

2013



**EDMUND RICE EDUCATION  
AUSTRALIA**



# **ST PATRICK'S COLLEGE SHORNCLIFFE ERA ANNUAL SCHOOL REPORT**

[The 2013 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 - 1232
- (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:**

<b>Year</b>	<b>Number of Students</b>
5	3
6	2
7	3
8	5
9	5
10	4
11	6
12	5
Total	33

**(b) Number of Indigenous Teaching Staff:** 1

**(c) Number of Non-Teaching staff and their role(s):** 1, Teacher Aide

**(d) Number of Indigenous students who completed Year 12:** 5

**(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 2013 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. Participation in Dare to Lead workshops.*
- v. The ongoing work of the Indigenous Advisory Group that included staff, parents and community members.*
- vi. The ongoing provision of an Indigenous Homestay Program, catering for 4 students.*
- vii. Visits from Uncle Peter Bird (local Elder) to a number of school activities and functions.*
- viii. Integration of an Indigenous unit into the Year 8 SOSE program which included workshops with Indigenous artist, Arthur Conlon.*
- ix. 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.*
- x. Involvement of Indigenous students with Brisbane Catholic Education and Australian Catholic University Indigenous programs.*
- xi. Initiation of a Tiwi Islands Immersion Program.*

*All the above have been completed with significant success.*

## **SECTION 2: FORMATION**

### **2.1 EREA PROGRAMS**

#### **(Staffing profile and programs attended)**

*During 2013, 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>  |
| <i>(d) MT SINAI: (Long serving staff)</i>        | <i>2 staff members attended</i> |
| <i>(e) NEW STREET:</i>                           | <i>2 staff members attended</i> |
| <i>(f) MT SION:</i>                              | <i>2 staff members attended</i> |

*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 2013, 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 2013 program as a result of the feedback from the 2012 program and they have enhanced the Staff induction in 2013.

#### **(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:

- Mindworks
- St Patrick's College Learning Management system (internal)
- Integration of ICT within the curriculum.
- Educating Boys (by Ian Lillico)
- Child Protection Inservice (Internal)
- Catholic Education in a Media Saturated Culture (by Fr Richard Leonard).

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.

#### **(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

2013 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. One member of the College Leadership Team participated in the 'Break Every Yoke' program during 2013.

**(f) SCHOOL BOARD**

No formal Formation Program was offered to the College Board in 2013. There were some 'In house' Formation opportunities conducted for the Board during 2013. 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 2013. All student immersion opportunities were targeted at Year 10 /11 students. Eight 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. Seven students and 3 staff travelled to Tiwi Islands. 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.

### **SECTION 3: STRATEGIC PLAN**

During 2013 St Patrick's College developed and formulated a new Strategic Plan. A committee was formed and used as their reference point the School Renewal Report 2012 and Marketing Report 2012 to develop the new Strategic Plan. This new Strategic

*Plan 'The Next Chapter 2014 – 2018' was finalised and is awaiting approval by Edmund Rice Education Australia.*

## **SECTION 4: TEACHING AND LEARNING**

**Please provide a response to the following:**

**(a) The priorities for teaching and learning during 2013.**

*The St Patrick's College curriculum had a number of priorities in 2013. Firstly, the continuation of the 1 to 1 laptop program to include Years 7 - 11 challenged the nature of curriculum delivery. The use of technology as a teaching tool created a variety of educational opportunities for staff and students.*

*There was a significant amount of 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. These units used the Australian Curriculum as their framing document.*

*All units place a strong emphasis 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 2013.*

**(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. 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.*

*In response to a report on behalf of 'The National Schools Improvement Tool' a committee was formed to create a pedagogical framework.*

**(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 2013. 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 in Training and Assessment, Boy's Education, Reading 2 Learn, Social Justice and Advocacy, Australian Curriculum initiatives, NAPLAN related professional development 'Multi Lit' and 'Fast Forward' programs.*

## **SECTION 5: EDUCATING FOR JUSTICE AND PEACE**

**The following strategies were prioritised in 2013.**

- (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 10, 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) *A publication ‘Just Us’ was issued 3 times during 2013 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.*
- (g) *The ongoing provision of the Indigenous Homestay Program in 2013, 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.*
- (h) *St Patrick’s staff initiated a new student advocacy network, “ERA (Edmund Rice Advocacy) for Change” and it was launched in March 2013, involving numerous EREA schools.*

## **SECTION 6: STRATEGIC DIRECTIONS**

**(How the school’s strategic goals were aligned to EREA’s strategic intent during 2013)**

### ***(a) Liberating and Inclusive Education.***

- *The College provided professional development opportunities for staff in developing an understanding of the Charter.*
- *The Indigenous Homestay Program continued.*
- *Five remote Indigenous students were enrolled in 2013.*
- *Indigenous Liaison Officer and Indigenous Teacher Aide roles were all created during 2012. These positions were continued in 2013.*
- *Additional Indigenous students were enrolled.*

