people analytics and seamless management of the end-to-end employee lifecycle.

Strengthening partnerships with universities was achieved through the College’s facilitation of teacher graduate programs, paid internships, and targeted practicum placements. We accommodated thirty-two pre-service teachers for their professional placement experiences throughout the year. This program was highly successful in alleviating the impact of industry-wide teacher shortages for the College while providing a pathway for the employment of seven teachers during 2023 and into 2024. It also provided their supervising teachers an enriching professional development experience, all while inspiring a new generation of early career teachers along the way.

I worked in collaboration with the College’s Leadership team to lead the development of the College’s own context-driven Operational Risk Register. This project involved the identification of the College’s key operational risks and further analysis and documentation of the existing controls: control rating, likelihood rating, consequence rating, risk rating, target risk, and risk treatment for each risk identified. The College’s Operational Risk Register will subsequently inform an achievable Risk and Compliance Program of Work (2024-2026), that establishes a priority schedule and allows for regular reviews in collaboration with the College’s Leadership Team and the Risk and Governance Committee to ensure the program is ‘achievable’ within designated timeframes and adequately addresses the College’s identified risks.

Priority Areas for improvement in 2024

- Full utilisation of Sage People as the College’s Human Resources Information System (HRIS)
- Finalisation of a Risk and Compliance Program of Works (2024-2026)
- Formalise an Implementation Plan that ensures compliance with the NSW Child Safeguarding Standards and continues our unrelenting focus on best practice in Child Safeguarding
- Continue to strengthen university partnerships – graduate programs, internships, targeted practicum placements as a pathway to grow and develop beginning teachers



Director of Business Services
Bernadette Arraj

2023 was an exciting year at the College. With the completion of the new four storey Scientia Building, the College was able to deliver in its pursuit of excellence as we set a new benchmark for state-of-the-art learning spaces. The new 4,300m2 building, with basement carpark, integrated tiered seating and adjacent hard paved terraced areas. It also features food tech classrooms, a new cafeteria (including an outdoor dining area), science learning spaces including labs, flexible spaces, general learning areas, two rooftop tennis courts, and the re-instatement of two ground-level tennis courts. Students will benefit from learning in this beautiful space for many years to come.

The five replaced Science labs in the Hodda Building were also refurbished (including fresh paint, new carpet, desks, and chairs for students and teachers) to General Learning Areas (GLAs).

After many months of negotiation, 2023 also saw an in-principle agreement reached with the IEU on the terms of the replacement Model B Teachers and Support Staff Multi-Enterprise Agreements. In ensuring we continue to be the employer of choice, attracting and retaining the best staff, the College has committed to paying above that which was offered in public and systemic schools at a time when the largest pay rise in decades was passed.

As we head into 2024 with many exciting visions for the improvement of existing infrastructure, we remain focused on carrying on the legacy of being conscientious stewards of the finite resources entrusted to the College by the Government, families, and generous contributors. Ensuring the secure financial position of the College in the face of reduced government funding and higher costs will be a critical focus.

Priority Areas for improvement in 2024

- Construction of a ramp allowing easier access to student services and counsellors
- Commencing student use of the new cafeteria in the Scientia Building for Years 9 to 12
- Improvement/refurbishment of existing College fixtures and fittings



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 governed by Edmund Rice Education Australia (EREA) NSW Colleges Ltd. 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 NSW Colleges Ltd 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 1,500 students, is the number of students who are sons and grandsons of Old Boys.

The Principal and College Leadership Team 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 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	215
Year 6	213
Year 7	195
Year 8	177
Year 9	171
Year 10	193
Year 11	181
Year 12	165
Total enrolment	1,510
Students who identify as Aboriginal and/or Torres Strait Islander	8
Students who indicate a language background other than English	1,194 (Family language background)
Students who indicate English as an additional language or dialect	318 (Speak another language other than English at home)
Families	1,205

Student attendance

Cohort	5	6	7	8	9	10	11	12	College
Attendance rate	95%	94%	94%	93%	93%	93%	95%	95%	94%

Management of non-attendance

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

A daily SMS is sent through 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%
2020/2022	179	165	161	92%	90%
2021/2023	181	165	162	91%	90%

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



HSC

One hundred and sixty-five Year 12 students sat the HSC examinations in 2023 plus twenty-two Year 11 students accelerated in HSC Mathematics Advanced 2 unit. Two Year 11 students accelerated in Italian sat HSC Italian Continuers, one of whom, also sat HSC Mathematics Advanced. Sixty-six students (40% of total Year 12 candidates) and fourteen Year 11 accelerated students made the 2023 HSC Distinguished Achievers List one hundred and fifty-one times, having attained marks of 90% or more in various courses.

