







St Patrick's College
LAUNCESTON

ANNUAL REPORT 2021

PURPOSE OF ANNUAL REPORT

The purpose of the St Patrick's 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

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

LEADERSHIP TEAM	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 AND 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

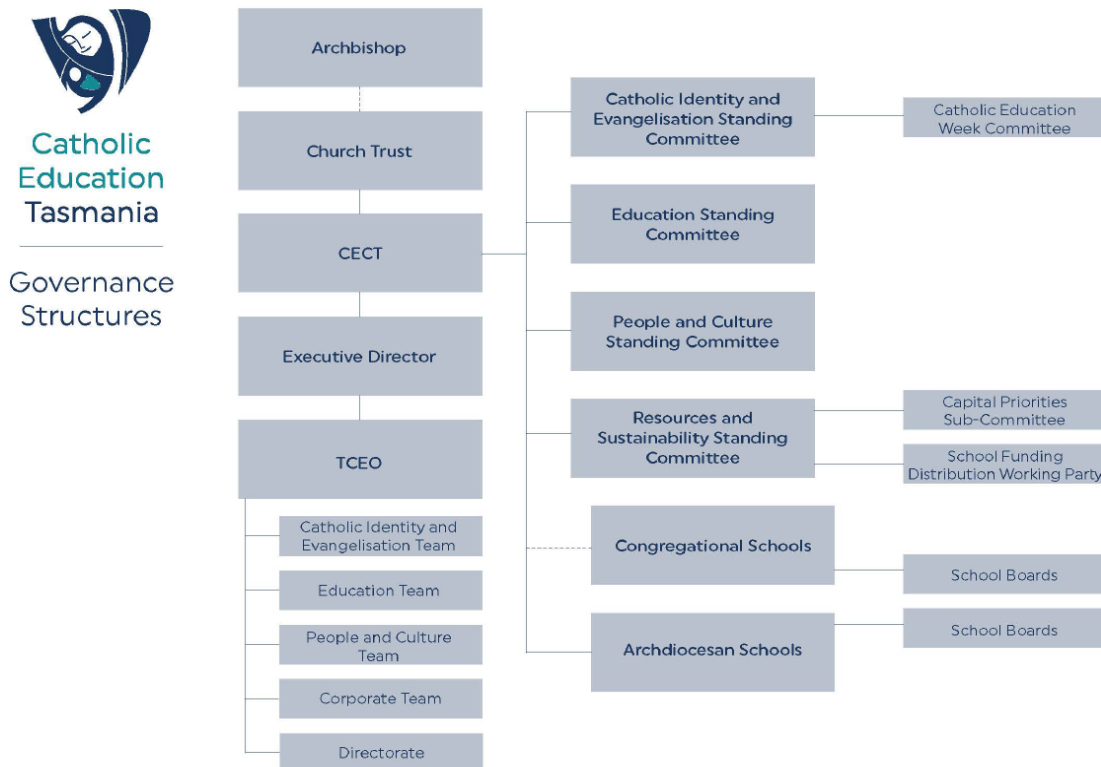
Catholic Education Commission Tasmania

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 Advisory Board

The Advisory 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 2021 St Patrick's College Board membership was as follows:

Chair: Mr Simon McInerney

Vice Chair: Dr Daniel Aras

Treasurer: Mrs Bianca Dowde

Secretary: Ms Mandy Tennant (by invitation)

Members: Mr Tony Daley (Principal), Fr Mark Freeman, Sr Elizabeth Vagg, Mrs Melissa White, Mr Philip Illingworth, Mrs Linda Rose, Mrs Monika Caplin, Ms Karen Cole (Business Manager - by invitation)

MISSION AND 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 2021

Year	Male	Female	Total
7	139	140	279
8	130	142	272
9	140	117	257
10	138	136	274
11	105	108	213
12	93	93	186

AVERAGE ATTENDANCE RATE AS AT 31 DECEMBER 2021

Year	Attendance %
7	91.72
8	89.07
9	87.00
10	88.31
11	89.50
12	88.93

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 2021

Destination	Number of Students
University	92
TasTAFE	6
Apprenticeship/Traineeship	19
Employment	28
Gap Year	24
Seeking Employment	3
ADFA/Army/Navy	1
Unknown	12
TOTAL	186

SENIOR SECONDARY EDUCATIONAL OUTCOMES

Vocational Education: 12.4% of Year 12 students participated in a VET program.

Tasmanian Certificate of Education: 89% of Year 12 students achieved the TCE. 94% of Year 12 students completed 120 credit points.

Tertiary Education Ranking: 62% of Year 12 students achieved an ATAR.

Year 12 Retention: 65% of Year 9 students retained to Year 12.

LITERACY AND NUMERACY

The below table is a comparison of the percentage of students at or above national benchmarks in Literacy/Numeracy (Year 7 and 9) from NAPLAN test results.

*In 2020 NAPLAN was cancelled nationally due to the COVID-19 pandemic.

	Year 7		2019	Year 9		2019
	2021	2020*		2021	2020*	
Reading	96	N/A	96.9	92.4	N/A	96.3
Writing	93.8	N/A	95.2	90.1	N/A	90.2
Spelling	95.2	N/A	94.9	91.2	N/A	93.2
Grammar and Punctuation	93	N/A	94.1	90.8	N/A	98
Numeracy	95.1	N/A	97.2	98.3	N/A	98.8

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 assessment tasks contributes to continuous improved learning outcomes for students and provides excellent partnerships between teachers, students and parents to enhance learning. In 2021 we commenced also providing feedback on student's attitude and application to their studies on Schoolbox each term rather than it occurring twice, on the mid-year and end of year report.

