

2023

Annual Report to the School Community



St Patrick's College

1431 Sturt Street, BALLARAT 3350

Principal: Steven O'Connor

Web: www.stpats.vic.edu.au

Registration: 28, E Number: E2001

Principal's Attestation

I, Steven O'Connor, attest that St Patrick's College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

St Patrick's College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

St Patrick's College is governed by Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) and offers a Catholic education in the tradition of Blessed Edmund Rice.

EREA VSL commenced as proprietor for 6 Victorian schools on 1 January 2024. Enrolling over 7,000 students, EREA VSL is responsible for the governance of schools. EREA VSL is guided by the EREA Charter for Catholic Schools in the Edmund Rice Tradition. The Charter articulates the vision, mission, and objectives for schools. The Charter calls St Patrick's College to be authentic to The Charter, which is a proclamation of an authentic expression of the Edmund Rice charism. St Patrick's College aspires to be faithful to the four touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. The integration of the touchstones reflects St Patrick's College's mission and helps inform the authentic development of the Edmund Rice charism within the College community.

EREA VSL supports and promotes the principles and practices of Australian democracy in its operations and in the operations of the schools including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.

Edmund Rice Education Australia (EREA) was established by the Christian Brothers as a public juridic body to ensure the continuation of the Charism of Blessed Edmund Rice in the educational mission of the Catholic Church, especially through the schools governed and conducted in the Edmund Rice tradition. It was constituted, in accordance with the norms of canon law, as a public juridic person within the Catholic Church on 20 September 2012 on approval by the Holy See. It carries on its mission in the name of the Church ensuring that all schools and other apostolic activities are conducted in conformity with the beliefs, teachings, and laws of the Church.

Yours sincerely

Andy Kuppe
Chief Executive Officer
EREA Victorian Schools Ltd

Vision and Mission

Our Vision and Mission

Educating hope-filled, compassionate and confident young men for their place in the world.

Inspired by the good news of Jesus and the charism of Blessed Edmund Rice, St Patrick's College educates the whole person - mind, body, heart and soul - and through this, liberates our students and equips them with resilience, good humour and character, commitment, compassion and wisdom which both enables and ennobles them to contribute significantly to the world.

Our Commitment

We seek to provide a safe and nurturing environment in which young people are connected, respected, and listened to. We remain committed to the importance of respectful relationships as a core aspect of our educational offering. St Patrick's College is committed to child safety and the care, safety and wellbeing of our students are the foundations of our policies, procedures, and practices. We remain committed to working towards and achieving genuine reconciliation with all Aboriginal and Torres Strait Islander peoples.

College Overview

St Patrick's College remains the only boys' school in Ballarat. It has proudly been a Catholic day and boarding school for boys since 1893, serving the educational needs of the young men of Ballarat and those from well beyond. It is a beautifully resourced school in terms of its staff and educational infrastructure and is known for many things, including its energy and sense of community.

Our mission is to provide an engaging, enjoyable and holistic education for boys that liberates them and leads them to a wisdom for life. A St Patrick's College education is informed by the charism of Blessed Edmund Rice and characterised by justice, service, compassion, respect, discernment and excellence. We stand on the shoulders of the work and efforts of the Christian Brothers who established the College and its reputation, the many dedicated staff and outstanding students who have called St Pat's their place at some time over the last 130 years. As the current custodians of St Patrick's, we are committed to achieving excellence in all that we do with and for our boys, honouring the efforts of the many who have been before us.

The College stands strongly on its Pillars of Faith, Tradition, Excellence and Joy and as an EREA school, we are guided by the Four Touchstones as outlined in The Charter, as well as the EREA Learning Statement. We are conscious of the role St Patrick's has played in educating many in the Ballarat community and seek to further enhance our place as a school of educational excellence as Ballarat continues to expand as a leading regional city in Victoria.

We seek to contribute significantly to the formation of young adults who are confident, compassionate, respectful, authentic, relational, and optimistic about the future and their place in it, and the contribution they will make to society.

At St Patrick's we value and honour character, compassion and community.

We relish the joy and rewards of our work, contributing to and witnessing the formation and growth of our students. Proud of our wonderful College community, we remain hope-filled and entirely optimistic about the future of our students.

Central to the mission of the College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of all our students and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

The College is committed to achieving excellence in all its forms.

