

QUEENSLAND SCHOOL ANNUAL REPORTING

ST PATRICK'S COLLEGE, SHORNCLIFFE

2017



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PRINCIPAL'S FOREWORD

This year was another year of strong growth across the College. The student enrolments were the strongest since the opening of the College and the staffing levels were also increased to cater for the student enrolments. The NAPLAN results and Year 12 completion results have, once again, been very strong and continue to demonstrate high standards of student learning.

During 2017, the following priority areas were identified for school improvement:

- Teacher data literacy skills to inform teaching and learning practices;
- Targeted professional development in the use of the College Pedagogical Framework, *The Art and Science of Teaching (ASOT)*;
- Reading intervention program, MacqLit, into the lower secondary school;
- Whole school approach to teaching reading;
- School organizational structure review and staff professional development and planning for the new QCE 2020;
- Staff training for the introduction of a new Student Learning Management System (REALM) in 2018;
- Growth mindset development for students and staff.

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

- Non-State School Accreditation Board;
- Edmund Rice Education Australia (EREA) School Renewal.

A key College community priority for 2017 was to develop a Shared Vision for the College moving into the next five years. This vision was shaped through collaboration with staff, students and families of the College. The new College Strategic Plan (2019-2023) will be launched in the final term of 2018 and the Shared Vision document will drive the direction for this new plan. Please [CLICK HERE](#) to view the Shared Vision document.

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 2017, there was targeted resourcing in these areas not only in terms of the engagement of experts but also significant teacher release to undertake planned workshops.

This year also saw the beginning of the College partnership with Luke McKenna from Unleashed Personal Potential. Luke started working with staff and students to introduce the concept of growth mindset and its potential within our community. The College will continue this partnership into the future.

During the first semester, the College Leadership Team collected feedback from the staff, students and families regarding the current student reporting processes. Adjustments were made in 2017 to formalize student target setting processes and this will be further enhanced with improved “live” reporting processes that were planned in 2017 to be introduced in 2018.

During 2017, the College once again performed strongly within the AIC sporting competitions with notable results within cricket, rugby, football and basketball. Once again this year, many of our students were selected within state or national teams.

The senior Chemical Titration team were State champions and finished 5th nationally and the senior Mathematics team were once again successful in the Northern Brisbane Mathematics competition. The College Chess team won the AIC Schools Chess competition for the first time and our Theatre sports teams were also in the State finals. The Year 11 College Mooting Team also competed in the final of the QUT Mooting competition held at the Courts complex.

During 2017, the College Performing Arts program grew significantly. There were a total of 19 different ensembles and bands and three major choirs. During 2017, the College also combined with students from St John Fisher College to perform the *High School Musical* over four nights. Our Colleges also combined to perform within their senior drama classes as well.

Other significant events in 2017 included the Official Opening of our new Christian Brothers Building by Archbishop Michael Coleridge, our inaugural well-being day and Father and Son breakfast with Mr Robert Craddock as guest speaker.

Apart from the many student and staff immersion experiences to Timor Leste, Noonkanbah and India, in the December holiday period, six members of the staff joined with me to travel to India to start a twinning arrangement with St Patrick’s and St Vincent’s schools in Asansol. This was the first time that such a staff immersion has happened and it is planned that this staff immersion and development program will continue into the future.

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 - 1326

Staffing Information

Number of Staff Employed: 168		
Teaching Staff	Full Time	102
	Part-Time	5
Support Staff	Full- Time	29
	Part-Time	32

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.

Our Mission is to develop Men of Action. To be Men of Action, our students must be

Men of Faith whereby they live their lives through their faith and spirituality;

Men of Learning whereby they acquire knowledge, skills and desire to make the world a better place;

Men of Humility whereby they accept and welcome all members of the community while standing in solidarity with those at the margins.

