

QUEENSLAND SCHOOL ANNUAL REPORTING

ST PATRICK'S COLLEGE, SHORNCLIFFE

2018



Postal Address	60 Park Parade Shorncliffe 4017
Phone	(07) 3631 9000
Fax	(07) 3631 9001
Email	office@stpatricks.qld.edu.au
Webpage	www.stpatricks.qld.edu.au
College Principal	Mr Chris Mayes
College Deputy Principal	Mr Frank Torrisi

PRINCIPAL'S FOREWORD

This year was another year of strong growth across the College. The student enrolments and staff levels increased from last year. The NAPLAN results and Year 12 completion results have, once again, been very strong and continue to demonstrate high standards of student learning.

During 2018, the following priority areas were identified for school improvement:

- Whole school Improvement - Reading;
- Further development of staff data literacy to inform impact of teaching practices and programs;
- Preparation for new QCE 2020 – practices in Years 10-12;
- Completion of College Strategic Plan (2019-2023);
- Introduce new EREA compliance system (GRaCE);
- Development of new College Master Plan (2019-2030);
- Middle Leadership Review and restructure for 2019;
- Targeted professional development in the College Pedagogical Framework, *The Art and Science of Teaching (ASOT)*;

Furthermore, the College successfully completed two significant external reviews and reports. These included:

- National School Improvement Tool Review;
- Development of College Shared Vision (2019-2023).

The teaching professional development plan was focussed on further development of teaching and learning using ASOT and teaching reading across curriculum areas and year levels. The implementation of this plan included the use of our own internal expertise and the engagement of external experts in these areas. During 2018, targeted resourcing was made

in these areas through engagement of experts and significant teacher release to undertake planned workshops. Much of this professional development was centred around new and updated curriculum units written in a format more conducive to the ASOT Framework.

The College partnership with Luke McKenna from Unleashed Personal Potential has continued with further professional development opportunities in growth mindset made to all staff members during the College staff weeks at the beginning and middle of the year.

During the first semester, the College Leadership Team collected feedback from the staff, students and families regarding information to inform the next College Strategic Plan (2019-2023). The Shared Vision document was developed in 2017 and the College also undertook many reviews and feedback processes to assist with the formation of this plan. The Strategic Plan was finalized at the end of 2018 and will be launched at the St Patrick's Day Mass in March, 2019.

During 2018 the College also completed a review on the middle leadership organizational structures. The purpose of this review was to see if the current structures were best to support the changing educational environment into the future, particularly with the introduction of the new QCE 2020 and the development and implementation of *The Art and Science of Teaching* which has been used as the pedagogical framework at St Patrick's since 2015. Upon completion of the review, some of the Program leader roles were removed and three new positions were included. These positions included:

- Director – Junior School
- Director – Senior School
- Director – Pedagogy and Learning Innovation.

During 2017/2018, a staff committee was formed to review the College learning spaces. This committee met on several occasions and considered educational research and current practice in this area. Twelve classrooms were identified as trial rooms and classroom layouts and furnishings were acquired for trial through 2019. This also included the acquisition of 15 Comm Boxes as alternatives to the projectors and current technologies in the classrooms.

During 2018, the College once again performed strongly within the AIC sporting competitions with notable results within cricket, rugby and football. The First XI Cricket team and First XV Rugby teams won the premierships for the first time in the history of the College and the First XI football team came second in the AIC competition and were finalist in the UHlsport football competition across Brisbane. Once again, many of our students were selected within state or national teams. The College Rugby League team competed in the Confraternity shield in Charters Towers and finished 15th out of 52 teams.

The senior Chemical Titration team made the National finals once again and the senior Mathematics team were once again successful in the Northern Brisbane Mathematics competition. The senior College Mooting Team once again competed in the final of the QUT Mooting competition held at the Courts complex. Students in our Year 9 Extension Honours class made the national final in the NASA space competition and participated in a series of

workshops and project activities at the University of Queensland with students from 9 other Australian schools.

During 2018, the College Performing Arts program continued to grow. There were a total of 16 different ensembles and bands and three major choirs. During 2018, the students in Years 5-9 performed the *Lion King* over three nights. Our musicians and singers competed in the Queensland Catholic Schools Music Festival from 16-19 August. The performers included choirs, bands, ensembles and orchestras. The student performances were quite outstanding, and overall, St Patrick's won 6 Gold, 5 Silver and 2 Bronze medals.

Once again, many of our student and staff immersion experiences to Timor Leste, Noonkanbah and India. In 2018, we were also fortunate to host the College Principals from St Patrick's and St Vincent's schools in Asansol, India for 7 days. This was the first time that they have visited the College and a continuation of our commitment to twin with the schools and offer opportunities for staff immersions. We have included time within these schools as a part of our Indian immersion programme as well. This is undertaken by Year 11 students in December each year.

Relevant data about the school:

- (a) St Patrick's College, 60 Park Parade, Shorncliffe Qld 4017
- (b) Boys only - Years 5 to 12
- (c) Student enrolment - 1333

Staffing Information

Number of Staff Employed: 168		
Teaching Staff	Full Time	101
	Male	62
	Female	39
	Part-time	7
	Male	0
	Female	7
Support Staff	Full- Time	32
	Male	17
	Female	15
	Part-Time	35
	Male	4
	Female	31

Characteristics of the student body

St Patrick's College provides a Catholic Education *in the Edmund Rice Tradition* for boys from Year 5 to 12. The College is a day school with enrolment across a range of different cultures and socio- economic groups. Culturally, we have student population groups from Indigenous

Australia, the Torres Strait and Pacific islands, African and Asian nations. This diversity of our student body adds to the strength of our community.

College Vision

To liberate young men through a Catholic education *in the Edmund Rice Tradition*.

College Mission

To form *Men of Action* who will make a positive difference throughout their lives.

In forming Men of Action, we strive to make our young men....

Men of Faith who engage wholeheartedly in the Gospel messages of love, justice, solidarity, peace, compassion and service of others.

Men of Learning who pursue excellence in learning and teaching that develops a passion for lifelong learning.

Men of Humility who build right relationships that respect the dignity, diversity and uniqueness of each individual.

St Patrick's offers young men a holistic education where they are encouraged to develop the spiritual, intellectual, emotional, social and physical dimensions of their life. They are encouraged to build the capacity of those around them through love, care, compassion and service to each other. They are offered opportunities to be involved many community and service programs locally, nationally and internationally.