In 2023, the College had 72 boarders. The breakdown is as follows:

Year 7: 4

Year 8: 3

Year 9: 10

Year 10: 23

Year 11: 13

Year 12: 19

Of these, 2 were overseas students and 16 were Indigenous students. A total of 15 staff were employed to look after the boarding students, including 3 GAP Assistants.

Principal's Report

The College celebrated and marked its 130th anniversary in 2023. This is a wonderful milestone and magnificent achievement. We have certainly come a long way since the College opened its doors in 1893 when 24 students arrived for the first time, to now being a school of 1300. During 2023, we remembered and honoured the history and traditions of those who walked before us, whilst appreciating the incredible facilities and resources in place at the College, and the opportunities these bring to our current students.

We commenced the year with a new Position of Leadership (POL) cycle, and as such, introduced a few new roles to the College. The first two assist with and reflect our commitment to continuous improvement in the context of teaching and learning and our academic outcomes. These roles are Head of Analytics, Systems & Data, and Head of Curriculum & Assessment. Also in this area, we continued our work with The Writer's Toolbox. This program ensures that our students are explicitly taught a range of skills and sentence styles to improve their writing ability. All teachers are trained with the program and offered learning tools to assist them in their classrooms. Our teachers continue to collaborate in their lesson and unit planning, leading to greater consistency in their methods and the delivery of their classes across subject areas and year levels.

In the important area of Pastoral Care and Wellbeing, we introduced a new role, a Director of Students, to support the Assistant Principal – Pastoral and Wellbeing. This role is integral to the consistent message we are communicating to the students and their families. It assists with the team of counsellors, the Learning Support Hub, the general day to day management of the boys and their behaviour and wellbeing needs via supporting the Year Level Coordinators and Heads of School.

In 2023, St Patrick's College commenced a partnership with the Clontarf Foundation. This is a really important partnership, and as a Clontarf Academy School, we are able to work with the Clontarf staff to support our Indigenous students with their educational experience at the College. The Clontarf Foundation works with approximately 165 schools across the country and has developed a successful program which promotes positive engagement for Aboriginal and Torres Strait Islander students with their school communities and the opportunities on offer at these places. They also assist in developing these young men with the skills to prepare for their lives beyond school, whether this be via a tertiary study pathway or via securing employment. The College was very pleased with the impact of its first year in partnership with the Clontarf Foundation.

Co-curricular life continued to thrive and expand at St Patrick's in 2023. We became a Liverpool Football Club International Academy school via a partnership with the Liverpool Football Club. The program will help our soccer boys with their performance, and will potentially be part of our curriculum, for identified talented students in future years. We

continued our affiliation with Associated Catholic Colleges, a Melbourne based competition, providing our senior students with a first-class competition in certain sporting fields. In 2023, we took the further step of participating in the ACC competition at 1st team level in Cricket, Football, Basketball and Soccer. We also enjoyed participating in the Ballarat based competition with our involvement with Ballarat Associated Schools Inc.

The College spectacularly demonstrated our students' acting and performing abilities in 'Spamalot' and 'Oliver Jnr!' We were delighted that our Performing Arts Centre was near completion at the close of 2023 and look forward to showcasing it in 2024 with our first major production in this new facility, 'School of Rock'! I am continually amazed at the talent our boys have in all areas of extra-curricular activities.

Our showcase music concert was another highlight in Term 3 and all present, were incredibly impressed with the standard of performance on display across the concert. Again, it will be tremendous to have this, and other performance events, occurring in our new Performing Arts Centre from 2024.

Students continued to enjoy all the camps on offer, whether they form part of the curriculum or are more for extra-curricular purposes. With our annual trips to Japan continuing for our language students, we look forward to seeing International Tours back on the school calendar in 2024.

Catholic Identity and Mission

Goals & Intended Outcomes

The Strategic Vision of St Patrick's College, Ballarat, states:

We aspire to teach for the love of wisdom, inspiring each student with the desire for learning so much he will delight in becoming a life-long learner. We endeavour to interweave faith and reason at the heart of all our endeavours, witnessing the truth, goodness, and beauty of the Christian vision of life, culture, and history.

Culture is proposed as the set of motivating and directing beliefs and values that mediate between the understanding and goals of a particular situation and what is believed to be of permanent meaning and value.