We offer our students holistic development where they are encouraged to develop their spiritual, intellectual, emotional, social and physical dimensions of their life. Our young men are encouraged to build the capacity of those around them through love, care and compassion for each other. They have the opportunity to be involved in 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!*

Our Curriculum Offerings

The curriculum at St Patrick's College is a dynamic entity which encompasses the learning environment, 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 have been generated to assist in the areas most needed and professional development has been provided for staff across a range of different areas pertaining to improving the impact of their teaching and care of students.

The roles of Dean of Administration and Business Intelligence and Program Leader- Data and Student Performance work with staff to further enhance their data literacy and relevant analysis of data to identify areas of strength and weakness to inform teaching practices to further improve student outcomes. An effective data literacy program for staff has ensured continued capability to engage with student analytics. Through the College intranet, staff have available to them, subject reports, rank orders, NAPLAN AND QCS trend results. These can be downloaded in graph and diagrammatical format. At the beginning of the year, students complete a range of ACER tests. These include Pat Reading, Pat Maths and AGAT – which assesses general capabilities. The results of these tests provide information on the strength and weaknesses of individual students as well as trends within cohorts. Heads of Curriculum use this data when constructing assessment tasks as well as teaching units. Student data also allows for students to be flagged, where intervention from the College's Exceptional Learner's Department, either through their Learning Support Program or the Gifted and Talented Program may be warranted.

The College has also developed a Core Teaching and Learning Beliefs Plan. This plan aims to establish a dynamic teaching and learning environment which assists each young man reach his potential. This will be 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, actioned in the remainder of this term.

The College curriculum is under continuous review so as to keep abreast of educational developments. The curriculum has been reviewed and rewritten to ensure compliance 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	Year 10	Year 11 & 12
Religious Education	<i>Students to complete core classes + 2 electives</i>	<i>Students undertake 7 subjects – 3 core classes + 4 electives</i>	<i>Students undertake 6 subjects – 3 core classes + 3 electives</i>
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	Business	Geography
	Pathway Drafting	<i>Business Governance</i>	Modern History
	Pathway Engineering	<i>Business Accounting Practices</i>	Economics
	Pathway Furnishing	Health & Physical Education	Legal Studies
		Pathway Physical Education	Accounting
		Pathway Fitness	Certificate III Business
		Performing and Creative Arts	Visual Art
		<i>Visual Art</i>	Drama
		<i>Drama</i>	Music
		<i>Music</i>	Certificate III & IV in Music
		<i>Media Arts</i>	Film and New Media
		Technologies	Physical Education
		<i>Digital Technology</i>	Certificate III Fitness
		<i>Pathway Drafting</i>	Indonesian
		<i>Pathway Engineering</i>	Certificate III in Information, Digital Media and Technology
		<i>Pathway Manufacturing</i>	Certificate II in Creative Industries
		<i>Specialist Mathematics</i>	

			<p>Certificate I in Skills for Vocational Pathways (Yr 11) Certificate II in Skills for Vocational Pathways (Yr 12)</p> <p>Graphics Certificate III in Engineering – Technical (CAD) Certificate I Furnishing Certificate I Engineering Certificate I Manufacturing Engineering Certificate I</p> <p>TAFE Queensland – Schools Program</p>
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Attainment and Achievement – NAPLAN (YRS 5,7 & 9)