Three 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 two students made the State's Top Achievers List, one placing thirteenth in the State in Modern History and the other placing third in the State in Information and Digital Technology.

There were sixteen courses (47% 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 as shown in the table below.

Course	School (%)	State (%)	School/State Difference (% above)
Business Studies	20.00	11.28	8.72
Economics	43.75	13.04	30.71
English Extension 1	45.45	40.81	4.64
Industrial Technology	33.33	7.56	25.77
Information Processes & Technology	20.00	6.72	13.28
Italian Continuers	33.33	26.34	6.99
Italian Extension	100	53.33	46.67
Mathematics Advanced	37.87	22.31	15.56
Modern History	18.42	10.20	8.22
Music 1	33.33	22.56	10.77
Music 2	100	34.80	65.20
Music Extension	100	70.46	29.54
PDHPE	14.58	6.37	8.21
Physics	15.38	13.05	2.33
Studies of Religion II	11.76	10.77	0.99
Visual Arts	44.44	18.46	25.98



Twenty-eight courses (82% of courses sat) had students attaining a mark of 80% or above, i.e., Band 5/E3 or above, greater than that of the State as shown in the table below.

Course	School (%)	State (%)	School/State Difference (% above)
Ancient History	60.00	32.37	27.63
Biology	36.66	31.82	4.84
Business Studies	74.66	35.75	38.91
Construction	59.99	32.42	27.57
Design & Technology	58.33	47.21	11.12
Drama	66.66	60.29	6.37
Economics	81.25	48.34	32.91
English Standard	30.00	13.12	16.88
English Advanced	86.73	67.12	19.61
English Extension 1	100	94.23	5.77
Geography	50.00	41.63	8.37
Industrial Technology	62.95	23.57	39.38
Information & Digital Technology	100	33.93	66.07
Information Processes & Technology	80.00	31.33	48.67
Italian Continuers	66.66	64.66	2.00
Italian Extension	100	100	0.00
Legal Studies	81.81	42.18	39.63
Mathematics Standard 2	55.68	31.42	24.26
Mathematics Advanced	75.74	49.72	26.02
Mathematics Extension 2	100	85.67	14.33
Modern History	52.63	34.86	17.77
History Extension	100	85.21	14.79
Music 2	100	85.28	14.72
Music Extension	100	95.84	4.16
PD/Health/PE	43.74	30.70	13.04
Studies of Religion I	51.54	48.56	2.98
Studies of Religion II	70.58	45.98	24.60
Visual Arts	100	65.44	34.56



The table below shows the HSC examination means and the School versus State differences from 2020 to 2023.

