







St Patrick's College
LAUNCESTON

ANNUAL REPORT 2023

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

	Principal
	Mrs Liz Illingworth
	Deputy Principal (Learning and Achievement)
	Mrs Alanna Stretton
	Deputy Principal (Administration and Community)
	Mrs Kim McInnes
	Deputy Principal (Wellbeing and Leadership)
	Mr Patrick Moroney
	Director of Catholic Identity and Mission
	Ms Kate Rockliffe
	Director of Human Resources
	Mrs Kate Hinds
	Business Manager
	Mrs Karen Cole

St Patrick's College is a Catholic co-educational secondary college, located in Launceston, Tasmania. We are 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.

The College is structured into a three school model of learning, incorporating the Middle School (Years 7 and 8), Croagh Patrick (Year 9) and Senior School (Years 10-12). While each School has unique features and purposes, the tapestry which forms our College binds us together in academic, social justice and co-curricular excellence for all students. Our three school model allows staff to know students and families on a personal level.

ST PATRICK'S COLLEGE

HISTORY

In February 1873, the Presentation Sisters began teaching pupils at their convent in Launceston. With its small beginning, Sacred Heart College was established. The growing need for the education of Catholic children in Launceston was further met by the arrival of the Christian Brothers and the opening of St Patrick's College in York Street in 1919. The third branch of this educational tradition began with the establishment of St Thomas More's School, Newstead, under the auspices of the Sisters of St Joseph in 1938. The schools grew as the Religious Orders made a significant contribution to the Catholic community of Launceston. Despite the hardships of earlier years, the Catholic community continued to invest in the education of their children. In 1958 the Christian Brothers opened a new campus for St Patrick's College at Prospect Vale. This became a secondary college for boys.

Further financial strain and the challenges of a more extensive curriculum led to an amalgamation of the two secondary girls' Colleges. In 1978 Sacred Heart and St Thomas More's joined to form Marian College. Finally, in order to provide a continued high standard of education for Catholic families, a further amalgamation of schools occurred when St Patrick's College and Marian College joined to create the new co-educational secondary College which is St Patrick's College today. This major shift in Catholic education took place at the beginning of 1984 heralding a new era of enthusiasm, vision and endeavour. In 1998, the Year 7 classes left the Newstead campus and joined the other classes at Prospect, completing the amalgamation process to a Catholic college on a single campus.

FOUNDING CHARISMS

St Patrick's College is blessed with a threefold tradition. Our tradition of education spans 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. We honour the Charisms of each of these order - recognising Nano Nagle, Mary MacKillop, Julian Tenison Woods and Edmund Rice and honouring these through the naming of our Houses at the College.



Our MISSION and VISION

The mission of our Year 7 to 12 College is to be a school community of faith, learning, respect and service in the Catholic tradition.

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.

Our VALUES

Our community has discerned the following values central to our daily living:

Catholic Identity

Compassion

Endeavour & Excellence

Stewardship

Individuality

Relationships

Leadership

Social Justice

CREST AND MOTTO

The College crest is dominated by the number three reflecting the earlier history of the emerging three Colleges. The three flames at the centre of the crest represent the influence of the Holy Spirit on the three founding orders - the Presentation Sisters, the Christian Brothers and the Sisters of St Joseph. The chain in the crest symbolises the motto of our College Motto, 'Strength through Faith and Knowledge'.



SCHOOL STRUCTURE

St Patrick's College is structured into three schools: Middle School (Years 7 and 8), Croagh Patrick (Year 9) and Senior School (Years 10-12). Each school has a Head of School, Director of Pastoral Care and Director of Curriculum and is supported by the Deputy Principals - Pastoral Care and Wellbeing, Learning and Achievement and Administration and Community Engagement and the Principal. In 2023, a second Director of Pastoral Care was added to the Middle School Team and an Assistant Director of Curriculum of Senior School Curriculum.

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.

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 Leadership Team meets 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

This Strategic Plan concluded at the end of 2023. A review of the current plan and collaboration with the College community took place in 2023 and our new Strategic Plan was released at the beginning of the 2024 Academic Year.