Domain	Measures	Yr 5	Yr 7	Yr9	
Reading	Average Score for School in 2017	505	554	602	
	Average Score for State in 2017	502.8	540.2	574.9	
	Percentage of Students (at SPC) at or above the National minimum standard	2015	99%	99%	96%
		2016	98%	99%	96%
		2017	97%	97%	97%
	Percentage of Students (at SPC) in the upper two bands	2015	33%	35%	21%
		2016	43%	30%	16%
2017		37%	28%	29%	
Writing	Average Score for School in 2017	461	509	554	
	Average Score for State in 2017	461.5	502.4	538.8	
	Percentage of Students (at SPC) at or above the National Minimum Standard	2015	94%	94%	86%
		2016	95%	94%	88%
		2017	91%	92%	85%
	Percentage of Students (at SPC) in the upper two bands	2015	22%	32%	15%
		2016	15%	17%	7%
2017		12%	19%	12%	
Spelling	Average Score for School in 2017	492	556	598	
	Average Score for State in 2017	496.3	549.9	576.8	
	Percentage of Students (at SPC) at or above the National minimum standard	2015	98%	98%	96%
		2016	98%	97%	94%
		2017	95%	97%	98%
	Percentage of Students (at SPC) in the upper two bands	2015	31%	37%	22%
		2016	28%	35%	14%
2017		28%	36%	32%	
Grammar and Punctuation	Average Score for School in 2017	485	541	601	
	Average Score for State in 2017	495.8	537.9	573.2	
	Percentage of Students (at SPC) at or above the National minimum standard	2015	94%	97%	91%
		2016	99%	95%	93%
		2017	92%	95%	98%
	Percentage of Students (at SPC) in the upper two bands	2015	27%	37%	11%
		2016	38%	30%	20%
2017		30%	25%	32%	
Numeracy	Average Score for School in 2017	502	577	615	
	Average Score for State in 2017	490.4	549.3	585	
	Percentage of Students (at SPC) at or above the National minimum standard	2015	99%	100%	99%
		2016	97%	99%	99%
		2017	100%	98%	100%
	Percentage of Students (at SPC) in the upper two bands	2015	24%	36%	35%
		2016	35%	39%	29%
2017		34%	47%	35%	

Attainment and Achievement – Year 12

Number of students receiving a Senior Statement	182
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP)	121
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	12
Number of students awarded one or more Vocational Educational Training qualifications.	136
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	125
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	169

Overall Position Bands (OP)

Number of students who received an OP score: 121				
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
33	47	28	13	0

OP Results		QCS Results	
Number of Ones	4	A	24.4 %
1 – 5	27.3 %	B	35.3 %
1 – 10	66.1 %	C	31.1 %
1 - 15	89.3 %	D	9.2 %
Median Score	8	QCS Mean Score	180.3

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.

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 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:

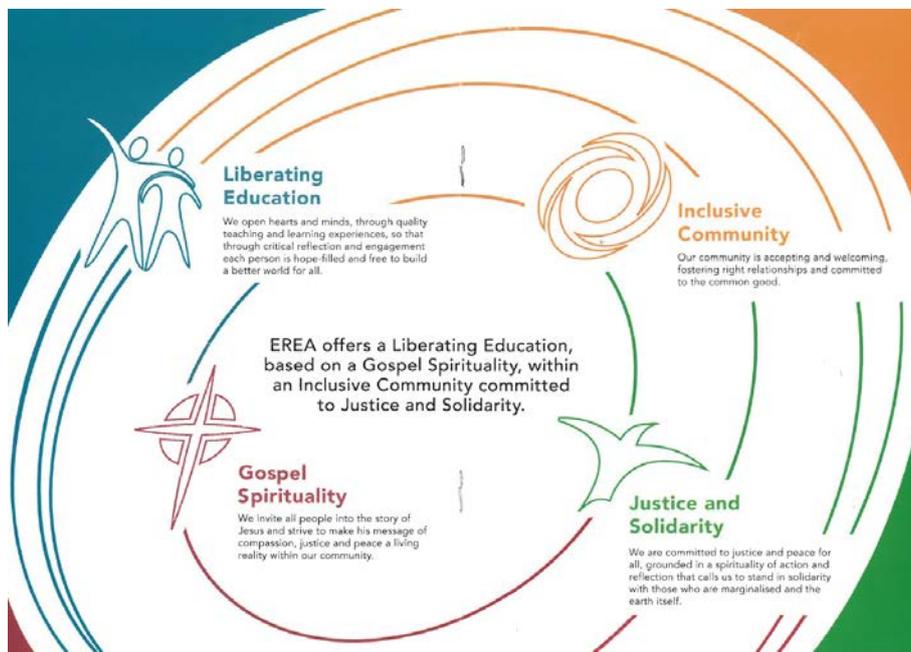
Sporting Activities	Cultural Activities	Other Activities
Basketball Cricket Cross Country Football Rugby Swimming Tennis Track & Field Volleyball	Tech Crew Chess Debating Instrumental Music tuition Music Ensembles (bands, orchestras, choirs, drum line) Musical Theatre production Robotics Theatresports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

Our Service Programs

<p> Paddy’s Van Brekky Program (Year 10 - 12) Paddy’s 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 Zillmere Library Assistance (Year 9) MDA Work and Welcome program for refugees (staff) </p>
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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.