Course	2020		2021		2022		2023	
	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff	Exam Mean	Sch/Sta Diff
Studies of Religion II	79.62	4.12	78.69	2.83	82.01	5.19	81.68	4.31
Studies of Religion I (1U)	37.82	0.13	37.77	0.39	36.59	1.32-	38.34	0.46-
English Standard	72.76	2.83	71.76	1.29	71.26	1.38	72.81	2.69
English Advanced	81.08	0.25-	83.13	1.21	82.36	0.83	83.30	1.57
English Extension 1 (1U)	43.47	1.81	43.17	1.10	41.60	0.19-	43.91	1.74
English Extension 2 (1U)	41.90	2.47	NA	NA	39.62	0.27-	36.87	3.20-
Mathematics Standard 1	NA	NA	76.20	6.74	78.40	6.05	69.70	2.29-
Mathematics Standard 2	73.44	5.04	74.12	4.97	73.81	2.94	78.14	6.38
Mathematics Advanced	83.04	3.84	85.31	6.90	82.08	3.77	85.17	7.13
Mathematics Extension 1	71.33	7.16-	81.09	2.88	81.04	3.59	75.25	2.53-
Mathematics Extension 2	92.80	11.34	88.10	5.03	93.45	12.02	89.27	7.07
Biology	75.34	2.95	79.55	6.17	71.98	1.95	77.64	4.34
Chemistry	78.77	3.25	77.68	3.31	77.23	4.72	76.81	2.68
Earth & Environ. Science	NA	NA	NA	NA	68.96	4.81-	NA	NA
Physics	80.04	6.05	81.02	5.68	85.01	10.76	78.15	3.34
Ancient History	76.20	4.10	NA	NA	78.69	6.71	80.20	8.76
Business Studies	78.54	6.55	77.53	4.21	80.32	6.37	82.55	8.78
Economics	79.25	2.23	79.09	1.43	82.20	4.94	86.58	9.82
Geography	74.46	0.01	79.32	3.57	79.96	4.77	76.63	0.75
Retail Services (SBAT)	NA	NA	NA	NA	NA	NA	NA	NA
Legal Studies	77.03	2.06	76.43	1.71	75.34	1.56	80.44	5.17
Modern History	78.33	5.80	77.59	4.74	78.72	5.05	79.55	6.77
History Extension (1U)	38.25	0.11-	38.50	0.19-	46.30	6.83	43.28	3.49
French Beginners	NA	NA	NA	NA	NA	NA	NA	NA
Italian Beginners	85.80	9.82	74.48	2.67-	87.62	10.96	NA	NA
Italian Continuers	79.00	1.40-	78.90	5.16-	77.00	3.38-	80.31	1.29-
Italian Extension (1U)	44.95	1.91	42.97	0.77-	45.00	2.58	46.30	2.18
Construction	80.25	4.37	77.63	1.98	81.81	5.18	79.21	2.30
Design & Technology	NA	NA	80.04	0.93	79.95	2.33	78.97	1.81
Engineering Studies	73.94	0.26-	78.03	3.24	75.77	3.13	NA	NA
Industrial Technology	86.37	16.92	73.63	4.21	77.43	7.11	82.67	11.80
Information & Dig. Tech.	NA	NA	75.57	2.41	76.56	4.50	NA	NA
Information Proc. & Tech.	76.66	6.69	75.95	4.98	77.07	5.47	83.12	12.41
Drama	76.76	2.86-	76.14	2.56-	89.20	8.49	80.87	0.25-
Entertainment Industry	NA	NA	79.23	0.12	NA	NA	NA	NA
Music 1	85.92	4.36	85.70	4.36	NA	NA	85.67	3.58
Music 2	84.4	2.63-	84.60	2.97-	NA	NA	97.60	11.52
Music Extension (1U)	NA	NA	39.20	5.27-	NA	NA	47.80	2.81
PD/Health/PE	81.00	8.54	73.57	1.38	74.08	4.33	77.62	4.64
Visual Arts	86.67	5.65	85.69	4.70	83.42	2.06	88.19	6.70

ROSA

In 2023, five 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	528	496	515	483	522	489	522	497	538	488
Year 7	564	536	568	534	563	539	568	539	590	538
Year 9	601	564	610	567	601	557	594	557	624	568

Senior secondary outcomes

19.4% of students in Year 12 undertook vocational or trade training.

19.4% 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	130	79%
TAFE entry	4	2%
Employment	26	16%
Other/unknown	5	3%



6 Workforce composition, teacher standards, accreditation and professional learning



Workforce composition

Teaching staff delivering NESA curriculum	Full-time	Part-time	Total Count (Full-time + Part-time)	FTE
Male	58	3	61	60.2
Female	56	16	72	65.8
Total (teaching staff)	114	19	133	126

Teaching staff delivering NESA curriculum			
Category	Gender	Number	FTE
Executive	Male	5	5
	Female	3	3
Middle Leader	Male	19	19
	Female	15	15
Teacher	Male	37	36.2
	Female	54	47.8
Total (teaching staff)		133	126

Support staff		
Support staff female	40	31.88
Support staff male	12	11.35
Total (non-teaching staff)	52	43.23

Staff members who identify as Aboriginal and/or Torres Strait Islander	0	0
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The average teacher attendance rate during 2023 was 96 per cent. This figure does not include teachers on planned leave.

The teacher retention rate for permanent teachers in 2023 was 84 per cent. **

The retention rate in 2023 was impacted by the retirement of five long-standing staff members, three staff who resigned to take promotional appointments and two staff who left the teaching profession.