Specific priorities in Faith, Life and Culture include:

1. To inspire all in the community with faith's transcendent and transcending vision of God's Kingdom.
2. To develop all that is human, founded on the Christian knowledge that all people are made in the image of God.
3. To cultivate human values animated by the person, life, teaching, death, and resurrection of Jesus, who gives life and meaning to our every adventure.
4. To advance relationships through communion and community, where joy-filled collaboration between the College and the Ballarat Diocese, staff and students, College and families.
5. Church and society, humanity and God's creation, are defining characteristics of the College.
6. To embrace the Catholic worldview and Catholic Social Teaching throughout our curriculum, enabling the College to share in the integral formation of young men capable of making free and responsible choices, open to the truth, goodness and beauty that informs the meaning of life.
7. To grow and endure as living witnesses to the Gospel of Jesus, so the community deepens its love of wisdom and its passion for truth.
8. To flourish in the faith that perfects knowledge, the hope that perfects freedom, and the charity that perfects justice.

Achievements

In 2023, the cultural conversation of the College was motivated and directed by the notion of Education as Justice. This theme was defined by a guest presenter, Mr David de Carvalho, then Executive Director of ACARA:

“Education AS Justice. Not Education FOR Justice, or Education IN THE SERVICE OF Justice, or Education as a means of achieving Justice, or Education WITH Justice, which are all forms of wording that might seem to make more intuitive sense. But Education AS Justice. What is that supposed to convey? To me it suggests that Education, in and of itself, unconnected to any particular outcomes that might flow from it, is an expression of justice. Not a means to the ends of justice, but a just end, in itself.”

Our Catholic culture was enhanced in 2023 by the whole staff effort to understand education as justice. Specifically, education as:

- liberation from individual and group bias, and the dominance of social and economic practicality.
- solidarity with those at the margins.
- inclusion through recognition of the inalienable dignity of every person.
- a spiritually grounded in the deepest desire for the truth, goodness, and beauty encountered through the pure desire to know and our trust in God’s love.

Further achievements include:

- Formation activities designed to engage the hopes and desires of all staff to be educators for justice.
- Mission Team meetings open to all staff that engaged deeply with the questions of education as justice.
- Opportunities for students to deepen their understanding of their personal responsibility and power to be sources of justice through the retreat program, Mass, liturgies, and prayer.
- Enhancement of our relationships with our service partners through student opportunities to engage with the questions and challenges of justice in our community.

Value Added

A key enrichment in 2023 was the unity of staff around a vision of Education as Justice grounded in the norms of conscious intentionality that unites all educators responding to our gift of an unrestricted sense of wonder.

- Be attentive to the data of experience.
- Be intelligent (ask all questions) when enquiring into that data and proposing possible explanations.
- Be reasonable (unity/identity of experience and understanding) when judging between possible explanations and taking a stand on what is so.
- Be responsible in acting to create what the real reveals as the good.

2023 is captured by the conclusion of Mr David de Carvalho’s address to our staff:

"A school like St Pat's that functions out of this ideal and this vision of education will understand education as justice, giving students their due by honouring their questions and so providing the opportunity to contribute creatively to the world in need of transformation. Your conversations about knowledge and the world under construction will flourish from the creative and critical thinking of a new generation of knowers who have learned that they have minds, and that they know how to use them for the common good."

Learning and Teaching

Goals & Intended Outcomes

Developing an innovative curriculum, which grows our students' understanding and awareness, is something that we are passionate about as an educational institution. We see that every interaction, whether that be on the football field, in the recital hall or in the yard at recess, presents opportunity for students to grow in their wisdom and knowledge. When boys expand their understanding around contemporary issues, this contributes to their personal formation, leading them to become well-rounded and more compassionate young men. In practice, this is ensuring that boys do leave us with a deep understanding of not only themselves, but also of all members of the community in which they live and work.

Through the implementation of research-based learning and teaching practices, we strive to develop programs that are both innovative and robust, within a framework of best pedagogical practice and curriculum design. St Patrick's College understands the impact that implementing evidence-informed instructional practices has, in driving excellence in educational outcomes.

In the coming years we will continue to adopt new technologies and learning methodologies, particularly centered around the analysis of data to inform our instructional practices. Through the observation of student learning data, we aim to identify best practices, and to determine teaching approaches that result in the best outcomes for students. In doing so, it is our goal to continually improve and document methodologies and pedagogical approaches that yield the greatest learning outcomes.

We also have a strong focus toward improving literacy outcomes for our students. Through our engagement with 'The Writer's Toolbox' program, we aim to further embed explicit approaches to writing instruction, at the finest-grain level. This too involves the use of data to inform our instructional practices, to identify areas for improvement and monitor progress.

