







St Patrick's College  
LAUNCESTON

# ANNUAL REPORT 2019

## PURPOSE OF ANNUAL REPORT

The purpose of the College Annual Report is to inform parents and the wider College community of the school's successes, activities and achievements throughout the year and to meet Commonwealth and State legislative requirements.

## SCHOOL PROFILE

SCHOOL NAME	St Patrick's College
SCHOOL TYPE	Catholic Co-educational College, Years 7 - 12
SUBURB, TOWN	Prospect, Launceston
STATE	Tasmania
ADDRESS	Main Campus (Years 7, 8, 10, 11, 12)
	282 Westbury Road Prospect Tas, 7240
	Croagh Patrick Campus (Year 9)
	252 Peel Street Prospect, Tas 7250
TELEPHONE	Main Campus (Years 7, 8, 10, 11, 12)
	03 6341 9988
	Croagh Patrick Campus (Year 9)
	03 6341 9999
EMAIL	contact@stpatricks.tas.edu.au
WEBSITE	<a href="#">Website Link</a>
SOCIAL MEDIA	 <a href="#">Facebook Link</a>
	 <a href="#">YouTube Link</a>
	 <a href="#">Linkedin Link</a>
	 <a href="#">Instagram Link</a>

<b>LEADERSHIP TEAM</b>	Principal
	Mr Tony Daley
	Deputy Principal (Learning & Achievement)/Head of Senior School (Years 10-12)
	Mrs Alanna Stretton
	Deputy Principal (Administration)/Head of Croagh Patrick (Year 9)
	Mr Stuart Ralph
	Deputy Principal (Pastoral Care)/Head of Middle School (Years 7 & 8)
	Mr Casimir Douglas
	Director of Catholic Identity and Mission
	Ms Rachael Holloway
	Director of Human Resources
	Mrs Kate Hinds
	Business Manager
	Ms Karen Cole

### **FOUNDING CHARISMS**

St Patrick's College has a tradition of education spanning over 140 years in the Launceston community, educating in the spirit of the three founding Charisms of the College: the Presentation Sisters, the Christian Brothers and the Sisters of St Joseph.

### **MOTTO & VISION**

The motto of St Patrick's College, *Strength through Faith and Knowledge*, permeates all that we do. Our commitment to fostering the faith development of our students, staff and parents is paramount to our role as educators at the College. Guided by the [Archbishop's Charter for Catholic Schools](#) and inspired by the charisms of our founding orders, St Patrick's College is committed to a holistic, inclusive and Christ-centred education that provides opportunity for each student to learn the skills, knowledge and values in order to thrive in a changing world.

## **GOVERNANCE STRUCTURE**

### **Catholic Education Commission Tasmania**

St Patrick's College operates under the governance authority of the Catholic Education Commission Tasmania (CECT) and its four permanent Standing Committees:

- Catholic Identity & Evangelisation
- Education
- People & Culture
- Resources & Sustainability

The CECT is the overarching governance body commissioned by the Archbishop to advise on education policy and issues in the Archdiocese of Hobart in accordance with the Archbishop's direction as well as the doctrines and laws of the Church. The CECT is delegated with oversight of their operational arm, Catholic Education Tasmania (CET), in the development of strategic planning and policy making.

CECT's Resources and Sustainability Standing Committee (RSSC) has oversight of the College's funding, financial and capital areas.

### **St Patrick's College Board**

The Board is the key consultative and advisory body to support the College Principal in local strategic planning, policy and operational matters.

Within the parameters of canon and civil law, the policies and practices of the Archdiocese of Hobart, the CECT and the CET, the College Board has the following responsibilities in support of the leadership of the Principal:

- Promote the Catholic identity and evangelising mission of the school;
- Develop the College vision, mission and strategic plan;
- Develop college-level policies as appropriate;
- Support the development of the College budget and the monitoring of the financial sustainability of the College;
- Ensure that the approved processes of review and monitoring of educational outcomes are implemented; and
- Assist in collaboration, consultation and building of partnerships with local parishes, the parents and the broader community.