**This figure does not account for the twelve staff members whose fixed-term contracts expired at the end of 2023.

Teacher standards and accreditation

Teacher accreditation status	Number of teaching staff
Conditional/Provisional Teachers	20
Proficient Teachers	113
Highly Accomplished Teachers	0
Lead Teachers	0



Professional learning

Accredited professional provider status was revoked in November 2022 (along with all other accredited professional development providers). External providers facilitated two NESA accredited sessions, for a total of five hours, for all teaching staff. No other accredited professional learning was provided at the College in 2023. Below is a list of professional learning sessions held at school or facilitated online.

Professional learning provided at the College	Participants
2023 Child Safeguarding Program	All staff
2023 EREA Code of Conduct	All staff
Aboriginal Spirituality and Christian Faith – Wendy Geriakos	All staff
ADHD Training Workshop – Alex Latouche	All teaching staff
Complaints Handling (2023)	All staff
CPR Training	All staff
EREA Whistleblower Training for EREA Staff	New staff
First Nations Spirituality – Uncle Jimmy Smith	All staff
HR: Confidentiality (2023)	All staff
HR: Discrimination, Harassment and Bullying (2023)	All staff
HR: Internal Grievance Resolution and Consultation Procedures (2023)	All staff
HR: Social Media (2023)	All staff
Privacy Program (2023)	All staff
Red Cross First Aid Training	New staff
Staff Development Day 1 – Make Every Lesson Count: Practice and Growth	All teaching staff
Staff Development Day 2 – Make Every Lesson Count: Practice and Growth	All teaching staff
Staff Development Day 3 – Make Every Lesson Count: Practice and Growth	All teaching staff
Student Duty of Care (2023)	All staff
Work, Health and Safety NSW (2023)	All staff



Professional Learning from External Providers	Provider	Participants
2023 NCCD Quality Assurance & Moderation	CSNSW	1
AISNSW Wellbeing Conference 2023	AIS	1
A Practical Guide to Eating Disorders in the School Context	AIS	1
Back 2 Basics – Fundamental literacy as an Early Business Studies Teacher.	AIS	1
Behaviour Leadership and Classroom Management	TeachMeet: Rosebank College	3
Behaviour Management Essentials	Calmer Classrooms	1
Building Teacher Capacity in the Exploration of Concepts – GATSTA Term 2 meeting	GATSTA	2
Bush to Bowl	Royal Agricultural Society of NSW	1
Careers Advisors Association Annual Conference	CAA	1
Certificate II Construction Pathways – teacher upgrade	SCS	2
Certificate III Hospitality – teacher upgrade	SCS	1
Certificate III Information Technology – teacher upgrade	SCS	1
Child Protection Conference 2023 – Keeping Children and Young People Safe, Together	AIS	1
CSNSW Disability Network Day	CSNSW	1
CNSW Secondary Curriculum Reform Conference: Embracing Change, Optimising Learning	CSNSW	1
CSSA Disability and Behaviour Network Symposium	CSSA	1
Data Informed Evidence based teaching	HIT	3
Economic Literacy Centre Business Studies Teachers' Conference	ELC	1
Education Research Symposium 2023 – Fostering Evidence Enriched Cultures	AIS	1
ELC Business Studies teacher Conference 2023	Economic Literacy Centre	1
Engaging Questions: Teaching Secondary Philosophy	FAPSA	1
English 7-10 Syllabus Overview and Planning	AIS	12
English for High Ability Learners	PETAA	1
English Teachers Association Annual Conference	ETA	1
EREA Learning Conference	EREA	3
Exploring AI in Education	The Hatchery	1
Frantic Assembly Advanced Workshop	The Arts Unit	1
Gifted and Talented Secondary Teachers Association AGM and PL on Underachievement and Maximising Potential of Gifted Students	GATSTA	1
Information Design and Technology Network Meeting	AIS	1
ICT in Schools Summit NSW 2023	ICT in Schools	1
Investigations Masterclass: Reportable Conduct	AIS	1
IPSHA Quarterly Network Meetings	IPSHA	1
Hand-built Ceramics: Surface, Slip, Glaze and Colour	NAS	1
Leading the Implementation of the new Mathematics 3-6 Syllabus	AIS	1
Leadership in Aboriginal Education E-Conference	USYD	1
Legal Studies Association – Annual Conference	Legal Studies Association of NSW	1
MacqLit PD Workshop	MultiLit	1
Macquarie University Careers Advisers and Teachers Days	Macquarie University	1
Making the New 7-10 Syllabus Work for Me	MANSW	1
Managing Student Disability – Adjustments, Behaviour, Learning and Discipline	Lawsense	1