Achievements

The College has made significant headway in introducing our new research-based, evidence-informed approaches to teaching and learning, which we are confident over time will make a significant difference in student outcomes. The College has seen the impact of these approaches in the work of teams who have adopted the new model. For example, in Physical Education, where for one our median study score increased from an average of 28, up to 34.

Noteworthy progress was made in the development and enacting of teaching and learning programs throughout 2023, and whilst our goals will take time to achieve, our processes and

structures were consolidated and ratified, evident in the following achievements and initiatives:

The College has adopted a shared curriculum model, in light of the Grattan Institute's research into shared curriculum planning. Our lessons are developed in teams of teachers, so that all students benefit from the expertise of a team of educators, rather than one teacher. This also ensures equity, with all students experiencing a consistent best practice approach; this approach has been further supported by the implementation of professional learning communities

- Introduction of the 'Continuous Learning Improvement Framework (CLIF), which incorporates explicit direct instruction, formative assessment, and research into cognitive science, as its foundation
- A whole school review of subject offerings and sequencing, with new subjects being offered at Years 9-12 and new subject sequences at Years 7-8
- A review of current pathways and subject selection, leading to significant enhancements in the pathways and subject selection processes
- Trial and introduction of researched based 'Backwards Design' unit planning, as part of our approach to curriculum development.

Student Learning Outcomes

VCE Study Scores

Of our students who gained an ATAR, 45% of our students gained an ATAR of 70 or above, as compared to 30% of the state. Whilst the College's median study score fluctuated from 28, to 29, and back to 28 again over the previous three years, a comparison of the actual scores achieved to the GAT predicted median is revealing. This measure proves that we continue to close the gap between achieved and predicted outcomes, and that we are adding more value than we did before, to a student's progress.

NAPLAN

This year, for the first time, NAPLAN testing for of students in Years 7 & 9 across the country were administered to schools 100% digitally. This was a significant shift for all schools, and in addition, it was coupled with a new model for results analysis. The downside of this, is that the new format has made it impossible for schools to compare this year's results with previous years. As a school, one of our key metrics used to identify key strengths and weaknesses is our year-to-year comparative data; with the goalposts shifted in 2023, this insight is something that has eluded all schools across the country. Nonetheless, we are proud of the efforts of our students. Our key strengths have continued to lie in numeracy, and whilst we continue to see growth in our writing through use of The Writer's Toolbox, writing remains an area where we continue to seek further growth.

For teachers, reflecting on these outcomes are an important part of our practice. They provide an objective measure of our instruction, an evaluation of the different elements in our practice. As expert educators we are passionate, and we show this in striving to always get better at what we do – and this is how we use NAPLAN. We use the evidence provided in the tests to continually improve our practice, so that we can continue to deliver an exceptional education to each and every one of our students.

St Patrick’s College Shared Curriculum Framework

In a recent report by The Grattan Institute, it was revealed that in the majority of Australian classrooms, students are not consistently taught the same things, leading to a ‘lottery’, when it comes to student learning.

At St Patrick’s College, we have adopted an innovative approach to curriculum planning and instruction to address this. Late in 2022, we introduced shared curriculum planning to St Pat’s.

In this model, lesson plans are uploaded to a shared location, so that all teachers in the team can access them. Then, everyone teaching a particular subject and year level teach their class from the same lesson plan. The choice of content is made at the school level, with collective agreement among teachers – this approach prioritises students, providing a sequenced learning path and avoids unintentional double-up.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	517	58%
	Year 9	535	46%
Numeracy	Year 7	543	71%
	Year 9	569	67%
Reading	Year 7	528	69%
	Year 9	552	57%
Spelling	Year 7	519	63%
	Year 9	541	57%
Writing	Year 7	520	53%
	Year 9	533	43%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

2023 has seen the wellbeing space consolidate processes and re-establish norms after a few years of interrupted learning and change of leadership. The wellbeing team focused on working towards the goals articulated by the new 2023-2025 strategic plan. Through consultation, the development of 9 wellbeing priorities were created. The overall aim was to continue to prioritise pastoral care and wellbeing, creating optimal learning environments for students to flourish and foster a culture of positive behaviour. Using a strengths-based approach, we built on our inclusive culture, respectful relationships, and the development of self in every student.

