

2012



**EDMUND RICE EDUCATION
AUSTRALIA**



ST PATRICK'S COLLEGE SHORNCLIFFE ERA ANNUAL SCHOOL REPORT

[The 2012 Annual Report from ERA Schools/Entities]

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PREAMBLE:

Relevant data about the school:

- (a) St Patrick's College, 60 Park Parade, Shorncliffe Qld 4017
- (b) Years 5 to 12
- (c) Student enrolment - 1170
- (d) Staff numbers employed Full/Part Time - 166

SECTION 1: EREA POLICY COMPLIANCE REPORT

[Aboriginal and Torres Strait Islander Education Policy]

(a) Number of Indigenous Students by Year group:

Year	Number of Students
5	3
6	1
7	2
8	4
9	4
10	3
11	2
12	5
Total	24

- (b) Number of Indigenous Teaching Staff:** 0
- (c) Number of Non-Teaching staff and their role(s):** 1, Teacher Aide
- (d) Number of Indigenous students who completed Year 12:** 3
- (e) Formation opportunities provided for staff:** see following paragraph.
- (f) Indigenous Celebrations experienced during year:** see following paragraph.
- (g) Involvement of local Indigenous community in the school:** see following paragraph.
- (h) Involvement of the school in the local Indigenous community:** see following paragraph.

- (i) Formal / Informal partnerships with Indigenous organisations:** see following paragraph.

St Patrick's College spent time in 2012 exploring the EREA Aboriginal and Torres Strait Islander Education Policy with the aim of ensuring its integration into activities at the College. As a result the following initiatives and actions were prioritised for 2012:

- i. A commitment to ATSI Education through school newsletters.*
- ii. Reconciliation acknowledgement and celebration.*
- iii. Celebration of NAIDOC week.*
- iv. A commitment to the Dare to Lead snapshot project in 2010.*
- v. The ongoing work of the Indigenous working party that included staff, parents and students.*
- vi. The development of an Indigenous Homestay Program.*
- vii. The appointment of an Indigenous Liaison Officer to the staff.*
- viii. Visits from Uncle Peter Bird (local Elder) to a number of school activities and functions.*
- ix. Integration of an Indigenous unit into the Year 8 SOSE program which included workshops with Indigenous artist, Arthur Conlan.*
- x. Visit by St Patrick's College staff to Normanton, Tiwi Islands and Numbalwar to meet with local Elders and families regarding educational opportunities for local students at St Patrick's College.*
- xi. The development and expansion of the St Patrick's College Indigenous Homestay Program.*
- xii. Involvement of Indigenous students with Brisbane Catholic Education and Australian Catholic University Indigenous programs.*

All the above have been completed with significant success.

SECTION 2: FORMATION

2.1 EREA PROGRAMS (Staffing profile and programs attended)

During 2012, staff members from the school participated in EREA Formation Programs:

- | | |
|--|---------------------------------|
| <i>(a) GALILEE: (Induction)</i> | <i>4 staff members attended</i> |
| <i>(b) INTO THE DEEP: (Middle Leadership)</i> | <i>2 staff members attended</i> |
| <i>(c) BREAK EVERY YOKE: (Senior Leadership)</i> | <i>1 staff member attended</i> |

- (d) *MT SINAI: (Long serving staff)* 3 staff members attended
(e) *New Street* 2 staff members attended

Comment: The feedback from staff members was positive about these programs. The College believes that these programs provide valuable formation opportunities for staff.

2.2 SCHOOL INITIATED FORMATION EXPERIENCES AND IMMERSIONS.

(Program outlines and outcomes)

Throughout 2012, the school was involved in a number of formation programs for its community:

(a) STAFF INDUCTION:

All new staff members participated in the College's induction program. This program involved a range of College staff providing input at different stages of this program. Some changes were made to the 2012 program as a result of the feedback from the 2011 program and they have enhanced the Staff induction in 2012.

(b) STAFF DEVELOPMENT DAYS:

The whole school staff was involved in a number of professional development days throughout the year. The programs for these days included elements of formation:

- *Global Learning – Introducing Social Justice into the Curriculum.*
- *Social Justice Initiatives at St Patrick's College.*
- *High Order Thinking Skills (by Erik Frangenheim).*
- *Integration of ICT within the curriculum.*

Overall, these days were effective and staff, teaching and non-teaching, had an opportunity to be involved.