Each young man at St Patrick's College is challenged to always *Fight the Good Fight!*

Core Teaching and Learning Beliefs

As a Catholic school *in the Edmund Rice Tradition*, St Patrick's aspires to develop young men who have a passion and love for learning. Our *Men of Action* are supported to acquire the knowledge, skills and desire to make the world a better place. The College has also developed a Core Teaching and Learning Beliefs Plan which aims to establish a dynamic teaching and learning environments that assist each young man reach his potential. This is achieved through a process of pedagogical and structural reforms, support for the continued development of a professional learning community and through championing a learning culture. This plan addresses key elements of the Strategic plan. It is founded on five core learning beliefs:

(1) Learning is a lifelong process

St Patrick's College endeavours to engage our young men in learning inside and outside the classroom and develop in them the characteristics that will make learning an integral and valued part of the lives after school.

To support learning as a lifelong process, the College will:

- *prioritise literacy, information literacy and numeracy;*
- *foster critical and reflective thinking skills and problem-solving strategies;*

- *encourage and develop student capability and responsible practice with information communication technologies;*
- *provide opportunities to collaborate;*
- *explore tangible connections between classroom learning and the outside world;*
- *inspire teaching staff to continue to learn, develop and innovate.*

(2) Learning is best achieved in caring, engaging and positive environments

St Patrick's College values and promotes teacher, student and family partnerships. It offers dynamic learning environments that encourage and support student engagement, participation and growth.

To support learning in caring, engaging and positive environments, the College will:

- *foster strong, caring and personal relationships between staff, students and families;*
- *ensure safe, supportive interactions built on mutual respect;*
- *produce learning environments that are stimulating and transparent;*
- *incorporate effective classroom management practices;*
- *generate cognitively challenging/complex tasks;*
- *encourage acceptance of a diversity of views;*
- *model values of forgiveness and reconciliation in conflict resolution.*

(3) Learning must be inclusive to all

St Patrick's College values the uniqueness of each student as a person and a learner. It is our central focus to ensure that each young man feels safe and supported.

To support an inclusive learning environment, the College will:

- *respect the dignity and uniqueness of each person as having been made in the image and likeness of God;*
- *commit to equitable opportunities to learning for all students;*
- *recognise and celebrate the diversity of learners;*
- *differentiate by planning for diversity and modifying teaching practices to respond to the individual learning styles and needs of all students;*
- *provide resourcing support for students with particular needs.*

(4) Learning must be liberating and transformational

St Patrick's College endeavours to provide young men with the opportunity to engage in critical reflection so that each person is hope-filled and free to build a better world. Students will recognize that learning has a greater purpose than just for the individual but also for the greater good of the community, particularly the poor and marginalized.

To support learning that is liberating and transformational, the College will:

- *provide opportunities to critique issues of justice and peace within the curriculum, service and solidarity programs and pastoral and identity formation programs;*

- *encourage experiences that promote independence and self-responsibility;*
- *promote creativity and higher order thinking;*
- *advocate for those who are silenced or marginalised;*
- *nurture students as agents of change to act for a better world;*
- *support all members of the community to achieve their unique potential;*
- *provide opportunities for student participation in learning experiences that encourage social responsibility through a broader context from local community to overseas exchanges and immersions.*

(5) Learning is integral to the development of personal growth

St Patrick's College encourages each young man to develop his own identity, emotional awareness and self-esteem.

To support personal growth, the College will:

- *develop each student's understanding of the Catholic faith, its teachings and their own personal spirituality;*
- *foster pastoral care systems that support the various phases of boys' development and nurture the dignity of every person;*
- *develop capabilities which promote health, wellbeing and resilience;*
- *build and communicate high expectations for all students;*
- *communicate clear learning goals and track and monitor student progress;*
- *develop a growth mindset;*
- *recognise and affirm student effort, achievement and success.*

The curriculum at St Patrick's College is a dynamic entity which encompasses:

- the learning environment,
- the teaching pedagogy,
- the resources provided for learning,
- the curriculum offerings and assessment,
- the school ethos and
- the ways in which students and staff interact with one another.

Resources are carefully planned have been generated to assist in the areas of most need and to maximize the professional development for staff across a range of different areas pertaining to improving the impact of their teaching and care of students.

The teaching staff value data literacy and employ relevant analysis of data to inform their practices to further improve student outcomes. An effective data literacy program for staff has ensured continued capability to engage with student analytics. Heads of Faculty use student and subject data when constructing assessment tasks as well as teaching units and reviewing student and subject growth.

Our Curriculum Offerings

The College curriculum is under continuous review to keep abreast of educational developments. The curriculum complies with the Australian (ACARA) Curriculum and has followed the agreed upon, staged approach, to the implementation of the P-10 Australian (ACARA) Curriculum.

The College is a Registered Training Organisation (RTO) and is audited under the relevant legislation pertaining to RTOs. This enables the College to provide a range of vocational programs (10 to 12) to meet the learning needs the Vocational Education and Training (VET) student cohort.

St. Patrick's College offers subjects in Years 5-8 to cater for the variety of abilities and aptitudes of students at the College. A combination of trade oriented subjects is offered as electives in Years 9 and 10 in conjunction with subjects that are more suited to students who wish to pursue a tertiary pathway later. Additionally, assessment may be adjusted to allow the student who has a verified disability or learning difficulty to access the curriculum. Similarly, in Years 11 and 12, three distinct pathways of curriculum offerings provide students with differing aptitudes and abilities the opportunity to achieve a Queensland Certificate of Education.