The 2019 St Patrick's College Board membership was as follows:

Chair: Mr Michael Johnston

Vice Chair: Mr Nigel Chong

Treasurer: Mrs Bianca Dowde

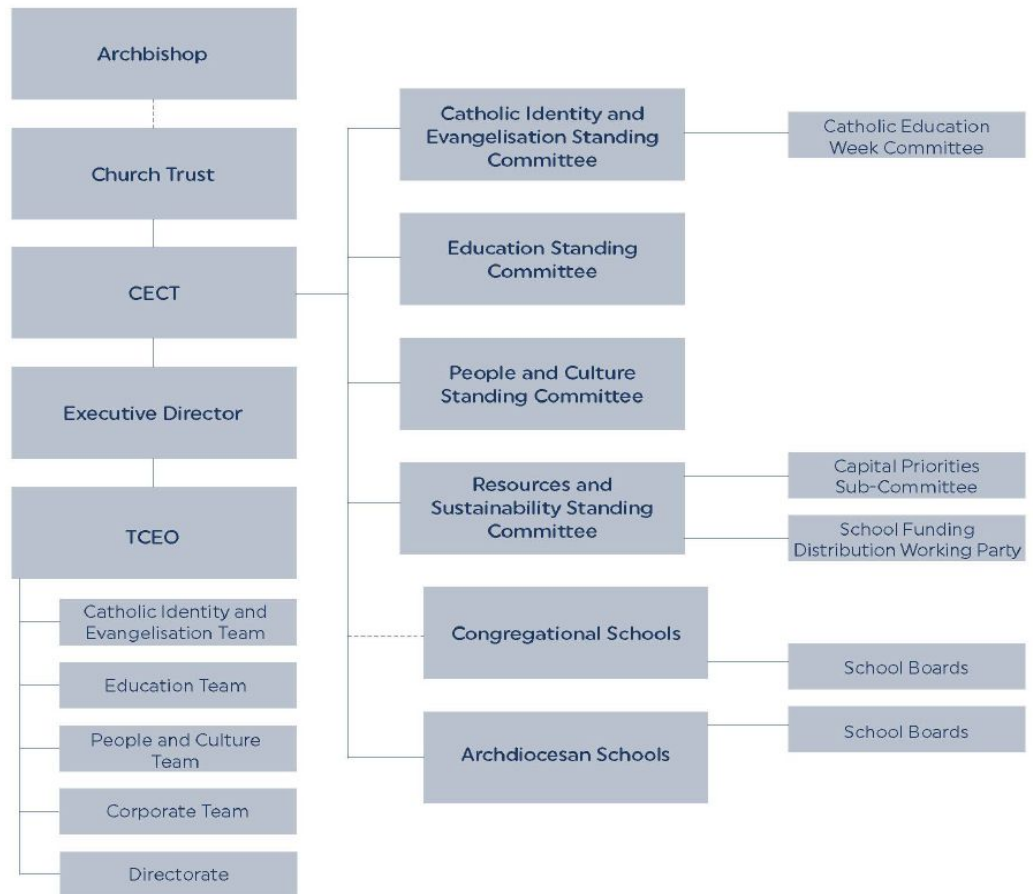
Secretary: Ms Mandy Tennant

Members: Mr Tony Daley (Principal), Fr Mark Freeman, Sr Elizabeth Vagg, Mrs Melissa White, Mr Peter Barns, Dr Daniel Aras, Mr Philip Illingworth, Mr Simon McInerney, Ms Karen Cole (Business Manager - by invitation).



Catholic Education Tasmania

Governance Structures



**MISSION & VALUES / COMMUNITY OUTREACH**

The mission of St Patrick’s College is *to be a school community of faith, learning, respect and service, in the Catholic tradition*. Students, parents and staff discerned the values of *catholic identity, compassion, excellence, individuality, leadership, stewardship, social justice and relationships* as central to our daily living. Students have the opportunity to participate in various outreach programmes, involving not only volunteers, but also the entire College community in House based and whole school based activities.

Students at St Patrick’s College are privileged to work with a variety of community organisations and we value these opportunities for encouragement, support and formation of our young people. Participation in outreach opportunities allows our students to make invaluable connections within our society and challenges them to consider how they can contribute to their local community and beyond.

**SCHOOL STRUCTURE**

St Patrick’s College is structured into three schools: Middle School (Years 7 & 8), Croagh Patrick (Year 9) and Senior School (Years 10-12). Each school has a dedicated Leadership, Pastoral and Curricular team under the direction of a Head of School/Deputy Principal. The pastoral care of each student is paramount and the College has a strong House tradition that links students across all year levels via a daily gathering with their Tutor group in order to encourage building positive relationships.

## **LEARNING AND ACHIEVEMENT**

At St Patrick's College we are committed to 21st Century quality teaching and professional practice that challenges each student to realise their full potential and achieve personal success in their learning. The curriculum is broad and includes vocational and academic learning pathways. There is an extensive range of subjects provided at the senior level and we offer cooperative classes with other independent schools through timetable alignment.