Achievements

Once again, we are proud of the diverse range of experiences and programs that work alongside the academic focus. Through pastoral lessons, excursions, camps and retreats our students were able to benefit from our well-resourced and planned pastoral care program.

Year 7 and 8

Students completed pastoral care lessons that focused on the wellbeing science of emotional literacy, personal strengths and building positive relationships. Pastoral content was supported through guest speakers from the Ballarat Police department and Elephant Ed where focus was placed on child safety, respectful relationships, and consent education. Relationships and a positive transition to secondary school were fostered by all Year 7 students attending Log Cabin Camp in Creswick early in Term 1, and Year 8 students attending Lady Northcote Recreation Camp Term 2, to build connections to students in their pastoral group and to learn about the traditions and culture of St Patrick's College.

Semester 2 saw pastoral content supported through guest speakers from Brainstorm Productions who performed "Sticks and Stones" for all Year 7 and 8 students. The production builds on the College wellbeing and anti-bullying programs and provides strategies for resilience, help-seeking, online safety, and positive relationships. Pastoral lessons and supporting guest speakers help students understand how unhelpful behaviour patterns develop and the strengths that help in stressful situations. Students discover that resilience, respect, self-compassion, and authentic friendships are key to their mental health and wellbeing.

Year 9 and 10

Year 9 students completed pastoral care lessons that focus on The Rite Journey program. The Rite Journey program has been designed by external providers and led by pastoral staff to support the growth of thriving citizens, equipped for their own unique journey, armed with the skills and dispositions needed to not just flourish in school, but in life. This year has also seen Year 9 students focus on experiential activities including a Community Service focus that went for the duration of the year and other activities such as optional Dance lessons and social with Loreto Year 9 students. The program was enhanced with students traveling to Melbourne as part of the Melbourne Experience program in Term 3. Students used this time to grow and become independent, navigating the streets of Melbourne as they completed tasks as a group. The final stage of The Rite Journey saw all Year 9 students participate in the Term 4 camp held in Halls Gap.

New to 2023, a change of structure saw our middle school defined as all Year 9 and 10 students. In the past Year 10 was part of the senior school and under the direction of the Senior Head of school. This change was to ensure year 10 Students were given the focus they require. Significant effort went to ensure the programs had a theme of positive purpose.

Students completed pastoral care lessons in the senior school pastoral care based on the program The Man Cave. Term 1 saw all Year 10 students spend a day with facilitators in small groups discussing the unique challenges and opportunities of masculinity, and pastoral lesson since continue to explore how to navigate and empower men and young people to healthily express their identity and emotions. A second focus of Semester 1 was to expand student understanding of the vulnerable in our community by experiencing one night of homelessness. Students spent a night out learning about some of the challenges associated with homelessness and ways we can support others in our community.

A significant focus for Year 10 was also subject selection. With a mid-year focus on parent evenings and information sessions for subject selection, effort was put into our Year 10 students in order to help them with pathway selection and a clear focus of what year 11 and 12 would look like.

Year 11 Pastoral Program

Students completed pastoral care lessons in the senior school pastoral care program "Men of Honour", which is an educational package created by Glen A. Gerreyn. The program focuses on the concept that being born a male doesn't entitle you to automatically call yourself a man, that being a man is a choice. Being a good man is defined through the choices young men make. The program sees students explore the very complex landscape of masculinity and determine how to become a good man, with regards to the portrayal of men in the media and the subsequent effects on male identity, as well as discussions surrounding exercise, nutrition, money, and male development.

Year 12 Pastoral Program

Students completed pastoral care lessons in personal management, as part of school supporting students through their final year of study. Year 12 retreat was held on the first day of Term 1 focusing on study habits and self-care for this important year of work. Further focus was placed on understanding their ATAR score and university application processes. Guest speakers have been invited to support personal management on topics such as responsible risk taking, road safety and positive study habits.

Student Support Services

Students continue to be supported through a variety of student support services. St Patrick's College is well resourced through our enhanced learning team, educational psychologist, speech pathologist, counsellors, Learning Support Hub, indigenous officers as well as pastoral teachers and Year Level Coordinators. The College's ability to undertake timely assessments of student needs in this space has ensured that they gain access to the support and programs needed in a timely manner.

As part of a community project led by the City of Ballarat, St Patrick's College has signed up to the Live4Life program. This is essentially a mental health first aid course that has a number of elements and requirements that will upskill our staff to respond to our student needs, specifically in the area of self-harm. Live4Life communities deliver Teen and accredited Youth Mental Health First Aid training in schools and the wider community, create local partnerships to lead conversations about mental health that reduces stigma, and promote young leaders as mental health ambassadors.