Professional Learning from External Providers	Provider	Participants
Mathematics Extension 2 Proof and Vectors	TTA	1
Mini Certificate of Gifted Education	UNSW	1
Mini COGE Course	UNSW	1
Music Conference 2023: Striking the Right Chord	AIS	2
NCCD Reflection and Planning Leadership Workshop	CSNSW	2
NESA: TENs "A New Curriculum for All" Conference	NESA	1
NSW Rugby Coach Professional Development Day	NSW Rugby	1
Nurturing Brilliance: Differentiating Instruction for Gifted Learners in Secondary Education	GATSTA	1
Planning and Programming for the new Computing Technology 9-10 Syllabus	AIS	1
Planning and Programming with the New English 3-6 Syllabus – Self-Paced Learning	AIS	1
Planning and Programming for the new Enterprise Computing 11-12 Syllabus	AIS	1
Planning and Programming for the New Mathematics and English 3-6 Syllabus	AIS	1
Planning and Programming with the new Mathematics 3-6 Syllabus	AIS	1
Planning and Programming for the New Mathematics 7-10 Syllabus	AIS	1
Powerful Conversations	Professional Learning Institute	1
Preparing for Implementation: Health and Movement Science Stage 6	AIS	1
Preparing for Implementation: Stage 6 Health and Movement Science – Online	AIS	1
Professional Learning Masterclass: Be that teacher, Aboriginal Education & Curriculum	Dream Big	1
Relationships, Sex Education and Consent in the Modern World	TTA	1
Risk Assessment and management in Schools: Child Protection and Mental Health	AIS	2
Studies of Religion Teacher In-Service Day	ISRA	1
Symposium on ADHD & School Refusal	AAFT	1
Teacher Librarian Conference	AIS	1
Teaching Grammar in Context	PETAA	1
Teaching the New 7-10 Syllabus: Concepts	ETA	2
Teaching the New Syllabus: Concepts	ETA	2
Teaching with Mentor Texts	PETAA	1
The Purpose, Practice, Pitfalls and Promise of Leading Successful School Counselling Teams	ISCN	1
Underachievement Workshop – A Practical Application	GATSTA	1
USYD Careers Advisers Day	USYD	1
UTS Careers Advisers Day	UTS	1
VET Construction Network Meeting	AIS	1
VET Network Meeting	SCS	1
Writing – Engaging High-Ability Students	PETAA	1
Youth Mental Health First Aid Training (YMHFA)	AIS	1

7 School policies



Child Protection

St Patrick's College is committed to creating positive and robust child protection cultures, ensuring that all children who are a part of the EREA Network are safe and valued members of their school communities. As a school in the EREA tradition, we have zero tolerance for child abuse and regard our child protection responsibilities with the utmost importance. We are committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintaining a child-safe culture.

The College has published its *Child Protection Policy* on its website.

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, as well as 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 believes that any form of bullying or harassment is unacceptable. Bullying breaches 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:

- Student Code of Conduct
- Students' responsibilities and rights
- Statement on bullying, harassment and discrimination
- 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. Corporal punishment is expressly forbidden in the College and is contrary to our strong Child Safeguarding Standards.

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 can 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.

Our ability to identify, manage and promptly resolve complaints, received from parents/carers, students, former students, former students' parents/carers and other key stakeholders, is an important aspect of a college's management practices.

St Patrick's College's Leadership Team is committed to handling complaints effectively and efficiently. This commitment is demonstrated through:

- establishing, implementing, and maintaining this program
- appointing a Complaints Manager to oversee this program
- appointing and training senior staff to act as Complaints Officers
- training all staff and representatives about our complaints handling procedures
- appointing and training Complaints Officers and a Complaints Manager at the EREA level
- ensuring that our complaints handling procedures are accessible to all students, parents/carers and other members of the College community
- establishing and implementing our online complaints management system, Assurance and
- regularly analysing complaints received and implementing rectification action where deficiencies in our internal systems and procedures are identified.

More information, including procedures for making a complaint, can be found in the St Patrick's College *Complaints Handling Guide* available on the College's website.