(c) MIDDLE LEADERSHIP

All House Deans and Heads of Curriculum participated in a series of professional sharing seminars that focussed on Leadership in Teams. These seminars were facilitated by an external presenter and were well received. The Heads of Curriculum also participated in a series of workshops on Higher Order Thinking skills presented by Eric Frangenheim. Similar workshops will be presented to all staff in 2013.

(d) STUDENT LEADERS

The student leaders were involved in a number of experiences throughout the year that focussed on leadership of the spirit as a foundation to their role in the school. This program of student leadership began with a Leadership camp for all Year 11 students. In 2012 the Student Leadership program involved facilitators from the College as well as an organised program delivered by an external group, Y Lead. There were follow up sessions during the year that focused the issues surrounding student leadership. This was well received by the students.

(e) SCHOOL LEADERSHIP

Members of the College Leadership Team were involved in a two day formation program at the beginning of the year which focussed on the eco spirituality conducted by Br Tony Hempenstall. Members of the College Leadership Team also participated in the EREA congress in 2012. One member of the College Leadership Team participated in the 'Break Every Yoke' program during 2012.

(f) SCHOOL BOARD

No formal Formation Program was offered to the College Board in 2012. There were some 'In house' Formation opportunities conducted for the Board during 2012. All Board members have previously participated in formation opportunities sponsored by EREA or the College.

(g) IMMERSIONS

St Patrick's College offered a number of Immersion opportunities in 2012. All student immersion opportunities were targeted at Year 11 students. Twelve students and 4 staff travelled to India for 3-1/2 weeks and worked in a range of schools, hospitals and orphanages throughout India. Four students and 1 staff member, along with students from two other EREA schools travelled to East Timor where they were involved in the construction of classrooms and other school buildings. Finally 2 students travelled to the USA and 2 travelled to Canada as part of the Exchange program offered at St Patrick's. The College hosted students from USA and Canada as part of this program.

(h) STAFF RETREAT

A staff retreat program was offered in 2012. Fifteen staff participated and were very pleased with the experience. Also, a large number of staff participated in student retreats, including the Year 12 Kairos program, and the Year level retreat program that is offered at the College.

(i) PARENT-SON RETREAT

A parent – son retreat experience was made available to the St Patrick’s College community in 2012. It was well attended and feedback was very positive.

SECTION 3: SCHOOL RENEWAL

During 2012 St Patrick’s College participated in the EREA School Renewal Program. It was a valuable experience for the College as it enabled staff, parents, students and past students the opportunity to reflect on all aspects of the College. The School Renewal Report was presented to the College in late 2012. This Renewal Report, along with a College Marketing Report (commissioned late 2012) will form important reference documents as the College prepares to formulate its new Strategic Plan in 2013.

SECTION 4: TEACHING AND LEARNING

Please provide a response to the following:

(a) The priorities for teaching and learning during 2012.

The St Patrick’s College curriculum had three major priorities in 2012. Firstly, the continuation of the 1 to 1 laptop program to include Years 7, 8, 9, and 10 challenged the nature of curriculum delivery. The use of technology as a teaching tool created a variety of educational opportunities for staff and students.

Secondly, the release of Australian Curriculum documents facilitated continued program writing in English, History, Mathematics and Science. New and innovative units of work were presented in year levels ranging from Year 5 to Year 10.

Thirdly, a prioritisation on the development of higher order thinking skills with the classroom setting, combined with the accommodation of variable learning levels within a classroom environment was a key initiative. Significant professional development opportunities were provided to staff during 2012.

(b) The process to determine the priorities in (a) above.

The decision to focus on technology within the implementation of the Australian curriculum had its origins in the “Melbourne Declaration on Educational Goals for Young Australians” which indicated that Australian schools needed to increase the effectiveness of I.T. Education.

The whole school focus on higher order thinking skills was firstly initiated by the Assistant Principal Curriculum and the Heads of Curriculum in response to an increasing reliance on external testing instruments such as NAPLAN and QCS testing.

(c) Programs / strategies that were in place to enhance educational outcomes or all students.

The St Patrick's staff identified the content descriptors in the Australian Curriculum and created an institutional plan for program writing and unit design. Units of work were constructed using an orientation, enhancing and synthesizing phase, consisting of activities which embodied teacher led practise, guided practise and independent practise. Assessment tasks were developed with the objective being that students learn through assessment rather than spending their time learning for assessment. At the completion of each unit, a period of reflection allowed planning teams to use feedback, make judgements and review unit structure. A professional development program on the effective use of IT in Curriculum design was again conducted throughout 2012. Staff were provided inservice on the use of a range of curriculum planning software packages. The Curriculum Leader - Blended Learning continued to work with staff on writing technology based units. Heads of Curriculum also attended Professional Development days provided by the Queensland Studies Authority on the implementation of the Australian Curriculum.