Years 5-8	Year 9 <i>Students to complete core classes + 2 electives</i>	Year 10 <i>Students undertake 7 subjects – 3 core classes + 4 electives</i>	Year 11 & 12 <i>Students undertake 6 subjects – 3 core classes + 3 electives</i>
Religious Education			
English	<i>Core Classes</i>	<i>Core Classes</i>	<i>Core Classes</i>
Mathematics	Religious Education	Study of Religion or	Study of Religion or
Science	English	Religion and Ethics;	Religion and Ethics;
SoSE (History and Geography)	Mathematics	General English or	English or
Visual Art	Science	Essential English;	English Communication;
Drama	SoSE (History and Geography)	General Mathematics or	Mathematics B or
Music	Health & Physical Education	Mathematics Methods or	Mathematics A or
Health & Physical Education	Rite Journey	Essential Mathematics	Pre- Vocational Mathematics.
Indonesian	<i>Elective Classes</i>	<i>Elective Classes</i>	<i>Elective Classes</i>
Technology	Visual Art	Science	Mathematics C
Design Technology (Shop A, Shop B, Graphics)	Drama	(<i>Biology, Chemistry, Physics</i>)	Physics
	Music	Humanities	Chemistry
	Indonesian	(<i>Modern History, Geography and Indonesian</i>)	Biological Science
	Digital Technology		Geography
	Pathway Drafting	Business	Modern History
	Pathway Engineering	<i>Business Governance</i>	Economics
	Pathway Furnishing	<i>Business Accounting Practices</i>	Legal Studies
		Health & Physical Education	Accounting
		Pathway Physical Education	Certificate III Business
		Pathway Fitness	Visual Art
			Drama
			Music
			Certificate III & IV in Music
			Film and New Media

		<p>Performing and Creative Arts <i>Visual Art</i> <i>Drama</i> <i>Music</i> <i>Media Arts</i></p> <p>Technologies <i>Digital Technology</i> <i>Pathway Drafting</i> <i>Pathway Engineering</i> <i>Pathway Manufacturing</i> <i>Specialist Mathematics</i></p>	<p>Physical Education Certificate III Fitness Indonesian Certificate III in Information, Digital Media and Technology Certificate II in Creative Industries Certificate I in Skills for Vocational Pathways (Yr 11) Certificate II in Skills for Vocational Pathways (Yr 12) Graphics Certificate III in Engineering – Technical (CAD) Certificate I Furnishing Certificate I Engineering Certificate I Manufacturing Engineering Certificate I TAFE Queensland – Schools Program</p> <p style="text-align: center;">2019 (Year 11) <i>Students undertake 6 subjects – 3 core classes + 3 electives</i> <i>Core Classes – students must select either a general or applied subject for Religious Education, English and Mathematics</i></p> <p><u>Applied Subjects</u> Essential English Essential Maths Religion & Ethics <u>General Subjects</u> Accounting Biology Business Chemistry Digital Solutions Drama Economics English Film, TV & New Media General Maths Geography Legal Studies Mathematical Methods Modern History Music Physical Education Physics Specialist Mathematics Study of Religion Visual Art Indonesian</p>
--	--	--	--

			Certificate Courses Cert I Engineering Cert I Manufacturing (Pathways) Cert I Furnishing Cert I Skills for Vocational Pathways Cert II Creative Industries Cert III Fitness Cert III Information, Digital Media & Technology Cert III Engineering Technical Drawing
--	--	--	--

Attainment and Achievement – NAPLAN (YRS 5,7 & 9)

Domain	Measures	Yr 5	Yr 7	Yr9	
Reading	Average Score for School in 2018	528	550	600	
	Average Score for State in 2018	506	538	578	
	Percentage of Students (at SPC) at or above the National minimum standard	2016	98%	99%	96%
		2017	97%	97%	97%
		2018	98%	98%	97%
	Percentage of Students (at SPC) in the upper two bands	2016	43%	30%	16%
		2017	37%	28%	29%
2018		46%	29%	25%	
Writing	Average Score for School in 2018	459	490	550	
	Average Score for State in 2018	454	494	527	
	Percentage of Students (at SPC) at or above the National Minimum Standard	2016	95%	94%	88%
		2017	91%	92%	85%
		2018	96%	87%	82%
	Percentage of Students (at SPC) in the upper two bands	2016	15%	17%	7%
		2017	12%	19%	12%
2018		8%	8%	10%	
Spelling	Average Score for School in 2018	499	544	594	
	Average Score for State in 2018	497	542	580	
	Percentage of Students (at SPC) at or above the National minimum standard	2016	98%	97%	94%
		2017	95%	97%	98%
		2018	97%	94%	93%
	Percentage of Students (at SPC) in the upper two bands	2016	28%	35%	14%
		2017	28%	36%	32%
2018		28%	29%	25%	
Grammar and Punctuation	Average Score for School in 2018	505	543	588	
	Average Score for State in 2018	501	542	580	
	Percentage of Students (at SPC) at or above the National minimum standard	2016	99%	95%	93%
		2017	92%	95%	98%
		2018	98%	94%	99%
Percentage of Students (at SPC) in the upper two bands	2016	38%	30%	20%	

		2017	30%	25%	32%
		2018	34%	27%	25%
Numeracy	Average Score for School in 2018		509	561	616
	Average Score for State in 2018		488	542	588
	Percentage of Students (at SPC) at or above the National minimum standard	2016	97%	99%	99%
		2017	100%	98%	100%
		2018	99%	99%	99%
	Percentage of Students (at SPC) in the upper two bands	2016	35%	39%	29%
2017		34%	47%	35%	
2018		38%	33%	33%	

Attainment and Achievement – Year 12

Number of students receiving a Senior Statement	169
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP)	123
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	4
Number of students awarded one or more Vocational Educational Training qualifications.	102
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	66
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	163

Overall Position Bands (OP)

Number of students who received an OP score: 123				
Number of students in each band for OP 1-25				
OP 1-5	OP 6-10	OP-11-15	OP 16-20	OP 21-25
26 (21.1%)	48 (39%)	34 (27.6%)	14 (11.4%)	1 (.8%)

Our Co-curricular programs

The College provides extensive opportunities for students to be involved in extracurricular activities at their level and within their areas of interest. Participation is encouraged and forms an important aspect of the social and school community engagement for our students. Through sporting and cultural activities, we foster and promote enjoyment, respect for all, teamwork and a standard of being the best that we can be in all that we do.

St Patrick's College, Shorncliffe is a member of the Associated Independent Schools (AIC) sporting competition and all sporting activities are conducted within the association. Each of our co-curricular programmes aim to provide opportunities for participation and individual development for our students, with the highest standard of sportsmanship and comradery. During 2018, the AIC Association of Schools appointed the University of Queensland to conduct research and give recommendations regarding the state of the AIC competition,

suggestions for adjustments to the sports offered, considerations for the changes aligned to the new QCE 2020 and the strengths and challenges for the competition moving forward. The report made several recommendations that will be implemented over the next three years. Firstly, an AIC Charter for the Colleges was designed to foster a spirit of fellowship and sportsmanship between the competing Colleges and two new sports, AFL and Rugby League, will be introduced in 2019 as trial sports for two years.