Our indigenous program continues to expand and be a point of pride in supporting our Aboriginal and Torres Strait Islander students. 2023 was the inaugural year as a Clontarf Academy. The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society. The creation of a Clontarf Hub has significantly increased the support for our students in this space. As a result attendance numbers have also increased.

2023 saw a transformation of the Re-engagement Centre and the creation of the Learning Support Hub. As an extension of our enhanced learning team this is a multi-purpose space to support students who have learning and attendance requirements. It is also a location for students who need support or adjustments to their lessons. Students access this space through PSG meetings if required or through consultation with the Heads of School. The long term goal is to have students increase their time in classes. This space also works as a removal room should students struggle with the expectations in classrooms.

Year Level Coordinators (YLC) continue to be the unsung heroes at the College. They work tirelessly with students, parents, and staff to support our boys, promote diversity, and offer a varied and broad range of opportunities. YLCs and Heads of School continue to work tirelessly to establish college norms and expectations. This will continue to pose a challenge

to our wellbeing team of how we reconnect and form the habits and attitudes that correlate with the rich tradition of excellence at the College. However, we are fortunate that a significant strength of the college is our staff and they continue to find ways to offer experiences to students through their passion, commitment, and the extra time given, way above "The Award", making it possible for the College to offer the vast array of activities to our boys.

With a school wide wellbeing focus on attendance, it was pleasing to see a 3.09% increase in average attendance for the 2023 school year compared to 2022. The biggest increases were seen in Year 9 with a 4.28% increase from 2022 and Year 12 with a 4.03% increase. Going against the trend, and the only year with a slight decrease in average attendance was Year 10 which fell by 0.57%. An interesting anomaly saw Year 12 with the highest % of class time lost due to school activities. This wellbeing focus will continue to be a priority as we aim for all year levels for an average above 90% attendance.

Child Safe Standards

The College holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility. The College's goal in 2023 was to review practice in light of the new Ministerial Order 1359, formation of a dedicated Child Safeguarding team, and improve connection to community resources to support our students and ensure transparency of our processes.

In 2023:

- The college continued to develop staff and community understanding of Ministerial Order 1359. This involved the continued professional development of staff in the EREA Code of Conduct incorporating the Child Safe Code of Conduct, the PROTECT resources and Reportable Conduct.
- The college continued to contextualise its CompliSpace Policy Connect Child Protection module ensuring content was specific to our community.
- The College continued to revise and use recruitment processes which explicitly refer to child protection obligations at the application, interview, appointment and induction stages employing expertise in the areas of ICT, Data and Logistics, Risk, Compliance and Governance, Human Resources and Specialist Indigenous programs.
- The College continued working with the VRQA within Edmund Rice Education Australia, regarding Child Safe Assessment.
- The College reviewed and updated a Child Safe Risk Register in the College Assurance system.
- The College formed a Child Safeguarding team. A result of this is regular Term meetings to review the risks, the creation of a poster to ensure our school community knows who to go to for support, and the establishment of morning stand up twice a week where student child safeguarding conversations happen.

- The College updated the student management system (SIMON) to include a secure location in student notes for uploading mandatory reporting PROTECT forms and to ensure access for key members to student information.
- All court orders and other legal documents regarding parent access restrictions were reviewed.
- A partnership was formed with the local police unit. This resulted in the sharing of phone numbers and personal emails with direct access to officers for consultation in student behaviour and legal cases.

Value Added

An Edmund Rice education is about the provision of opportunities for young people to grow and develop in a caring and nurturing environment. This is the focus of all who work and foster wellbeing at St Patrick's College. It is our hope that students at St Patrick's College reach their potential and find success in the many and varied activities offered, become men of service, and recognise how they can have influence in the world.

St Partrick's College will continue to prioritise wellbeing as a core focus and to create an inclusive environment where all students can flourish.

Student Satisfaction

Students once again recorded their strong connection to and pride in the College in the SRC survey. They also acknowledge the support and professionalism of staff working at the College. An expression of gratitude for staff efforts and wellbeing support was significant. Gratitude for the many staff who coach, lead teams, put on productions and many other opportunities for our students. These efforts contribute to the wholistic approach and educational experience for our boys.