### **eLEARNING**

St Patrick's College endeavours to prepare its students for life in an electronic, global community. As well as integrating technology within the curriculum we teach and encourage an ethical, balanced and responsible use of technology.

Personal communication devices owned by individual students are brought to school for educational purposes and students are taught when and where it is appropriate for personal communication devices to be used, as well as to understand the safe use of such devices.

The intent of ICT usage at St Patrick's College includes providing tools and resources for today's learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. The individual use of ICT is a way to continue to empower students to maximise their full potential and to prepare them for future study. Effective teaching and learning with ICT (iPads/laptops/Apple TVs etc.) integrates technology into the curriculum at any time and any place.

### **CO-CURRICULAR**

St Patrick's College provides a wide and diverse range of co-curricular activities as an integral part of the educational experience. The co-curricular program caters for students' diverse abilities and offers them the chance to form lifelong interests outside the academic field.

Co-curricular activities at St Patrick's College are displayed in a wide range of contexts and art forms and these play a pivotal role in shaping a sense of social and cultural identity.

### **PASTORAL CARE**

Our value system at St Patrick's College is based on the teachings of Jesus Christ who is the example the school community follows through its commitment to the values of compassion, tolerance, forgiveness and reconciliation. The Pastoral Care system aims to affirm students in their dignity and worth and ensures that the needs of the whole student, including physical, social, intellectual, emotional and spiritual, are met.

We emphasise participation and involvement of all members of the College community and aim to build a community environment where students learn cooperatively and are encouraged to make good choices for themselves and for the good of the whole school community.

### **STUDENT WELLBEING SUPPORT SERVICES**

St Patrick's College provides professional assessment and counselling services to improve the learning, mental health, wellbeing and lives of young people at our College. Students are offered a free and confidential service with a focus on positive outcomes and includes assessment and intervention to address educational, social, emotional and behavioral needs.

Student Wellbeing Support Services staff work closely with staff from key areas within the College such as the Wellbeing Team, Learning Enhancement faculty, Pastoral Care Team and the Curriculum Team.

Student Wellbeing Support Services staff respect and support diversity and difference, contributing to inclusive practice at St Patrick's College.

## **COMMUNICATION**

St Patrick's College values and encourages communication with parents and guardians via a range of varying methods including emails, fortnightly newsletter, social media, Parent/Student/Teacher interviews and the College learning management system, Schoolbox.

Schoolbox is used as a parent, student and staff notification system that is integrated with the College school management system. Schoolbox is used to provide a range of communication and information to members of the College community including, but not limited to, year or co-curricular group messages, general news, academic information, community news, the College calendar, policies and procedures, student due work, grades and assessed tasks and teacher feedback, student timetables and an array of general information.

## STUDENTS

### STUDENT COMPOSITION AS AT 31 DECEMBER 2019

Year	Male	Female	Total
7	144	119	263
8	135	135	270
9	143	135	278
10	132	126	258
11	77	86	163
12	72	95	167

### AVERAGE ATTENDANCE RATE AS AT 31 DECEMBER 2019

Year	Attendance %
7	91.23
8	90.60
9	90.00
10	89.51
11	88.62
12	88.69

Unexplained non-attendance is managed by an SMS system, where parents are notified commencing at 9.30am each morning. Cumulative unexplained non-attendance is followed up by House Heads, Directors of Pastoral Care and Heads of School, as per the College Attendance Protocol.

## STUDENT OUTCOMES

### YEAR 12 DESTINATIONS AS AT 31 DEC 2019

Destination	Number of Students
University	77
TasTAFE	2
Apprenticeship/Traineeship	11
Employment	29
Gap Year	25
Seeking Employment	10
ADFA/Army/Navy	2
Unknown	11
<b>TOTAL</b>	<b>167</b>

### SENIOR SECONDARY EDUCATIONAL OUTCOMES

Vocational Education: 31.7% of Year 12 students participated in a VET program.

Tasmanian Certificate of Education: 93% of Year 12 students achieved the TCE.  
93% of Year 12 students completed 120 credit points.

Tertiary Education Ranking: 49% of Year 12 students achieved an ATAR.

Year 12 Retention: 58.2% of Year 9 students retained to Year 12.