Our cultural programmes include the areas of music and choral performance, Chess, Debating, Public Speaking, Theatresports, Art Club, Drama Club, Film Club and the of a bi-annual cycle of musical theatre production with our sister College, St John Fisher College. These musical productions typically involve students of all ages having the opportunity to be part of the cast, orchestra or crew, for a Broadway-style production, hosted in our own state-of-the-art facility; The Christian Brothers Building.

St Patrick’s also has a comprehensive service program that allows students to be involved in service activities that assist within the local and broader communities. The immersion activities include travel to Noonkanbah, an Indigenous community in remote Western Australia and communities in Timor Leste and India. The immersion experiences are available to Year 11 students. Students within Years 7-12 can be involved in the local service programs.

Students of St Patrick’s College can take part in the following activities:

Sporting Activities	Cultural Activities	Other Activities
Basketball Cricket Cross Country Football Rugby Swimming Tennis Track & Field Volleyball	Tech Crew Chess Debating Instrumental Music tuition Music Ensembles (bands, orchestras, choirs, drum line) Musical Theatre production Robotics Theatresports Art Club Drama Club Film Club	Gym Ski Tour Immersion – India Immersion – Timor Leste Immersion – Noonkanbah Service Programs European Tour (bi-annual) Indonesian Tour – Bali (bi-annual)

Our Service Programs

Paddies Van Brecky Program (Year 10 - 12)

Paddies Van Dinner Program (Year 10 - 12)

School Breakfast and Visit (Year 7)

House Charities

Immersion programs (Year 10 - 12)

ERA for Change advocacy committee (Social Justice and Advocacy Group) (All Years)

Includes projects such as Lantern Parade and Detention for Detention (refugees) and Stella Fella (human trafficking, respectful treatment of women etc)

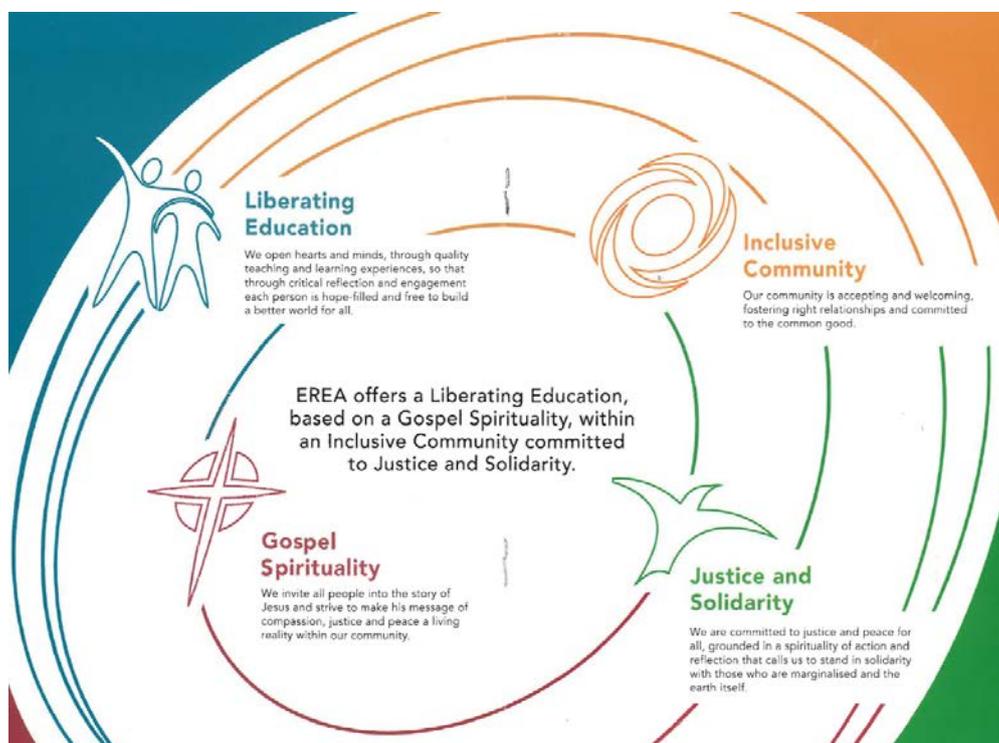
Various fundraisers, appeals and events

St Joseph's College Bracken Ridge Reading Program (Year 10)

MDA Work and Welcome program for refugees (staff)

The Charter and Touchstones

The Charter for Catholic Schools *in the Edmund Rice Tradition* describes the uniqueness of our school as a part of the network of Edmund Rice Education Australia (ERA) schools across Australia. The Charter provides a practical expression of this identity. It uses four touchstones to describe the culture of an ERA school and its expression of authenticity. The touchstones are used at St Patrick's College to set our strategic directions and define our goals and practices within the moment and into the future.



The Touchstones brought to life at St Patrick's

Liberating Education

St Patrick's College expects and encourages all members of its Community to work to the best of their ability. The enrolment policy places central focus on Catholic boys from Catholic primary schools. The College attracts students with a range of academic, socio-economic, cultural and religious diversity. Students are educated academically, pastorally and spiritually in a supportive and nurturing environment. St Patrick's College offers an extensive curriculum and caters for students of all academic capabilities. A strong focus on the importance of education is nurtured and both the OP and vocational education pathways are offered and valued. The College also offers excellent support for students with learning difficulties.

St Patrick's College provides a learning environment that enables students to experience success within a safe, nurturing and supportive environment.

The College has undergone a significant physical transformation with a focus on providing quality facilities as well as promoting a sense of pride amongst the members of the College Community.

The pastoral system offered at St Patrick's College is a fully integrated Year 5 to 12 program that supports a nurturing and caring community for students. It promotes the development of relationships and partnership between staff, students and parents. There are nine Houses and House Deans. Group Tutors and students develop strong and supportive relationships that encompass all aspects of College life. The pastoral care system is well recognized by staff and parents as the cornerstone to the safe and inclusive environment that we have at the College. The "Big Brother" program, aligning senior students to new Year 5 & 7 students, is also very well supported by new families within the College.

The teaching and learning process is well supported by the comprehensive integration of Information Technology within the curriculum anchored by a laptop program for students in Years 7 to 12. The College uses Robert Marzano's *Art and Science of Teaching* as a whole school pedagogical and curriculum framework.