Student numbers for our athletics team, college production and other interests suggest students are involved in record numbers. The expansion of our sports program to the ACC has offered students another avenue to participate.

Further, at the beginning of each lesson, the attendance register is marked by the class teacher, thus, providing the College with a record of class attendance percentages. Inconsistencies are drawn to the attention of the Year Level Coordinator who will follow them up with both the students and the student's parents. Should a student's overall attendance fall below 70 percent, the College will intervene with follow-up from a College Counsellor and the Director of School. The College also collaborates closely with Navigator to support any student whose overall attendance and engagement at school becomes an issue.

Student Attendance

Student attendance is monitored very closely at St Patrick's College. Each morning during pastoral care, teachers are required to mark the attendance register. Parents receive an automatically generated SMS message alerting them to their son's absence at 10am each morning if their son is absent from pastoral care and parents have not telephoned in to explain why. The College thus has a record of each student's overall daily attendance. Non-attendance can be broken down into school approved absences (such as excursions), parent approved absences and unexplained absences.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	70.8%

Average Student Attendance Rate by Year Level	
Y07	89.0%
Y08	86.6%
Y09	85.5%
Y10	82.0%
Overall average attendance	85.8%

Leadership

Goals & Intended Outcomes

In 2023, the College commenced with a new Position of Leadership (POL) cycle in place. This included a few new leadership roles. The first two focused on our commitment to continuous improvement in the context of teaching and learning and our academic outcomes. These roles were Head of Analytics, Systems & Data, and Head of Curriculum & Assessment. In the area of Pastoral Care and Wellbeing, we introduced a new role, a Director of Students to support the Assistant Principal – Pastoral and Wellbeing.

These new leadership roles, in addition to the positions of leadership retained in this new POL cycle, reflect the College's Strategic Plan which focuses on the key areas of:

- Faith Life and Culture;
- Teaching and Learning;
- Pastoral Care and Wellbeing;
- Community;
- Staff Organisation and Development; and
- Sustainable and Financially Viable Future.

Achievements

The College's Strategic Plan (2023 – 2025) was in the forefront of leadership discussions and was a useful framework to assist with the day to day running of the College, as well as guiding its longer term strategies.

Under the leadership of the Assistant Principal – Learning Innovation, the College continued to review and improve the development and implementation of an evidence-based curriculum and learning framework. The framework is based on explicit direct instruction (EDI) approaches and practices.

The Assistant Principal – Pastoral and Wellbeing, reimagined the Learning Support Hub area to make it a more effective space for students who need some time away from the traditional classroom. Additionally, the College launched the Wellbeing Process and Guidelines, a useful tool to assist staff in understanding the clear message in what the College is hoping to achieve through the pastoral care and wellbeing program in relation to the wellbeing structure, behaviour management strategies, classroom expectations, student support services, child safeguarding and uniform expectations.

The professional learning and coaching of Leadership and Middle Leaders continued successfully throughout the year. Additionally, as a Catholic school in the Edmund Rice tradition, and as a member school of EREA, the formation of all staff is an integral element of the professional learning plan for the College. The investment of the College in this context is important and goes a long way to ensuring that the Touchstones of EREA and the Edmund Rice Charism inform our practice as professionals, as we continue to work with our students and families.

The Student Council continued to work with the important theme of respectful relationships with their leadership counterparts in the Student Senate at Loreto College. This continued partnership continues to provide an important platform for our student leaders to work together across a number of important issues. In 2023, we hosted a meaningful 'Sorry Day' ceremony with the student leaders from both schools actively involved in preparing and presenting this.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Throughout the 2023 Academic Year, St Patrick's College staff actively engaged in 136 individual Professional Development sessions, alongside several Whole Staff incursions. These sessions encompassed various learning domains, including:

Catholic Identity and Formation,

Teaching and Learning,

Student Wellbeing,

Occupational Health and Safety; and

Child Safety.

A focal point of the Professional Learning Program has been the advancement of Student Literacy through the utilisation of The Writer's Toolbox online platform. This systematic approach, adopted across the College, plays a pivotal role in elevating our students' literacy levels and represents a critical stride in our ongoing efforts to enhance student outcomes.

The steadfast commitment to the College's Teaching and Learning Framework, notably the implementation of Explicit Direct Instruction approaches, continued to serve as a cornerstone in the professional development of St Patrick's College staff. Throughout the year, regular and progressive in-services have been conducted, further solidifying this essential element of our academic program.