## LITERACY & NUMERACY

The percentage of students above benchmarks in Literacy/Numeracy (Year 7 and 9) in the report year and previous year are as follows:

	Year 7		Year 9	
	2019	2018	2019	2018
<b>Reading</b>	96.9%	99%	96.3%	98%
<b>Writing</b>	95.2%	97%	90.2%	89%
<b>Spelling</b>	94.9%	97%	93.2%	96%
<b>Grammar and Punctuation</b>	94.1%	96%	98%	96%
<b>Numeracy</b>	97.2%	99%	98.8%	100%

## REPORTING STUDENT PROGRESS

Reporting to students and parents is mandated by the Australian Government and provides essential feedback on student learning progress.

### Continuous Online Feedback

St. Patrick's College employs continuous feedback throughout the year to provide feedback to students and parents via the learning management system, Schoolbox. Feedback on assignments, tests and Common Assessment Tasks result in continuous improved learning outcomes for students and provide excellent partnerships between teachers, students and parents to enhance learning.

### Common Assessment Tasks (CATs)

CATs are decided upon by the members of the year level teams under the leadership of the Heads of Faculty and are held in the same week. Head of Faculty oversee this timeline within their teams.

### Timeline: Years 7-12

Term One: By the end of week 8 all teachers are expected to provide online comments on Schoolbox for one Assessment Task, either major or minor as pre-determined by individual faculties. There may well be other comments on Schoolbox along the way. This will be determined by the number of times a class has been held throughout the first 8 weeks.

Term Two: Parent / Teacher / Student Interviews are conducted at the beginning of Term Two.

Mid Year Academic Report and Transcript are completed by accessing student data. An A – E is given on the Year 7 – 10 reports, together with ratings against the strands and outcomes, as follows:

NA = Not assessed

Dev = Developing

Dev+ = Developing Plus

Con = Consolidating

Con+ = Consolidating Plus

Ext = Extending

Narrative reports are written for those students who are undertaking modified curriculum content, as any student who can access their year level curriculum with adjustment must receive an A to E report.

TASC reports for Years 10 – 12 use criteria ratings (A, B, C, t, z) but will not include an overall rating.

End of semester reports contain attitude and application to work indicators and every Tutor is required to submit a Pastoral Report for students.

Term Three: Parent / Teacher / Student Interviews are conducted in Week One and Major / Minor CATs and other formative assessments are commented on.

Term Four: Major / Minor CATs commented upon. End of Year Academic Transcript (Certificate) with A- E ratings (Years 7 – 10).

Narrative reports are written for those students who are undertaking modified curriculum content, as any student who can access their year level curriculum with adjustment must receive an A to E report.

All students studying a Year 11/12 course are given an internal ratings document, signed by the teacher and student clearly indicating the internal ratings for their subjects.

A list of subjects studied for TASC candidates will appear on the Academic Transcript from the College as official results from TASC are received in December.

## **PROGRAMS THAT HAVE ENHANCED STUDENT LEARNING**

### **LITURGY & CELEBRATION**

Religious Education is a core subject for Year 7-10 students at St Patrick's College. This subject is based on the *Good News for Living* curriculum documents. Senior students in Year 11 and 12 have a range of TASC subjects to choose from as their religious education: *Making Moral Decisions*, *Exploring Issues in Society*, *Project Implementation* and *Studies in Religion*. They must study at least 15 TCE points during their Senior Schooling.

St Patrick's College holds a number of masses in which students are responsible for most of the roles, including processions and reading. Masses are held for each of the College's Houses, *Mackillop*, *Nagle*, *Rice* and *Tenison*, and these are held as close as possible to the Founder's Feast Day of which the House is named.

Whole College masses include the End of Year Mass, held at the Silverdome and presided over by Parish Priest, Father Mark Freeman. Approximately 3000 students, staff, special guests and family are in attendance.

The St Patrick's Day Mass & Investiture of the Student Executive is attended by approximately 2000 students, staff, special guests and families. At the conclusion of mass, a special presentation and ceremony is held to present the incumbent Student Executive with their badges and formally swear them in.

Staff undertake a Spirituality Day at the conclusion of the school year. In 2019, this day focussed on the College's history and reconnecting with the stories and traditions that St Patrick's College holds.

St Patrick's College has a special assembly during Term One to celebrate the high achieving Graduate students from the previous year.

St Patrick's College continues to develop its mission and outreach program, *Ascent*, for Year 10 - 12 students. *Ascent* students volunteer at a range of service providers in Tasmania and Victoria, including St Vincent de Paul, Edmund Rice Camps, St Paul's Primary School (Bridgewater) and the Brotherhood of St Lawrence.