### ***(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.*

***(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 committee to develop a new College Strategic Plan based on the 2012 Edmund Rice Education Australia Renewal and College Marketing Review. The committee presented the Strategic Plan 2018 at the end of 2013 and is awaiting approval from Edmund Rice Education Australia.*

## **SECTION 7: SCHOOL BOARD REPORT**

*2013 saw a number of changes to the College Board, as well as some very significant achievements.*

*The three subcommittees, each chaired by a member of the Board, continued to function well and were responsible for outcomes that will have far reaching effects on the College in the future. The Facilities Subcommittee, under its new chair, Mr S Jeffery, oversaw the introduction and approval of a new College master plan that provides the framework for future evaluation, construction, refurbishment and management of new and existing facilities.*

*Work commenced over the September holidays to create additional classrooms as the College prepares for the introduction of Year 7 into the secondary school in 2015. The Sporting and Cultural Precinct was well underway, with building scheduled to begin by the middle of 2014. The Marketing Committee, under chair Mr M Nolan, finalised an extensive survey conducted by Sprout Research that included no fewer than 15 focus groups across the broad spectrum of*

*the College. Information gathered during this process contributed to a better understanding of who we are, and how we are perceived both inside our College and by the community as a whole. This survey information will be of great assistance to future planning by the College and thanks must go to all who participated.*

*The Finance Committee remained focused on maintaining financial stability while assisting with future planning. The debt reduction program begun in 2012 continued in 2013 resulting in the final payout of the Callan Centre debt. This continuing focus on debt management will allow the College to maintain its building program in the future without unnecessary financial risk. The Board welcomed two new members this year, Ms S Schimming and Ms S Cleeland, both of whom made a positive contribution to its operation. This year also saw the retirement of Mr J Power. Mr Power served on the board for many years in various positions and the Board thanks him for his contribution and leadership during this time. A special thank you must go to Dr M Carroll for his ongoing commitment to the College and the Board, as well as to all members of the Board and its various committees for their efforts this year.*

## **SECTION 8: NARRATIVE FOR THE EREA ANNUAL REPORT**

*2013 has been another successful year for St Patrick's College. First and foremost St Patrick's College has continued to provide a quality Catholic Education in the Edmund Rice Tradition.*

*Following the successful 60 year celebrations in 2012, 2013 provided an opportunity for St Patrick's College to 'Turn the Page' and commence a new chapter in the history of the College.*

*The provision of quality teaching and learning was central in the academic journey in 2013. Preparations for Year 7 entering secondary school was a key focus, as was the refinement of the Years 9 and 10 pathway. 2013 saw St Patrick's College students continue to produce excellent academic results, including excellent OP and Naplan results as well as excellent performances in the state, national and international arena.*

*The provision of a holistic education remained a central focus in 2013. Staff, students and parents participated in a range of Retreat, Formation and Immersion programs. The Paddies Van remained a key focus as was the College's involvement in the Advocacy program known as ERA For Change. The College's Indigenous Homestay Program continued to expand with the first graduates of the program completing Year 12 at the end of 2013.*

*The College's Masterplan and Strategic Plan were developed and finalised during 2013 and set the direction for the College over the next 5 years. The College completed its Edmund Rice Education Australia School Renewal in 2012 and this formed the development of the new Masterplan and Strategic Plan. St Patrick's College also participated as a trial school in the ACER National Schools Improvement Tool and will use the data from this report to form directions for 2014 and beyond. Some minor refurbishment work of classrooms was completed in preparation for Year 7 into Secondary School however, the major development focus was preparing for the development of the new Sporting and Cultural Precinct which will begin construction in 2014.*

*St Patrick's College continued to provide a vibrant and inclusive co-curricular program throughout 2013 which saw staff, students, parents and past students participating across a range of activities. The ongoing fostering of 'Community' is key in the College's co-curricular program.*

*On the staff front, 2013 saw the sad loss of Mrs Jenny Cotton, who had a lengthy battle with cancer. Jenny was a true supporter of St Patrick's College, both as a parent and staff member. Her presence will continue to be felt. 2013 also saw the College Dean, Mr David Gardiner leave St Patrick's after 10 years of dedicated service to the College. David's contribution to St Patrick's College has been significant.*

*2013 was a year in which the St Patrick's College Community was proud of what it did and achieved. The College remains faithful to its proud traditions and history yet continues to 'Turn the Page' in the St Patrick's College story.*

**Dr Michael Carroll**  
**College Principal**