Assessment Tasks

Teachers in each learning area at each year level, under the leadership of Heads of Learning, decide upon the key assessment tasks for that year that will be used consistently by all classes. Teachers are encouraged to use a variety of different assessment tasks.

Timeline: Years 7-12

Term One: By the end of Term 1, all teachers are expected to provide online comments on Schoolbox for at least one Assessment Task, either major or minor as pre-determined by individual faculties. There may well be other feedback on Schoolbox along the way. This will be determined by the number of times a class has been held throughout the term. Feedback can be provided in a variety of formats - written comments, detailed rubric, video or audio recording, annotations on the students work.

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, as follows:

NA = Not assessed

Dev = Developing

Con = Consolidating

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. Mid-year reports contain a Pastoral Report for students by Tutor teachers.

Term Three: Parent / Teacher / Student Interviews are conducted in Week One and assessment tasks receive feedback on Schoolbox.

Term Four: End of Year Academic Transcript (Certificate) with A- E ratings (Years 7 – 10). Assessment tasks receive feedback on Schoolbox.

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 AND CELEBRATION

Religious Education, titled Meaning, Values, Purpose & Spirituality, 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: *Exploring Issues in Society; Making Moral Decisions; Project Implementation; You, Your Family & the Community; and Studies in Religion*. They must study at least 15 TCE points during their senior schooling.

The St Patrick's Day whole school Mass and Investiture of the Student Executive was held on St Patrick's Day, with special guests including the foundation class of '58.

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

Weekly Masses continue, celebrated alternately by Father Chathura and Father Ben, with an invitation extended to both staff and students.

Founder's Day, celebrating Edmund Rice, is held at the end of Term 3. In 2021 two charities (Edmund Rice Foundation Australia and Edmund Rice Camps) were selected, and students undertook fundraising activities over Term 3 to support these charities. A supporting learning sequence was developed, implemented through our pastoral care program.

Staff undertake a Spirituality Day each year. In 2021 this was held in Term 3, and consisted of a Catholic traditions and beliefs session, led by Sam Clear.

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, including St Vincent de Paul, Edmund Rice Camps, St Paul's Primary School (Bridgewater), St Brigid's Primary School (New Norfolk) and St Giles.

St Patrick's College also continues its commitment to developing the values of our College of students through the Reflection Day and Retreat program, comprising of two days for students in Years 7 and 8, a single day for Years 9 and 10, a two-day camp for Year 11 and a multi-night camp for Year 12 at Camp Clayton.

Due to the continued restrictions of COVID-19, the College was unable to hold the End of Year Mass in 2021. In lieu of this, the College held an Advent Mass, celebrated by Father Ben and attended by Middle School students.

The St Patrick's College Valette Mass and dinner celebrates the achievements and graduation of Year 12 students, and was celebrated in 2021 by Archbishop Julian Porteous.

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 a variety of strategies at a whole school, class and extra-curricular program level. All teachers develop, design and implement differentiated learning programs with deliberate adjustments to content, process, product and learning environment, to meet the specific learning needs of high potential and gifted students. Through ongoing data collection, teachers analyse and evaluate the effectiveness of differentiated programs and provisions.

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 TASC subjects, students in Year 11/12 studying UTAS units, Australian Curriculum extension groups and teachers.

- 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 Write a book in a Day, working on local theatre shows at the city theatre, Artist in Residence).
- 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.

Within each learning area students are encouraged to participate in relevant competitions such as:

- Da Vinci Decathlon
- Debating
- Rostrum Voice of the Youth
- Frank MacDonald Prize
- Simpson Prize
- Launceston Competitions
- ArtRage
- MyState Film Festival
- Apex Fashion Awards
- National Titration Competition
- National Science and Engineering Challenge
- Ethics Olympiad
- Maths Relays (Maths Association of Tasmania)

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
Teaching Staff						
Principal	1					
Teaching Staff (including Librarians)	55	42	9	6.9	26	18.91
Total Teaching Staff	56	42	9	6.9	26	18.91
Non-Teaching Staff						
Specialist Support	1	4				
Administrative & Clerical (including aides & assistants)	4	21	6	3.1	22	11.9
Building Operations Maintenance & Other Staff	9	2	5	1.5	12	3.7
Total Non-teaching staff	14	27	11	4.6	34	15.6

STAFF QUALIFICATIONS

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

- Doctorate: 2
- Masters: 45
- Graduate / Postgraduate Diploma or Certificate: 38
- Bachelor's Degree: 94
- Diploma / Advanced Diploma: 16

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

The average attendance rate of teachers for the year ended 30 June 2021 was 93.9%.

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 2021 was \$813.07.

CAPITAL WORKS

2021 saw the commencement of the Croagh Patrick changerooms. Beardwood Pty Ltd was successful in securing this project through our tender process and took possession of the building site in July. Inclement weather and delays in accessing some materials challenged the team, however these were overcome to deliver another very successful result. The completed facilities are both functional and spectacular, and will be utilised by our Year 9 students when doing weekly sport at Croagh Patrick, as well as cricket and soccer teams using our sports grounds.



Croagh Patrick Change Rooms

Planning ramped up during 2021 to progress the new STEM building, which will be the College's major capital focus over the next two to three years. This will include a major upgrade of electrical and plumbing infrastructure for the campus. The project is scheduled to commence at the end of 2022, and will most likely be a two year build. Concept designs were finalised through consultation with the relevant internal stakeholders, and approval has been granted by CET to run the project as a GMP contract (Guaranteed Maximum Price) rather than submitting for tender, due to the current market and the size of the project. Beardwood have been chosen as the builders, due to their recent successful completion of several projects for the College since 2019.

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