A significant whole school professional development program on incorporating higher order thinking skills within curriculum units was developed. Eric Fragenheim conducted a range of whole staff subject and year level specific seminars throughout the year.

(d) A list of programs/ courses undertaken by staff to enhance their professional learning.

A range of professional development opportunities were undertaken by staff during 2012. These professional development opportunities were in areas such as curriculum design, pedagogical practices spirituality and formation, literacy and numeracy, resilience and well-being with students, students with disability, co-curricular activities, use of technology within the curriculum, sports psychology, Certificate IV courses, Boy's Education, subject specific curriculum related programs, Social Justice and Advocacy, Dare to Lead, Australian Curriculum initiatives, and NAPLAN related inservices.

SECTION 5: EDUCATING FOR JUSTICE AND PEACE

The following strategies were prioritised in 2012.

- (a) Reflections on Justice and Peace were the focus for School Newsletters and College Assemblies.*
- (b) The Social Science Department developed a unit of work for Years 8 and 9 students focussed on the core elements of Justice and Peace through environmental issues and Indigenous issues.*
- (c) The Service Learning Program for students in Years 5 to 12 was further enhanced so as to include experiences that challenge students in areas of Justice and Peace education. This proved to be a very beneficial program and involved hundreds of students throughout the year.*
- (d) The retreat program for Years 11 and 12 students has a core focus on Justice and Peace education, especially associated with those at the margins who are homeless.*
- (e) The Curriculum Leader – Justice and Peace role continued to provide staff with the support to integrate Justice and Peace issues into the curriculum across a range of year levels. This integration was seen in subject areas such as RE, SOSE, HPE, Manual Arts, Visual Art and English.*
- (f) The Middle Leadership role of Curriculum Leader – Justice and Peace began in 2011 and was very successful. The role was modified slightly in 2012 which enabled further integration of Justice and Peace related issues into the curriculum as well as enhancing the general awareness around the issues of Justice and Peace.*
- (g) Staff attended and presented at the EREA Seminar on Global Partnerships and Immersions Conference in Melbourne.*
- (h) A publication 'Just Us' was issued 4 times during 2012 which highlighted stories of how Justice and Peace issues were being addressed at St Patrick's College. The magazine was a collection of student work from their various curriculum areas that focused specifically on Justice and Peace related topics.*
- (i) The development of the Indigenous Homestay Program in 2012, the subsequent enrolment of indigenous students from Normanton, Tiwi Islands and Numbulwah (NT)*

and visits by College staff to these locations enabled a deepening of the Indigenous culture across the St Patrick's College community.

SECTION 6: STRATEGIC DIRECTIONS

(How the school's strategic goals were aligned to EREA's strategic intent during 2012)

(a) Liberating and Inclusive Education.

- *The College launched the Charter and provided professional development opportunities for staff.*
- *The Indigenous Homestay Program was initiated.*
- *Four remote Indigenous students were enrolled in 2012.*
- *Indigenous Liaison Officer, Indigenous Education teacher and Indigenous Teacher Aide roles were all created during 2012. Those positions were all created during 2012.*
- *Additional Indigenous students were enrolled.*
- *The College participated in the EREA School Renewal process and was presented with its Renewal Report in late 2012.*

(b) Effective Relationships

- *Staff participated in a range of EREA and Oceania initiatives including network days, formation programs, conferences and The Congress.*
- *Staff, students and parents were involved in a number of local festivals including The Blue Water Festival and Anzac Day Parade.*
- *The operation of the Paddies Van was increased to include Tuesday evenings in Brisbane City.*
- *As part of our 60 Year Celebrations a number of events were held that connected past, present and future members of the St Patrick's College Community. These events included the Captain's Afternoon, which saw 54 of 60 years of College Captains/ Vice Captains, and all but one of the living College Principals.*

(c) Organisational Sustainability

- *Further refinement of the Curriculum Structures was undertaken.*
- *Financial management processes were further refined to support College Board and EREA requirements.*
- *Introduction of new or updating of existing policies including One to One Laptop, appropriate Internet Usage, WPHS, Weapons and Staff Dress Code.*

- *The College prepared and finalised a detailed 10 year financial plan.*
- *The College initiated a Marketing Review during 2012. A final report will be prepared in early 2013.*
- *The College Board and staff initiated development of a new Masterplan that will be finalised in 2013.*

SECTION 7: SCHOOL BOARD REPORT

The Board in 2012 saw a changing of the guard. To that extent I would like to thank Damien Gallagher for his outstanding contribution over many years.