In 2023, the College was involved in a Validation process. This process provided important feedback for the College for moving forward and will be used to ensure continued development in all aspects of the College.

GOVERNANCE STRUCTURE

CATHOLIC EDUCATION COMMISSION TASMANIA

St Patrick's College operates under the governance authority of the Catholic Education Commission Tasmania (CECT). The Catholic Education Commission Tasmania (CECT) is appointed by the Archbishop and is the overarching strategic planning and policy making body for Catholic education in Tasmania.

The Commission has a strategic role in promoting and advocating for Catholic education, is responsible for representing Catholic Education Tasmania in Commonwealth and State arenas, and is the recognised approved body for the distribution of government funding within Catholic Education Tasmania. The Commission advises and assists the Archbishop of Hobart, and operates in accord with the Archbishop's direction as well as the doctrines and laws of the Church.

CECT is the recognised governance authority for 35 Archdiocesan schools and colleges and the Tasmanian Catholic Education Office, and works in collaboration with Dominic College Incorporated—the governing body of Dominic College—and Edmund Rice Education Australia (EREA)—the governing body of St Francis Flexible Learning Centre and St Virgil's College.

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;
- Assist in developing the College vision, mission and strategic plan;
- Assist with developing college-level protocols 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 2023 St Patrick's College Board membership was as follows:

Advisory Board Position	Name
Chair	Simon McInerney
Vice Chair	Daniel Aras
Treasurer	Biance Dowde
Secretary	Sally Cunliffe (by invitation)
Members	Liz Illingworth (Principal)
	Fr Ben Brooks (Parish Priest)
	Sr Elizabeth Vagg
	Maree Wright
	Stephen Noone
	David Chambers
	Linda Rose
	Monika Caplin
	Mrs Karen Cole (Business Manager)

CATHOLIC IDENTITY

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. Our Ascent Program, and relationship with Edmund Rice Camps and Vinnies are three particular areas where student involvement is high.

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.

LITURGY AND CELEBRATION

Religious Education, titled Meaning, Values, Purpose and Spirituality (MVPS), is a core subject for Years 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; Project Implementation; and Studies in Religion*. They must study at least 15 TCE points during their senior schooling.

The Feast of Saint Patrick Mass and Investiture of the Student Executive was held on St Patrick's Day, with special guests including the families of the Student Executive along with invited guests from the community.

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 are celebrated alternately by Father Chathura, Father Jessie and Father Ben, with an invitation extended to both staff and students.

Founders' Day is held at the end of Term Three. In 2023 we celebrated Mary MacKillop, with students undertaking fundraising and awareness raising activities over Term Three to support Mary MacKillop Today's Timor Leste: Tetun Literacy and Teacher Training Program. We garnered support from our community through donations to our Giant raffle. A supporting learning sequence for students was developed and implemented through our pastoral care program.

Staff undertake a Spirituality Day each year. In 2023 this was held in Term Two, and consisted of a selection of hands-on workshops that allowed staff to engage in the Catholic Mission and Values of the College and develop their understanding of our Founders.

St Patrick's College continues to develop its mission and outreach program, *Ascent*, for Years 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) and St Finn Barr's Primary School (Invermay).

St Patrick's College also continues its commitment to developing the values of our College of students through the Reflection Day and Retreat program. In 2023, this consisted of two days in total for students in Years 7 and 8 at the Launceston Parish Centre and Prospect Park, a single day for Year 9's at the Meander Valley Parish Centre, and a multi-day Retreat for Years 11 and 12 at Camp Clayton.

The End of Year Mass and Award Presentation Evening was held at the Silverdome on the final day of school, celebrated by Father Ben, concelebrated by Father Chathura and Father Jessie, and attended by students and families from all year levels.

The St Patrick's College Valet Mass and Dinner celebrates the achievements and graduation of Year 12 students, and was celebrated in 2023 by Archbishop Julian Porteous.

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.