Enrolment

Enrolment Function Changes

In a significant step forward, St Patrick's College successfully transitioned its enrolment journey to a fully digital one by implementing ENROLHQ, an online enrolment platform. This strategic move marks a departure from traditional paper-based processes, spreadsheets, and manual data entry. The benefits of this transition include heightened efficiency, streamlined workflows, and enhanced data accuracy, simplifying the enrolment process for parents and staff while offering better visibility into data and analytics for strategic planning.

Recognising the importance of prospective parent user experience on the College website, the Enrolment webpages were updated to provide a more intuitive and informative journey. The information addresses common questions, offering insights for a smoother enrolment experience.

The Welcome Websites, part of our orientation information, have been updated to better support families and students transitioning to St Patrick's College. These changes contribute to a seamless onboarding process, reflecting our dedication to a warm and welcoming environment for new families.

Conditions of Enrolment

In response to industry expectations, St Patrick's College has revised its *Conditions of Enrolment* to align with the guidelines of the Association of Independent Schools (AIS), ensuring fairness and consistency in student selection and keeping our enrolment policies current with industry best practices.



Enrolment Policy and Procedures

In late 2023, St Patrick's College implemented a fully digital enrolment platform (EnrolHQ) and reviewed and updated its *Enrolment Policy and Procedures*. The new online procedures mean that parents can more easily update their sons' applications with new information, and the College has a more effective method for communicating via email and SMS.

The entry point to St Patrick's College is Year 5, with only a limited number of available spaces for boys in Years 7 and 11, dependent on student departures. Notably, for the first time, the Year 7 cohort curriculum timetable was increased (10 streams in practical subjects and 9 streams in all other areas) to accommodate the first of the larger cohorts enrolled in Year 5, 2022.

Casual vacancies in other years are typically filled from the waiting list. The College traditionally enrolls no more than 217 students at the Year 5 entry point. Continued enrolment is contingent upon satisfactory behaviour, performance, fee payment, and commitment to the College's ethos, subject to regular reviews. A rigorous subject selection process is undertaken by all students during the course of Year 10 in preparation for progression into Years 11 and 12. The aim of the subject selection process is for the students to choose subjects that they have an interest in and demonstrate the ability to succeed.

Applications from any prospective student wishing to join St Patrick's College will be considered on merit against our enrolment criteria. An important factor is that the student and his family share the College's mission and vision. The enrolment policy seeks to articulate a just and consistent basis for selecting students who will 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 College's cocurricular life; failure to readily commit to this expectation will result in enrolment not being considered.

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 College conditions of enrolment and policies and procedures can be accessed via the College website:

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

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														•		•				
Attendance at Leadership afternoons hosted by other schools																	•			
Brainstorm Production Performances	•	•	•	•																
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																		•		
External Justice Forums and Events										•										
Immersion – Alice Springs												•								
Immersion – St Joseph's from Alice Springs at SPC												•								
Immersion – Papua New Guinea												•								
JM Murphy Shield Touch Football Match												•	•							
Lenten Appeal – Edmund Rice Centre for Justice	•	•	•	•	•	•	•	•	•	•	•	•								
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 – Mulgoa													•					•		
Reconciliation Round of Sport	•	•	•	•	•	•	•	•	•	•	•	•								
Reflection & Spirituality Days	•	•	•	•	•	•	•	•	•	•	•	•								
Retreat												•								
RYDA Driver Program										•										
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																				
Winter Appeal – SVdP, House of Welcome, Catholic Care & others	•	•	•	•	•	•	•	•	•	•	•	•								
Winter Sleep Out	•	•	•	•	•	•	•	•	•	•	•	•								
Work & Welcome – Refugee Employment Program																			•	
Year 5 Orientation Day Tours	•																			
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



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. The College relies on feedback from the AISNSW *Perspectives: Your School in Focus* suite of surveys.

The College Leadership team is celebrating the fact that 95% of all parent respondents “are proud to have their child attend our school”, 98% of all parent respondents are satisfied that the College “communicates in a variety of different ways (phone, print, electronically and face to face)”, 92% of respondents felt “my child feels like they belong at this school”, 82% felt that “teachers know my child’s academic strength and challenges” and 96% of parent respondents agreed “the school’s vision and mission clearly explains the school’s priorities”.