The key focus areas for the Board in 2012 were establishment of the College Foundation and a marketing sub-committee, the development of facilities to future proof the College for the transition of Year 7 to Senior School in 2015, to continue the prudent financial management of the College budget, and assist in the EREA school renewal process and the various 60 year celebrations.

The first meeting in February saw the retirement of John Clarke who always provided considered input. The Board met nine times in 2012. The last meeting in November was in the form of a dinner to review the year and plan for 2013. Stephen Jeffery and Pam Betts joined the Board in 2012. Unfortunately, Pam Betts appointment as Executive Director of Brisbane Catholic Education for 2013 requires her to resign from the St Patrick's Board.

The Board oversaw the active involvement of 3 subcommittees throughout the year. The Facilities Committee assisted in achieving the removal of Troy Horse and the "old drama house" in what was a fairly politically charged environment. The position with respect to the building which houses the newsagency is a work in progress. The College master plan will be finalised early 2013. The Finance Committee chaired by Mike McMahon saw the continued management of the College finances which notably saw the implementation of a debt reduction strategy. The marketing subcommittee was established under the guidance of Mark Nolan. 2013 will see the commencement of a Strategic Marketing plan which will gather information about how we as a school position ourselves to our consumers, our staff and our community. It is about understanding our core values, what we stand for and importantly how we will deliver on these.

I acknowledge the contribution of the EREA representative on the Board Br Dennis Sullivan who adds an enormous amount in a quiet but considered fashion to the Boards' decision making. Finally I would like to express my thanks to Michael Carroll for his commitment to the College and the Board.

I look forward to 2013 and continuing to represent the College as chair of the Board which is a collegiate and committed team.

Jack Power

SECTION 8: NARRATIVE FOR THE EREA ANNUAL REPORT

2012 has been a successful year for St Patrick's College. First and foremost St Patrick's College has again provided a high quality Catholic educational experience and continued to promote and live the values that Edmund challenged us to follow.

The year was a special one as it marked the 60 Year Anniversary for the College. From its humble beginnings with 129 students in 1952, the College boasted 1170 students in 2012. The year saw a number of celebrations including the College Captains Afternoon, the 60 Year Gala Ball and the Band of Brothers Concert. A further highlight was the return of Br Brian Saward (original Day 1, 1952 staff member) and a number of Day 1 students to the Opening Assembly on Day 1, 2012.

The provision of quality teaching and learning remained the 'core business' of the College in 2012. Further refinement of the Curriculum structures, an expansion of the laptop program to include Years 7 to 10, unit redevelopment aligned with the Australian curriculum and a 'whole school' approach to higher order thinking skills were all major thrusts during 2012.

Early in 2012 the College launched the EREA Charter whilst later in the year it participated in the EREA School Renewal with the School Report being presented to the College in late 2012. This School Renewal Report will provide significant input as the College develops a new Strategic Plan and Masterplan in 2013.

The College Campus has undergone significant redevelopment in recent years. 2012 was a year of stability and visioning with respect to building. Whilst no major capital projects were undertaken, planning for 2013 projects was initiated.

The academic performance of the St Patrick's College students, past and present, continued to be very positive in 2012. The College recorded excellent OP and Naplan results as well as excellent performances on the state, national and international arena.

The provision of a holistic education remained a central focus in 2012. Staff, students and parents participated in a range of retreat, Formation, and immersion programs. The Paddies Van remained a central focus of the College's Justice Program by servicing the marginalised on a number of occasions each week. A significant addition to the Social Justice program in 2012

was the establishment of the Indigenous Homestay Program, the subsequent enrolment of four remote Indigenous students and the appointment of an Indigenous Liaison Office. It is envisaged to expand this program in 2013.

The events of 15 February, 2010 continue to be part of the College's journey. At the 2012 Celebration of Excellence evening the Elliott Fletcher Memorial Award was presented for the first time. The award will ensure that Elliott remains a key part of the St Patrick's College Community for many years to come.

2013 presents as an exciting year with a new Strategic Plan and Masterplan due for completion and the commencement of a significant capital program.

Dr Michael Carroll
College Principal