Meeting the Touchstones

Liberating Education

St Patrick's College expects and encourages all members of its Community to work to the best of their ability. There is an open enrolment policy that places central focus on Catholic boys from Catholic primary schools. Given the fee structure compared to other EREA schools within Northern Brisbane and our location close to some of the lower socioeconomic suburbs within Brisbane, 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. More recently, the College has also enjoyed a good reputation for the support of students with learning difficulties. The school currently has approximately 75 verified students within its population.

St Patrick's College provides a learning environment that enables students to experience success within a safe, nurturing and supportive environment. The College Learning Statement declares that ... *as a Catholic school in the Edmund Rice tradition, St Patrick's College 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.* This Statement is underpinned by five clear learning beliefs. These include:

1. Learning is a Life Long process
2. Learning is best achieved in caring, engaging and positive environments
3. Learning must be inclusive to all
4. Learning must be liberating and transformational
5. Learning is integral to the development of personal growth.

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 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 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 members the opportunity to apply for a staff scholarship each year. These scholarships offer payment 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 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. 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. This is illustrated by staff participating in a prayer roster for staff briefing whilst student groups lead assembly prayers each week. 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.

At the end of 2017, we were very fortunate to be able to welcome Fr Bryan Roe (College Old Boy) into our community as 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 reduction to families who may otherwise not consider St Patrick's College for their son or cancel their son's enrolment on the basis of financial hardship. In 2017, St Patrick's provided financial support for five 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 2017 the theme was – *You will never walk alone*. 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 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 2017, 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 1 permanent new teaching staff member and 2 support staff members. There were 2 new contracted teachers in Terms 2, 3 & 4. In Term 4 we inducted a new College Business Manager. 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 our College Shared Vision 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 the research to replace the College Student Learning Management System. The new system is called REALM.

(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 2017. Two members of the College Leadership Team participated in the Leadership Challenge workshops led by EREA (Northern Region) during 2017.

(e) School Board

Two new Board members attended an EREA formal Formation Program in 2017. 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 Immersions

St Patrick's College offered a number of Immersion opportunities in 2017. All student immersion opportunities are attended by College staff members. 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 2 staff members, 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. Twelve students and two staff travelled to Nookanbah, an Indigenous community in regional Western Australia. For the first time in 2017, seven teachers travelled to Asansol, India to share practices with teachers at St Vincent's and St Patrick's Colleges. In 2017 the College Deputy Principal participated in the EREA Senior Leader's Immersion experience to Ireland and India.

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
 - Teaching in a Catholic School

The involvement of the teaching staff in professional development activities during 2016 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*, please [CLICK HERE](#) to view this document.

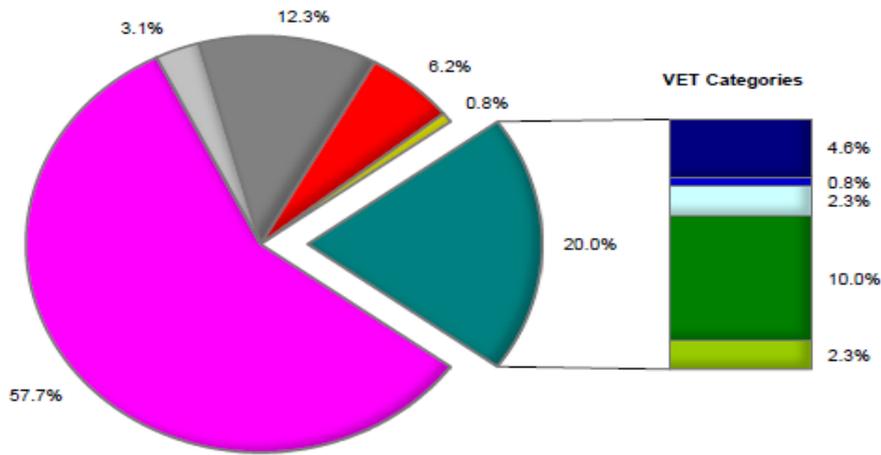
St Patrick's College offers parents many opportunities to be involved in their boy's education. They are able to access current information on the College Parent Portal website. This includes subject information, course outlines, assessment calendar and College events calendar.