Due to our open enrolment policy, careful and strategic targeting of resources are allocated to provide support for students with particular needs. The Exceptional Learners Department oversees programs of support and extension across all year levels. All learning support staff operate on an inclusive model where they provide support to students within the classroom environment as well as the introduction of some short-term intervention programs that do require one to one or small group teaching.

Student, staff and parents are constantly encouraged to exercise service leadership within the College Community and beyond. The College has a formal leadership program through its House system. Teaching staff members act as 'Group Tutors', also many of the middle leaders and senior leadership team act as academic mentors to the senior students. Year 12 students act as 'Big Brothers' and all students have opportunities to exercise leadership through different curricular and pastoral initiatives. The retreat and camp programs that operate for

all students from Years 5 to 12 compliment the leadership and growth opportunities nurtured through the House system.

The College also offers staff scholarships each year. These scholarships gift payments to assist with the successful completion of units of study to assist with improving teaching and learning and staff development. The grants are also available to support staff members for courses that are relevant to their roles within the College.

Priority has been put into resourcing the data programs available at the College and improving the data literacy of the teaching staff so that they can gauge the impact of their teaching on their classes.

Gospel Spirituality

St Patrick's College promotes the Story of Jesus and the messages of compassion, justice and peace as a living reality for everyone through a range of experiences, initiatives and opportunities to all members of the College community.

The whole College comes together to celebrate the Eucharist at key moments such as the Inaugural Mass and the Induction of New College Leaders, St Patrick's Day, the Feast Day of Blessed Edmund Rice. The College also celebrates Mass as part of our recognition of our grandparents with a special day in Term 3 as well as fare-welling our graduating class with a special Mass for them and their parents as part of their Rite of Passage. Mass is also celebrated by Fr Bryan Roe each Wednesday morning throughout the academic year in the Fr Liam Horsfall Chapel. These celebrations are attended by staff, students and parents. The College also concludes each term with a formal Mass or liturgy. The College also has an active sacramental program offered to the student body.

Prayer is a core focus at St Patrick's College and as such each school day begins with a short time of prayer in Tutor Group. Each afternoon, the whole school stands silently and the College prayer is read over the PA system. All formal gatherings begin with prayer. These occasions include full school assemblies, staff briefings, parent information sessions and the myriad of other gatherings that occur throughout the school year. Staff, students and parents share in the preparation and delivery of these prayers. Staff also participate in a prayer roster for the beginning of each weekly staff briefing. Classroom teachers commence classes with a short time of prayer and resources are made available to support this important part of the school day, some teachers develop rosters of students to lead the prayer. The staff and students conclude each day with a member of the College Leadership Team leading the community in praying the College Prayer over the College PA system.

Staff, students and parents are offered many opportunities to be involved in formation experiences. All students from Year 5 to 12 participate in both camp and retreat programs. These programs provide students with the opportunity to develop relationships, examine aspects of their own spirituality and complement aspects of their formal curriculum experiences with everyday actions and service programs. The camp and retreat programs also provide staff and students the opportunity to lead and participate in reflections on their

own journey. The College has developed a very powerful retreat experience for senior students and staff through the Kairos Retreat. Staff are offered the opportunity to participate in spiritual formation experiences through annual College formation days as well as involvement in the EREA Core Formation Programs.

The formal Religious Education program at St Patrick's College is consistent with the Religious Education Guidelines as outlined by Brisbane Catholic Education. The College has also prioritized professional development for teaching Religious Education within the staff scholarship grants. The College prioritizes the formal professional development of its Religious Education teachers and as such provides support to staff to undertake professional development opportunities to enhance their abilities to teach Religious Education.

St Patrick's College offers numerous service programs and immersion opportunities to staff, students and families. The purpose of these opportunities is to offer the College community direct means to live out the call to Christian solidarity with people on the margins whilst building real relationships with people from very different walks of life. These opportunities include:

- **Paddy's Van Ministries** – These are a range of service opportunities that the College offers to homeless people, elderly people, refugees and asylum seekers and children from poor families:
 - Tuesday Morning breakfast at Decker Park, Brighton (targeted at Year 9 students) – homeless people, people living in a local caravan park, people living in a centre for people with disabilities;
 - Tuesday afternoon offers tutoring in the Zillmere library for primary students within the local area who need assistance (mainly Year 10 students);
 - Wednesday afternoon barbeque at Sandbag Community Centre, Sandgate (students and families from across the whole College community) – homeless people, people with mental illness;
 - Thursday morning breakfast and mentoring at Humpybong Primary School (run by Year 7 students);
 - Saturday evening barbeque at Einbumpin Lagoon, Sandgate (students and families from across the whole College community including ex-students and former parents of the College) – homeless people.
- **Solidarity Immersion Experiences** to develop relationships with people on the margins and broaden the student's experience of the Church's mission as well as looking at different contexts where the Charism of Edmund Rice is lived out. These experiences are all offered to students in Year 11:
 - Immersion to Timor Leste for staff and students to assist with building and maintenance program in the villages linked to the Comunidade Edmund Rice and supported by the Brothers community. This immersion is done in conjunction with St Edmund's College and St Laurence's College;
 - Immersion experience to the remote Noonkanbah Indigenous Community in the Kimberley region of Western Australia. Developing awareness of the lives of Indigenous Australians and building relationships between the St Pat's community and the community at Noonkanbah;

- Immersion experience to India during the December school holidays. Visiting the Brothers in India and supporting their work, supporting the work of the Missionaries of Charity (Mother Teresa's Community) in Kolkata working with the poorest of the poor, spending time in communities working with lepers, people with disabilities and indigenous people in regional communities. Many of the communities we visit were central to the life of Fr Liam Horsfall and so our annual visits maintain that connection as well as allowing for deepening of relationships. This immersion is done in conjunction with St Edmund's College.
- **Homestay opportunity** to support indigenous students from Normanton in far North Queensland.

Each of these experiences are facilitated by staff and parents and students are invited to participate or apply for immersion experiences. The age of the students involved depends on the activity or immersion offered to them.

Fr Bryan Roe (College Old Boy) is our College chaplain and priest. Fr Bryan celebrates all our significant Masses as well as Mass every Wednesday morning before school. He also facilitates our College Sacramental Program.