St Patrick's College continues its relationship with the Carmelite Monastery in West Launceston, by having students assist with the cleaning on a roster basis. Year 9 students develop a strong relationship with St Vincent de Paul, by assisting with the preparation of food for the Soup Van.

### **HIGH POTENTIAL LEARNERS**

St Patrick's College is committed to providing challenging learning experiences and developing appropriate learning and teaching programs for our high potential learners. We have a strong commitment to academic excellence, nurturing the growth of students at all levels of their education.

This is achieved through differentiated curriculum, challenging extensions tasks, individualised programs, ability groups and developmentally appropriate placement.

We aim to encourage high potential learners to pursue their passions through diverse learning opportunities that:

- Accelerate the pace of learning by using curriculum and pedagogic designs that are responsive to pace, depth and level of complexity for high potential learners - Flexible progression for high potential learners occurs in a range of subjects (e.g. students in Year 10 studying Year 11/12 subjects, Year 11/12 students studying UTAS subjects).
- Expand learning to include a focus on areas beyond the scope of traditional disciplines - Students are provided with the opportunity to explore projects outside the classroom in collaboration with peers and members of the community (e.g. working on local theatre shows at the city theatre).
- Deepen learning through personalisation and collaboration - Students are given opportunities to follow individual paths of learning by exploring their passion in specific areas of interest (e.g. Talented Athlete Program for AFL footballers).

High potential learning opportunities include:

### **Languages and HASS Faculties**

- Japanese speech competition
- Long-term exchange with Omi Brotherhood School
- Homestay program
- Da Vinci Decathlon
- Tournament of the Minds
- Debating
- Rostrum Voice of the Youth

- Spelling Competition & Spelling Bee
- History Competition
- Poetry competition
- Reader's Cup
- S2S Reading Program
- MUNA
- Frank MacDonald Prize
- Simpson Prize
- History Competition
- Student Directed Inquiry
- Poetry in Action

### **The Arts Faculty**

- Launceston Competitions
- Sawtooth Exhibition
- ArtRage
- TASC 2 subjects offered to Year 10 students
- Artist in Residence programs
- University Connection Program
- National Summer School Scholarship (NGA)
- Tasmanian Youth Orchestra Scholarship
- Bay of Fires Art Prize
- St Cecilia Performance Challenge
- Art-Tastic
- Deloraine Drama Festival
- MyState Film Festival

### **Technology Faculty**

- Object Design (University Connection Program)
- UTAS School of Architecture design day
- TASC 2 and VET subjects offered to Year 10 students
- Apex Fashion Awards

### **Science Faculty**

- Da Vinci Decathlon
- National Science and Engineering Challenge
- National Youth Science Forum
- National Titration Competition
- National Merino Challenge
- Science Explorations (Year 9 Advanced Science Elective)

### **Mathematics Faculty**

- UTAS Mathematics modules offered to Senior Students
- Maths Relays (Maths Association of Tasmania)
- Australian Maths Competition (AAMT)
- Maths Summer School Canberra (Year 11 students - AAMT)
- Maths Poster competition (Maths Association of Tasmania)

- De Vinci class (Year 8)
- Urquhart competition

### **Health & Physical Education Faculty**

- Yr 9-12 Talented Athlete Program (General, Cricket, Rowing, Basketball, AFL, Football, Cycling - Road and Mountain Biking)
  - Year 9 SPC Athlete Readiness
  - Year 10 SPC Athlete Development
  - Year 11 TASC2 Personal Health and Wellbeing
  - Year 12 TASC2 Athlete Development
- Duke of Edinburgh Award
- Windward Bound Experience
- Global Challenge

### **Religious Education Faculty**

- Peter Vardy Student Ethics Conference (Year 11 and 12)
- Catholic Justice and Peace Commission Essay Competition (Year 10)
- Catholic Youth Festival

### **Learning Enhancement Faculty**

- Personalised Learning Plans - High Potential Learner Plans (acceleration, extension, SWSS support and assessment)

## **SCHOOL IMPROVEMENT GOAL AND ACHIEVEMENTS**

Operational Plans (commonly referred to as School Improvement Plans) have been developed in order to underpin the College strategic priorities. The Board and Leadership Team meet regularly to discuss the progress of each operation plan, as it is intended that these are “living” documents that are constantly reviewed with the view of achieving each stated goal and altered depending on the current College climate.