INSIGHT

In the ever-evolving landscape of education, continuous improvement is the cornerstone of providing our students with the best learning experiences. This year Catholic Education Tasmania commenced the Insight project which brings the Science of Learning and renowned educational psychologist Barak Rosenshine's Principles of Instruction to the forefront of our teaching strategies. This approach emphasises effective instructional strategies.

Throughout 2023, our dedicated teaching staff actively engaged in Professional Learning activities to better understand and implement Rosenshine's Principles of Instruction and the Science of Learning. This initiative is based on robust scientific research and best practices, designed to enhance the teaching and learning experience in our College. One key highlight of our professional development activities has been the use of expert demonstrations right here at our school. This hands-on approach has allowed our teachers to witness and experience the benefits of this methodology, further inspiring them to embrace it in their classrooms.

As a result, a growing number of our teachers have begun to integrate 'Insight' into their teaching practices this year. This approach, influenced by the Science of Learning and Rosenshine's Principles of Instruction, places a strong emphasis on effective instructional strategies, clear lesson structures, active student engagement, and deliberate practice. These elements have been proven to significantly enhance students' understanding and retention of knowledge.

Thirty of our teachers participated in professional learning led by Shaping Minds to be the leaders of 'Insight' within the College. Some of these teachers were filmed by CET and clips of these videos along with video footage of our students expressing how 'Insight' has positively impacted on their learning were shown at the Statewide Insight Days to all teachers in Tasmanian Catholic schools. In preparation for even more teachers within the College implementing 'Insight' strategies within their teaching we added mini whiteboards to the booklist for 2024. These mini whiteboards are instrumental in promoting active student participation and providing immediate feedback, aligning seamlessly with the 'Insight' approach. They offer a dynamic way for students to actively engage with the material, fostering a more interactive and stimulating learning environment.

The 'Insight' initiative represents our commitment to providing the best possible education for our students. We believe that by incorporating research-based principles into our teaching methodologies, we can ensure that each student reaches their full potential and achieves academic success.

PROFESSIONAL LEARNING COMMUNITIES (PLT)

The focus of professional learning teams in 2023 continued to be on improving our pedagogy as a means to improving student learning outcomes. High Impact Teaching Practices, based on Marzano's New Art and Science of Teaching and Rosenshine's Principles of Instruction, were the focus of fortnightly meetings for teachings. Some PLT meetings were also used for teacher input into the development of the College's new strategic plan.

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.

Laptops devices owned by individual students are brought to school for educational purposes and students are taught when and where it is appropriate for devices to be used, as well as to understand the safe use of such devices. Effective teaching and learning with ICT integrates technology into the curriculum at any time and any place, and we continue to support teachers to achieve this.

A focus of 2023 was looking at the opportunities provided for eLearning in the new building project and what hardware and software needs to be purchased to equip the College into the future. Staff attended both international and national conferences to ensure we are at the forefront of eLearning.

YEAR 12 STUDENT DESTINATIONS AS AT 31 DEC 2023

Destination	Number of Students
University	107
TasTAFE	5
Apprenticeship/Traineeship	16
Employment	23
Gap Year	18
Seeking Employment	5
ADFA/Army/Navy	0
Unknown	34
TOTAL	208

SENIOR SECONDARY EDUCATIONAL OUTCOMES

Vocational Education: 27.4% of Year 12 students participated in a VET program. Tasmanian Certificate of Education: 91% of Year 12 students achieved the TCE and 2 students achieved their Tasmanian Certificate of Educational Achievement (TCEA). 92% of Year 12 students completed 120 credit points. Tertiary Education Ranking: 59% of Year 12 students achieved an ATAR. Year 12 Retention: 72.9% of Year 9 students retained to Year 12.

LITERACY AND NUMERACY

Our NAPLAN results continue to indicate the College is performing at a consistently high level when compared with Tasmanian and Australian results. Year 7 results reveal an encouraging trend. Our students have outshone Tasmanian schools by 6.4% in writing, 7.6% in Grammar and Punctuation, an astounding 13.8% in spelling, and an impressive 13.6% in numeracy and reading. Our students' reading performance, in particular, stands out with a remarkable 6.1% lead over Australian Schools.