We are also pleased that after targeting intervention, the following areas have been identified by parents as having improved over the course of 2023: **Knowledge and understanding of faith is supported, balance between faith and academics, spiritual growth is fostered, rules are easy to understand, school grounds are clean and tidy, buildings and grounds are well maintained, sense of welcome, designing learning** (knowing students, differentiation), **quality pedagogical practices, inclusive learning, social and emotional learning, respectful relationships, reporting, student community engagement and reputation.**

Students

Students have identified the following areas as having improved during the course of 2023: **Student community engagement** (variety of cocurricular activities, cocurricular activities engaging and interesting), **balance between faith and academics, quality of pedagogical practices** (variety of assessment strategies, teachers giving feedback, variety of different learning spaces and teachers giving challenging work).



Staff

Teachers identified **improvement** in the following areas: **balance between academics and faith, designing learning** (knowledge of a student’s background, teachers help learners overcome barriers), **professional learning** (leaders and teachers design professional learning, evidence is used to identify professional learning), **student wellbeing** (students are resilient, students set goals and monitor progress, students actively seek help, students know their strengths and areas for development and students believe that they can succeed), **Inclusivity and Equity** (respectful relationships, fostering intercultural understanding, the school values different cultures) and **Leadership** (opportunities for coaching and mentoring, development of staff leadership, leadership is distributed, leaders set high expectations, leaders model respect).

For staff, the establishment of the position of Professional Growth Coach (Mr Crino) has been an invaluable resource for teachers. His advice and expertise on areas of teacher practice in addition to the co-creation of bespoke, quality professional learning, has improved teacher confidence and expertise.

Overall, we are pleased that targeted interventions and strategic decisions have improved results in the areas mentioned above. The students were incredibly patient while the building works for Scientia disrupted their usual environment and classroom spaces. The expansion of co-curricular offerings (Touch Football, Chess and Science Club, for instance) has enabled students to pursue areas of interest to them. The efforts put into the development of quality reflection and retreat experiences have improved student engagement in those activities.

The areas of school life we have targeted for improvement, in addition to the continued focus on improving academic outcomes during the course of 2024, are students’ sense of safety in the yard and in class, support for boys responding to bullying, and responsible use of social media. It is hoped that the new Middle/Senior School structure, the new Year Coordinators and Assistant Coordinators will all contribute to an improvement in the support of student wellbeing and the boys’ overall experience at the College.

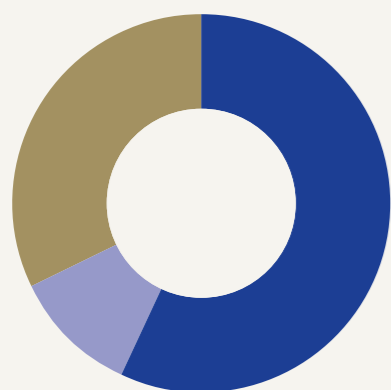


10 Summary financial information



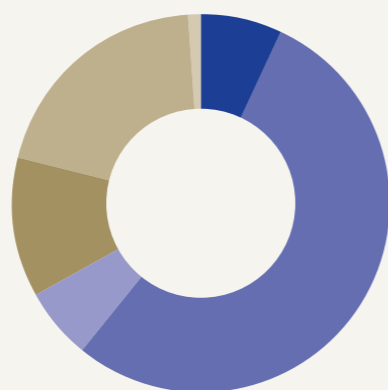
2023 Financials – Annual Report

	% of Total	2023 \$	2022 \$
INCOME			
Fees and Private Income	57%	20,312,121	17,089,062
State Recurrent Grants	11%	3,882,095	3,837,698
Commonwealth Recurrent Grants	32%	11,381,904	10,558,053
		35,576,120	31,484,813
EXPENDITURE			
Faculty Costs	7%	2,842,212	2,316,320
Salaries, Allowances & Related Expenses	54%	22,348,129	20,227,206
Depreciation & Amortisation	6%	2,669,777	1,842,644
Admin and General	12%	4,922,107	4,099,926
Capital Expenditure (Scientia)	20%	8,216,652	19,090,862
Capital Expenditure (Operating)	1%	484,128	591,567
	100%	41,483,006	48,168,524



Income

● Fees and Private Income	57%
● State Recurrent Grants	11%
● Commonwealth Recurrent Grants	32%



Expenditure

● Faculty Costs	7%
● Salaries, Allowances & Related Expenses	54%
● Depreciation & Amortisation	6%
● Admin and General	12%
● Capital Expenditure (Scientia)	20%
● Capital Expenditure (Operating)	1%

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.

Luceat Lux Vestra

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Wangal Land
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Strathfield
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Australia