Inclusive Community

St Patrick's College is an accepting and welcoming Community that fosters right relationships and the dignity of each person. Each member of St Patrick's aims to bring out the best in each other and make all feel included and valued.

The College Foundation plays an active role within the community by assisting the College in three significant ways. The first is through a bursary fund that pays the full fees of a student who is Catholic and attending a Catholic Primary school, but their family could not ordinarily afford to pay our College fees. Currently, there are 6 students on bursaries within the College. The second is through the establishment of the Certa Certamen Bonum fund which is an amount of money put aside to assist families within our College who may fall into times of necessitous hardship. This fund assists with buying food, clothing or other assistance (excluding fees, uniforms etc) when needed. Finally, it also assists the College to maintain our service programs as well as support with any building or refurbishment programs.

St Patrick's College offers financial support through fee concessions to families who may otherwise not consider St Patrick's College for their son or consider cancelling their son's enrolment on the basis of financial hardship. In 2018, St Patrick's provided financial support for four Indigenous students from Normanton. These students live with families from within the College in a homestay situation. The Indigenous students at St Patrick's are further supported through the appointment of a full-time Indigenous liaison person.

The notions of partnership and community are central to what we value most at St Patrick's. We recognize the critical role that parents play in their son's educational journey and we take this partnership very seriously. Partnership with parents is evidenced by the promotion of communication with and from parents through numerous mediums, the range of parent support groups at the College, the involvement of parents and old boys in the co-curricular

program, parent morning tea functions at Curlew Park during sporting games and the positive dialogue with parents that is overtly encouraged by the staff. Parents are encouraged to be part of the Community and feedback from them is very much valued by the College.

A formal 'anti-bullying' program is conducted through the House System. The importance of respect and dignity of the individual and the unacceptability of bullying is consistently reinforced. Our College anti-bullying programs are developed (and themed) by the senior students with support from the Dean of Students. Each year, this theme is launch at the College assembly during *Men of Action Week*. In 2018 the theme was – *Be an upstander not a bystander*. Students also sign their own 'House Charter' as part of their commitment to the rights of each individual. This House Charter is on display as a constant reminder for all students.

St Patrick's College has always been very supportive of the EREA schools network. All members of the College staff are aware of what it means to be an EREA school and of the EREA Charter and the touchstones. This support has been financial (through fundraising at the House and College level) but also through a presence. Staff and students from St Patrick's College have participated in Immersion opportunities in East Timor, South Africa, Ireland and India as well as indigenous immersions offered by EREA.

Justice and Solidarity

The concepts of Justice and solidarity are at the forefront of the College in curriculum and practice. Our College motto of "Certa Certamen Bonum" (Fight the Good Fight) illustrates this so very well. At St Patrick's we believe that Justice, Peace and Solidarity are more than a simple slogan to be used on formal occasions but also must be integrated within the religious education and religious life of the College at a 'lived experience' level.

The College offers Justice topics within curriculum units such as Indigenous education, eco sustainability, refugees and health.

ERA for Change is a student led Advocacy group at St Patrick's. The young men involved in the group have become leaders for solidarity and justice action for the whole community speaking out on issues such as:

- International Women's Day celebrations to raise awareness for our young men of social justice issues that women face today;
- Refugees and asylum seekers through Detention for Detention;
- Stella Fella/Bella Days to raise awareness about domestic violence issues in the Australian community;
- Drumming Out Poverty to support action to reduce international poverty;
- Recycling and environmental awareness through programs and projects within the College.

These young men and the staff who support them have brought about significant change within the St Pat's community and enhanced the work for Social Justice that is at the heart of our Edmund Rice tradition.

The Paddy's Van ministries and solidarity Immersion experiences form a core of practical social justice experiences that work with ERA for Change and the work for social justice and peace across the curriculum give a shape and a flavor to the life of the College.

Our Staff

During 2018, staff members from the school participated in the following EREA Formation Programs:

(a) Galilee: (Induction)	6 staff members attended
(b) Into the Deep: (Middle Leadership)	1 staff members attended
(c) Break Every Yoke: (Senior Leadership)	0 staff member attended
(d) New Street:	0 staff members attended
(e) Mt Zion:	2 staff members attended

SCHOOL INITIATED DEVELOPMENT, FORMATION EXPERIENCES AND IMMERSIONS (STAFF).

(a) New staff Induction:

All new staff members participated in the College's induction program. At the beginning of the year, there were 8 contract staff members and 3 permanent new teaching staff member and 2 support staff members. There were 3 new contracted teachers during the year. Contract staff were used to cover staff on leave.

(b) Staff Professional Development Days:

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

- School Improvement – Whole school approach to reading;
- Curriculum Framework – The Art and Science of Teaching;
- New Unit Designs (ASOT);
- Student Formation Program;
- The Religious life and education of the school;
- Developing a Growth Mindset;
- Data literacy for teachers;
- Child Protection In-service (Internal).

(c) Staff Middle Leadership

All House Deans and Heads of Curriculum participated in a series of professional sharing seminars across the year focussing on the development of new College Strategic Plan 2019-2023 as well as the review and further development of the College student formation program. The Heads of Curriculum also participated in a series of workshops on teaching reading and unit development using the Art and Science of

Teaching. The middle leadership group also had significant input into best practice for the use of our College Student Learning Management System (REALM).

All middle leaders also participated in their performance reviews and input into the new middle leadership structures.

(d) College Leadership Team

Members of the College Leadership Team were involved in a three-day formation program at the beginning of the year which focussed on a shared belief of school leadership and strategic directions and priorities for 2018. Two members of the College Leadership Team participated in the Leadership Challenge workshops led by EREA (Northern Region) during 2018.

(e) School Board

Two new Board members attended an EREA formal Formation Program in 2018. The College Board Chair also attended the EREA Board Chair conference in Melbourne and Board members meeting in Brisbane. All Board members have previously participated in formation opportunities sponsored by EREA or the College.

(f) Staff and Student Immersions

St Patrick's College offered a number of Immersion opportunities in 2018. All student immersion opportunities are attended by College staff members. 7 students and 3 staff travelled to India for 2-1/2 weeks and worked in a range of schools, hospitals and orphanages throughout India. 8 students and 2 staff members travelled to East Timor where they were involved in working in schools and villages. 12 students and 2 staff travelled to Nookanbah, an Indigenous community in regional Western Australia.