Reporting is done at the completion of Term I and Semester I and Semester II. 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.

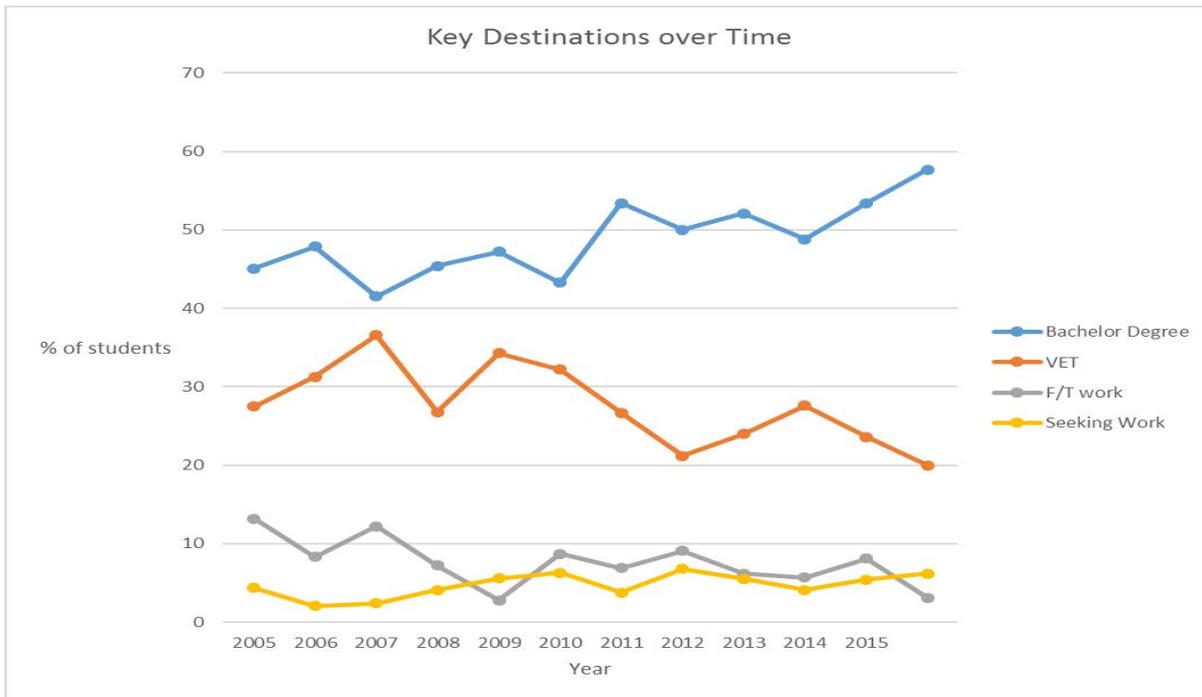
Each year the College also offers Parent Education Forums with external experts or agencies in areas such as parties and drug and alcohol education, cyber safety, student mental health and well-being.

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 2016.



- Bachelor Degree (57.7%)
- VET Cert III (0.8%)
- Apprenticeship (10.0%)
- Full-time employment (3.1%)
- Seeking work (6.2%)
- VET Cert IV+ (4.6%)
- VET Cert I-III/other (2.3%)
- Traineeship (2.3%)
- Part-time employment (12.3%)
- NILFET (0.8%)



Compared Brisbane North and Queensland