Data regarding the gains made by our Year 9 students demonstrated strong growth compared to students from Similar Schools and Tasmania across all tests. The Year 9 results revealed that the difference between St Patrick's College and Tasmania schools increased. The table below shows the difference between SPC and Tasmanian results.

The table below shows the percentage of our students who achieved proficiency.

	Year 7	TAS	Year 9	TAS
	2023		2023	
Reading	74.9	61.3	72.8	55.8
Writing	59.6	53.2	72.4	50.6
Spelling	76.6	62.8	73.6	61.8
Grammar and Punctuation	62.8	55.2	60.4	45.6
Numeracy	70.7	57.1	73	54

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 online 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/guardians to enhance learning. In addition to feedback on specific tasks once each term teachers provide feedback on student's attitude and application to their studies on Schoolbox.

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, all teachers are expected to provide online feedback on Schoolbox for at least one Assessment Task, or progress comment for practical subjects where students are working on an extended project, as pre-determined by individual faculties. There may well be additional feedback on Schoolbox. 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/Guardian/Teacher/Student Interviews are conducted at the beginning of Term Two.

Year 7 – 10 Mid Year Academic Reports contain an A – E rating against the achievement standard for each subject, 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/Guardian/Teacher/ Student Interviews are conducted in Week One and assessment tasks receive feedback on Schoolbox.

TERM FOUR

Year 7 – 10 End of Year Academic Reports contain an A – E rating against the achievement standard for each subject, together with ratings against the strands. In addition to an Academic Transcript (Certificate) which contains A- E ratings (Years 7 – 10) for all subjects on one page. 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.

Year 11 - 12 End of Year Academic Transcript contains a list of subjects studied in the year, including TASC and VET Courses, without any ratings. TASC releases their official results directly to students in December.

All students in Year 11/12 studying a TASC course are given an internal ratings document, signed by the teacher and student clearly indicating the internal ratings for their subjects. Internal results submitted to TASC for each subject are also available on Schoolbox.

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.

In 2023 teachers in Years 7 and 8 English and Mathematics worked with groups of students on extension activities in timetabled English and Mathematics lessons.

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)

PASTORAL CARE AND LEADERSHIP

PASTORAL CARE

Our College values at St Patrick's College are based on the teachings of Jesus Christ and linked to our school mission and vision. The Pastoral Care system aims to positively affirm these values in students through Positive Behaviour Support. Each student is seen and heard as a holistic approach to their learning and growth, including physical, social, intellectual, emotional and spiritual priority.

We emphasise a sense of connection for all members of the College community and aim to build an environment where students understand their value to the whole school community.

LEADERSHIP

St Patrick's College has a structured servant leadership pathway from Core Captains in our Middle School, Activity Leaders at Croagh Patrick, Aspiring and Emerging Leaders in the Senior School and the Student Executive in Year 12. Students have the opportunity to develop leadership skills through Co-curricular activities as part of leadership teams. Our Year 12 cohort are all also charged with leading the student body through their deeds and words.

STUDENT WELLBEING SUPPORT SERVICES

St Patrick's College Student Wellbeing Support Services (SWSS) Team 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.

SWSS staff work closely with staff from key areas within the College such as the Pastoral Council Team and the Academic Council including the Inclusive Learning Faculty. SWSS Staff respect and support diversity and difference, contributing to inclusive practice at St Patrick's College.

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 these play a pivotal role in shaping a sense of social and cultural identity.

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/Guardian/Student/Teacher interviews and the College learning management system, Schoolbox.

Schoolbox is used as a parent/guardian, 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, student behaviour, 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.

COLLEGE INFORMATION

STUDENTS

STUDENT COMPOSITION AS AT 31 DECEMBER 2023

Year	Male	Female	TOTAL
7	132	147	279
8	139	139	278
9	139	139	278
10	131	139	270
11	118	115	233
12	100	108	208

AVERAGE ATTENDANCE RATE AS AT 31 DECEMBER 2023

Year	Attendance %
7	89.13
8	86.86
9	88.11
10	84.51
11	85.10
12	85.18

Unexplained non-attendance is managed by an SMS system, where parents are notified commencing at 10.00am 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.