Teacher participation in professional development

The major professional development initiatives were as follows:

- Pedagogical Framework – The Art and Science of Teaching;
- Development of PLT teams within the school;
- Data Literacy;
- Edmund Rice Education Australia Immersion experiences;
- Leadership Development – The Leadership Challenge;
- Student Formation and Engagement - Well being

- Child Protection Updates;
 - First Aid Training;
 - QCAA Panel and Subject Training;
 - Upskilling VET staff ;
 - Whole School Approach to reading – external expertise and observations;
 - What is means to teach in a Catholic School *in the Edmund Rice Tradition*;
- The involvement of the teaching staff in professional development activities during 2018 was 100 %.

Our Parental Involvement

Our parents are encouraged to work in partnership with us to form Men of Action. The way that this is done is set out in the document: *Working in Partnership to Form Men of Action*.

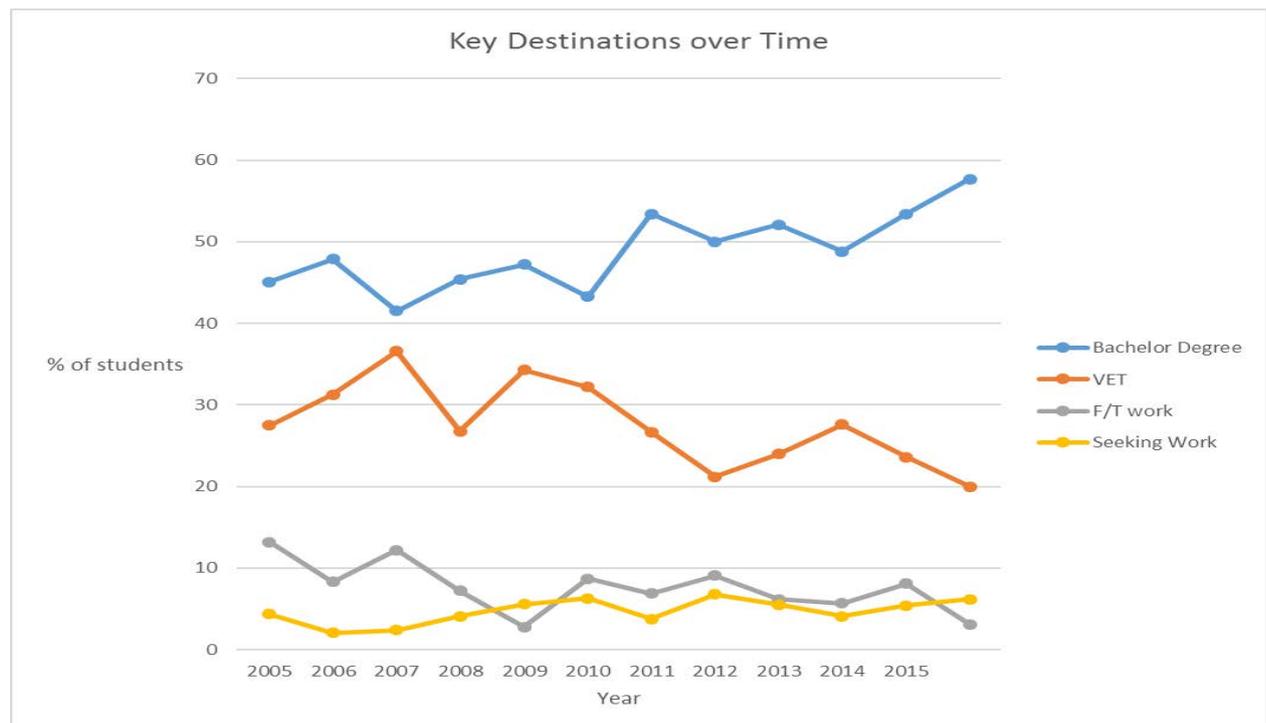
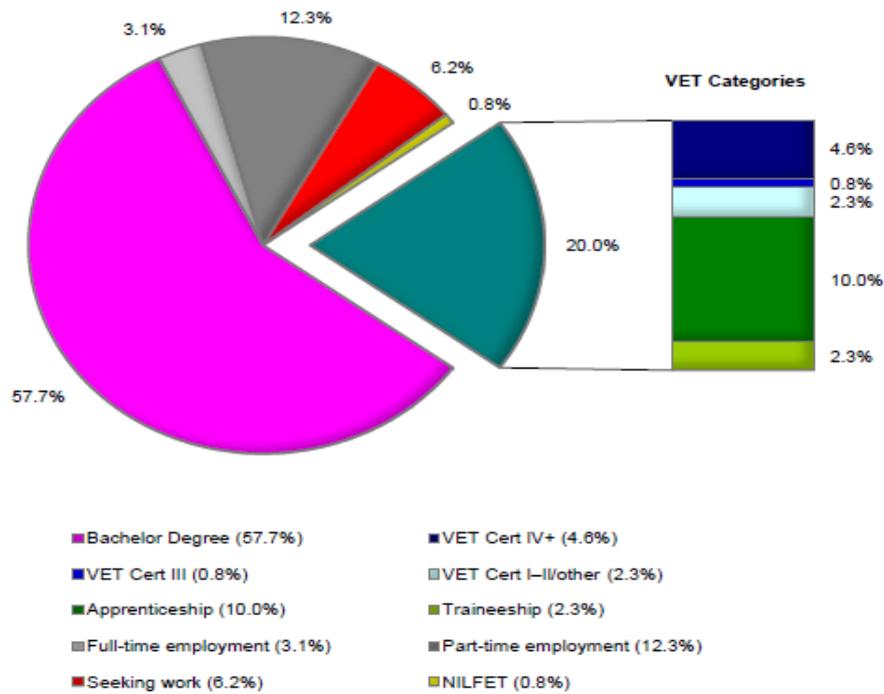
St Patrick’s College offers parents many opportunities to be involved in their boy’s education. They are able to access current information on the College Parent Portal website. This includes subject information, course outlines, assessment calendar and College events calendar.

Reporting is done at the completion of Term I and Semester I and Semester II. From 2018, all reporting is on-line and available to students and parents immediately after marking. Parent/Teacher Interviews are offered twice a year for parents and students. As well as this, regular contact is made between parents and teachers either by phone, email or face to face contact. All teaching staff members are encouraged to make telephone contact with parents as soon as possible to deal with any classroom or study concerns.