The College's unwavering dedication to Staff Formation continues, as evidenced by the provision of comprehensive days in whole-school settings. This initiative significantly bolsters our endeavours towards achieving and upholding accreditation standards in Religious Education, whilst developing the understanding of the staff.

Number of teachers who participated in PL in 2023	116
Average expenditure per teacher for PL	\$1155.61

Teacher Satisfaction

The College was not required to participate in either the MACSISS 2023 or Insight SRC Survey 2023, however the College did conduct termly staff surveys and redeveloped the 2024 Staff Annual Review Process.

Teacher Qualifications	
Doctorate	0.6%
Masters	5.9%
Graduate	17.2%
Graduate Certificate	3.0%
Bachelor Degree	42.0%
Advanced Diploma	7.1%
No Qualifications Listed	24.3%

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	120
Teaching Staff (FTE)	110.8
Non-Teaching Staff (Headcount)	103
Non-Teaching Staff (FTE)	92.5
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

The community of St Patrick's College is central to its very existence and is one of its great strengths. We remain committed to honouring and nurturing community involvement and connection, in all its forms. We believe that students who are positively connected to their school are often the most productive and experience the greatest sense of reward and satisfaction. We celebrate and honour the commitment and work of our outstanding staff. We continue to nurture the partnership between home and the school, knowing that parents are the primary educators of their children. And we relish our relationship with our Old Collegians who continue to support the work of the College and its aspirations.

Achievements

Reviewing and developing strong communications and marketing strategies that promote the strengths of the St Patrick's College community, its achievements and the role it plays in providing the best education for boys in Ballarat.

In 2023, our marketing and communication strategies very much focused on the core themes of the new College strategic plan. We moved away from the positioning statement, "Raising fine young boys to the status of Great Men." Instead, we focused on the phrase, "Character, compassion, community". Our marketing showcased the strengths of a single-sex education and how curriculum specifically caters for the wants and needs of boys.

Further developing our commitment to supporting the growth and formation of all Aboriginal and Torres Strait Islander students.

In 2023, St Patrick's College engaged the services of the Clontarf Foundation to assist with our Indigenous program. This decision proved to be very successful on every measure. In what was a seamless integration, the benefits of having Clontarf involved at St Pat's were significant as we achieved increased attendance and engagement from Indigenous students.

Ensuring that boarding remains a strong, viable and attractive option for students and families.

The boarding house at St Patrick's College was full in 2023. The boarding house remains a critical part of the College. Students who reside in the boarding house come from most parts of Australia, with a significant number of students coming from "our heartland", the Wimmera.

Enhancing our partnerships with all feeder primary schools.

In 2023, the Principal and student leaders visited most of our Catholic feeder primary schools. The visits provided us with the opportunity to engage with prospective students and tell them about the many good things happening at St Pats. Four local Catholic feeder primary schools were fortunate enough to have a visit from the St Patrick's College stage band who performed for the children. Students from a number of these primary schools also attended a performance of the Junior School production of Oliver.

Continuing our commitment to and partnership with the College's Old Collegians' Association

The College has long enjoyed a strong relationship with its Old Collegians Association (OCA). In 2023, the OCA contributed over \$100,000 to the development of a new white picket fence around the Main Oval. The OCA also contributes financially to the St Patrick's College pastoral care program, SPC Care. In 2023 it also provided funding for a scholarship for two-year students who were the sons of old collegians.

Exploring partnerships with industry and professional organisations to further enhance the educational offering of the College.

The College is an active member of the Committee for Ballarat. The Development office are members of industry group, Educate Plus. These organisations provide strategic network opportunities for our staff members as well as professional development opportunities.

Exploring opportunities for parents and friends of the College to become more deeply involved in the life of the College and its community.

In 2023, the College Development office sent out a 'Survey Monkey' to all families seeking interest in new Parents & Friends (P&F) working groups.

The College received a positive response to the survey with some respondents indicating their interest in join P&F groups that align with their son's co-curricular interests.

The first of these P&F groups was set up in 2023 when the "Friends of Rowing" was formed. This group has already organised a trivia night and some fundraising to assist our rowing program.

Parent Satisfaction

Parent feedback indicated a feeling of gratitude from the community for the support and adaptability of the College during a return to the new normal. Surveys, statistics, and parent feedback reflect in positive relationships and satisfaction of school programs. 2023 saw the completion of the new strategic plan indicating direction for the next few years.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.stpats.vic.edu.au