STAFF

WORKPLACE COMPOSITION AS AT 31 DECEMBER 2023

	Full Time		Part Time			
	Male	Female	Male	FTE	Female	FTE
Teaching Staff						
Principal		1				
Teaching Staff (including Librarians)	55	44	7	5.38	33	22.23
TOTAL TEACHING STAFF	55	45	7	5.38	33	22.23
Non-Teaching Staff						
Specialist Support	1	3			1	0.8
Administrative and Clerical (including Aides and Assistants)	5	17	8	4.21	34	18.27
Building Operations Maintenance and Other Staff	10	2	6	1.88	9	3.64
TOTAL NON-TEACHING STAFF	16	22	14	6.09	44	22.71

STAFF QUALIFICATIONS

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

- Doctorate: 1
- Masters: 45
- Graduate / Postgraduate Diploma or Certificate: 31
- Bachelor's Degree: 97
- Diploma / Advanced Diploma: 15

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

The average attendance rate of teachers for the year ended 30 June 2023 was 95.88%.

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 ending 30 June 2023 was \$1933.34

CAPITAL WORKS

2023 saw the commencement of the STEM (Science, Technology, Engineering and Math) project. A contract was signed with Beardwood Pty Ltd at the end of 2022 and demolition commenced shortly after. This is a particularly exciting development and will provide classrooms, science laboratories and STEM facilities, along with many spaces for students to study or connect with peers in break-out spaces or the cafeteria. It will also link our gymnasiums, Middle School, Senior School and the Library into one connected building, which is why it is affectionately referred to as “The Heart Project”.

The old science classrooms and surrounding old buildings have been demolished to clear the centre of the campus for the construction of the new building. Anstie Constructions successfully installed two new classrooms on site to cover the five classrooms demolished for this project. This was considered to be the very minimum requirement, and has room occupancy running at around 98%, making timetabling a very challenging exercise.

Delays occurred early in the year due to the late delivery and installation of the new electrical substation. This delay impacted the builder’s ability to maintain schedule, as high-voltage electrical wires were still running underground through the site to the old substation until they could be removed in July, hindering earthworks required for footings in some areas.



Aerial shot of the site during panel installation, with the Brady Wing at the front of the photo and the Nano Nagle Gym at the top left



Concept image of STEM building entry with Nano Nagle Gym on the left and ERC on the right

The contract is being run as a GMP (Guaranteed Maximum Price) contract, and each trade package is systematically being tendered out and then agreed and signed off. As each package is signed off, more certainty is provided to the builders about delivery within budget. To date the project is going well, and even with the delays early in the year the current schedule still has the College taking occupancy of the new building just prior to Term One, 2025.

While work is being conducted on the STEM building it was considered to be a great opportunity to reconfigure the top Middle School courtyard, which was an underutilised sloping grassed area. This area has been highlighted for upgrading for some years. Beardwood will undertake the required earthworks and civil works, and the College has sourced and purchased some Ninja-style equipment in order to create a level space with an exercise circuit which challenges balance, strength and agility. This equipment will be utilised by our Physical Education and Education Outdoors staff during lesson time, as well as being available at recess and lunch for general student use.



Concept image of the Middle School Courtyard Equipment Configuration

For many years now the College has considered building a roof over an area of our outdoor courts, to provide an all-weather area for both timetabled classes, and for recess and lunchtime activities. Our gymnasiums are heavily used, and there is particular pressure put on them during timetabled classes on inclement weather days. The College was granted approval in late 2022 to erect a roof over two of the four Astro-courts on the Eastern side of the College (adjacent to the MDT Building). This project will be funded from College Reserves, and it is hoped that work will be completed by the end of Term 2, 2024.

The College's five-year capital masterplan, which is aligned to the Strategic Plan, has come to completion at the end of 2023. Staff have been consulted regarding identifying potential future capital projects. These will be reviewed by College Leadership, the College Building Committee and the Advisory Board over the course of 2024 in order to prioritise future works into a new five-year plan.

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