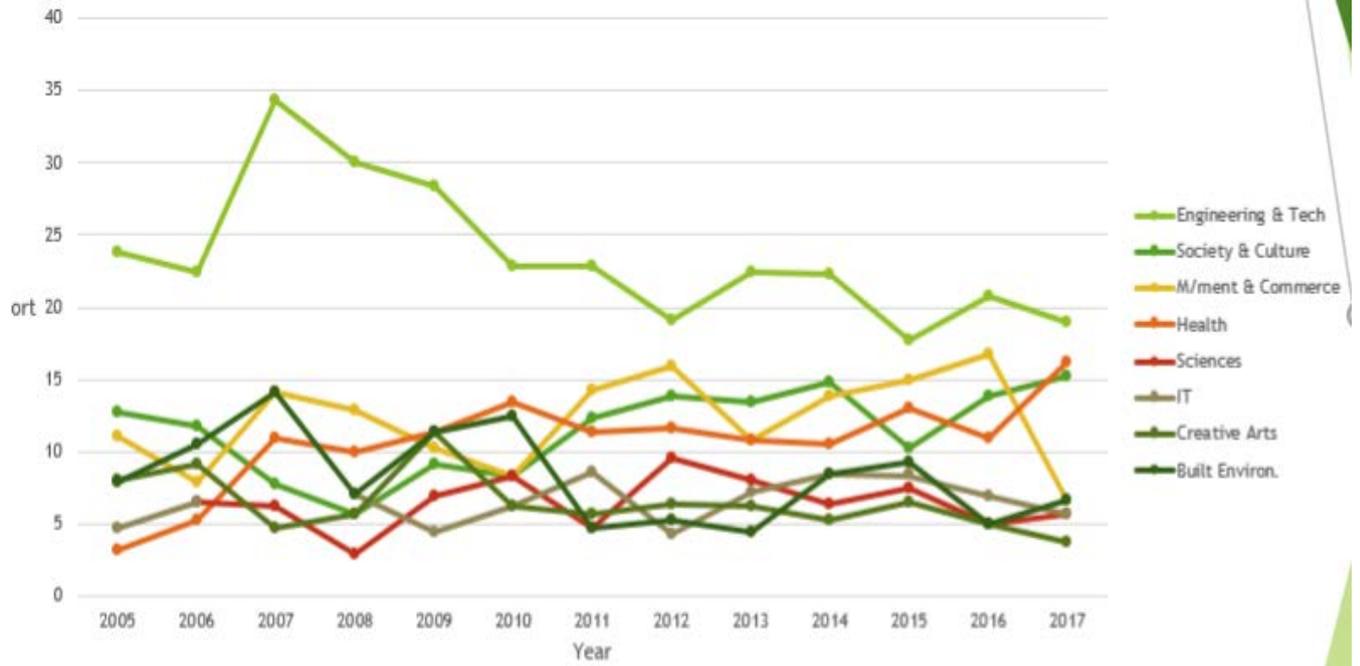
Each year the College also offers Parent Education Forums with external experts or agencies in areas such as parties and drug and alcohol education, cyber safety, student mental health and well-being.

Post School Destinations

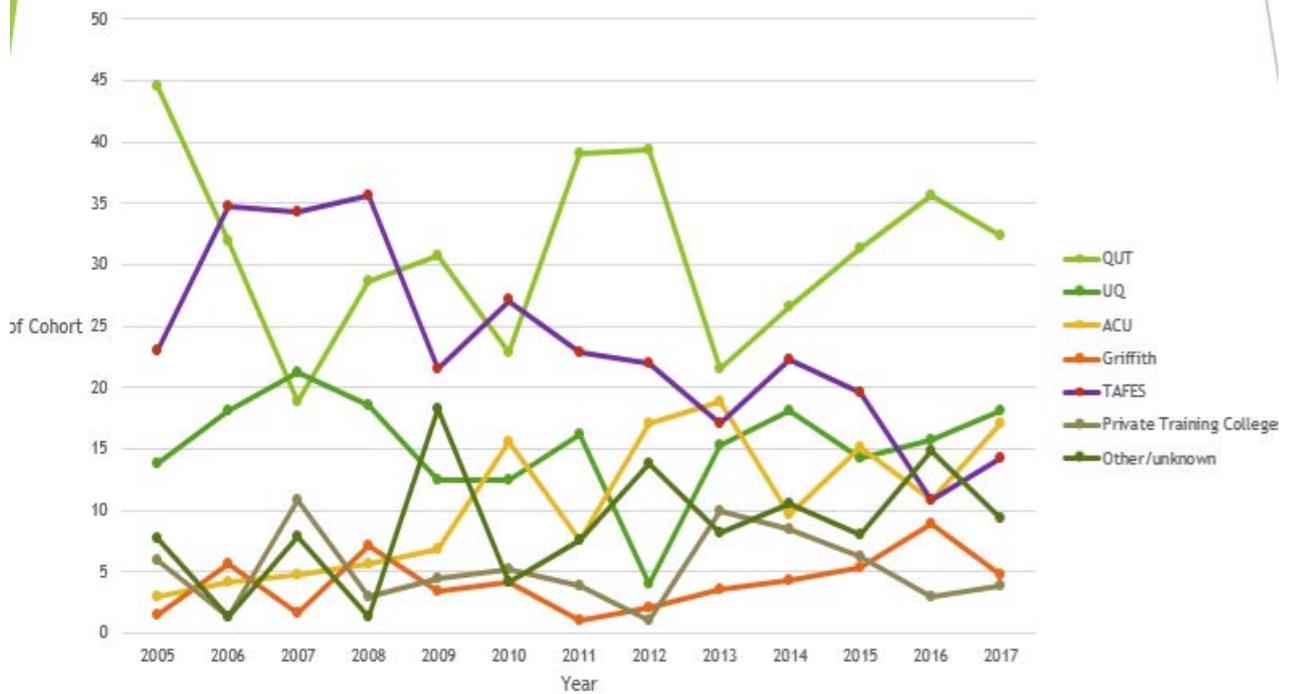
Post school destination data is made available to schools in the middle of the year. The information supplied in this report is the post school destinations for students who completed their schooling in 2017.



Fields of Study (by %)



Post School Institutions



Compared Brisbane North and Queensland