The current Operational Plans cover the following areas:

### **Core Strategic Priorities**

- Catholic Identity and Mission
- Learning and Achievement
- Student Wellbeing and Leadership

### **Enabling Strategic Priorities**

- Human Resources
- Innovation and Technology
- Finance, Facilities, Infrastructure and Sustainability
- Strategic Partnerships and Community

## STAFF

### WORKPLACE COMPOSITION

	Full Time		Part Time			
	Male	Female	Male	FTE	Female	FTE
<b>Teaching Staff</b>						
Principal	1	0	0	0	0	0
Teaching Staff (including Librarians)	52	32	13	9.7	32	22
<b>Total Teaching Staff</b>	<b>53</b>	<b>32</b>	<b>13</b>	<b>9.7</b>	<b>32</b>	<b>22</b>
<b>Non-Teaching Staff</b>						
Specialist Support	1	4	0	0	0	0
Administrative & Clerical (including aides & assistants)	6	13	3	1.3	29	15.4
Building Operations Maintenance & Other Staff	8	1	5	2.1	3	2.1
<b>Total Non-teaching staff</b>	<b>15</b>	<b>18</b>	<b>8</b>	<b>3.4</b>	<b>32</b>	<b>17.5</b>

### STAFF QUALIFICATIONS

Number of staff with the following as the highest level of qualification currently achieved:

- Doctorate: 1
- Masters: 40
- Graduate / Postgraduate Diploma or Certificate: 30
- Bachelor's Degree: 86
- Diploma / Advanced Diploma: 6

### AVERAGE ATTENDANCE RATE OF TEACHERS (based on school year of 40 weeks)

The average attendance rate of teachers for the year ended 30 June 2019 was 97.6%.

### EXPENDITURE OF PROFESSIONAL LEARNING (INCLUDING RELIEF FOR PL) PER TEACHER

The average rate of professional learning expenditure per full time equivalent teacher for the year ended 30 June 2019 was \$1,649.35

## CAPITAL WORKS

The major capital undertaking in 2019 has been the Staffroom and Administration Project, which has consisted of upgrading the administration wing over three separate levels. Incorporated into the lower level, and in close proximity to the visitors' car park at the front of the College, will be the relocated uniform store, providing ease of access and preventing visitors from having to enter the heart of the College grounds in order to visit the store.

Alterations and additions to the ground level have re-orientated the front entry and reception area, providing a more inviting front door to the campus. There are additional meeting spaces at College reception to facilitate teachers meeting with parents, along with an increased number of meeting spaces for use by Learning Enhancement faculty and other areas as required. This level will also see the refit of the staff room and study bays from small closed-in spaces to open and bright office spaces, bringing it in line with contemporary working environments. It creates an open modern staff area with increased natural light, greater energy efficiency and space for collaborative working. The anticipated results are a healthier, more positive and supportive environment for staff, leading to an enhanced student experience. It also provides increased capacity to accommodate teaching staff, not only in the number of staff accommodated but the amount of space allocated to each individual.



Entrance to College and Chapel link

The upper level has been improved to create more flexible spaces for larger meetings, staff training, collaborative working areas and additional teaching spaces when required. It will also house the student counselling area as a discrete space for student confidentiality.



*Main Reception and Foyer*

The College was very fortunate to have received Government Capital Grant funding of \$500,000 to assist with this upgrade, which was made up of \$250,000 from the Australian Government and \$250,000 from the State Government. No loan funds were required for this project.

Much planning has occurred during 2019 to set the College up for the next stage of this project, which is the expansion and refurbishment of the corridor adjoining the administration building, which is the Year 10 space, known internally as the “L Corridor”, or the “Brady Wing”. Once completed the theme created by the administration building will flow into this refurbished teaching space, with wide glass corridors, break-out spaces, a connection to the Library and enhanced classrooms. Commencement of this project is reliant on the handover of the staffroom and administration building in time to refurbish the temporary office spaces back into classrooms in time for the commencement of Term 1.

Due to the complexity of scheduling these interconnected works, the major infrastructure within the administration building such as PA systems, fire panels, network cabling, security systems etc and the temporary relocation of around 100 staff, this has been one of the most demanding construction phases the College has seen in many years.



*Concept photos of the refurbished Brady Wing*

In conjunction with these major projects, annual maintenance programs and investment in IT continue in order to ensure that the existing buildings and infrastructure remain safe, suitable for their required use and compliant with all relevant laws.