




St Patrick's College
LAUNCESTON



2024 ANNUAL COMMUNITY REPORT



Acknowledgement of Country

We acknowledge the beautiful Kanamaluka with trees and stunning skies.
The birds chirping and singing,
the wind rustling through the leaves.

This land is rich with life.
Deep with history.
We live on strong Country splashed
with splendid features.
Rolling mountains scatter the land.
Crystal blue seas.

For this Country, as small as it may be,
no matter where I am, its beauty
never fails me.

This is the Country of the Palawa who
have cared for the lands and
waterways since time began.

This project has been a collaboration between
students, staff and the Tasmanian Aboriginal
community.

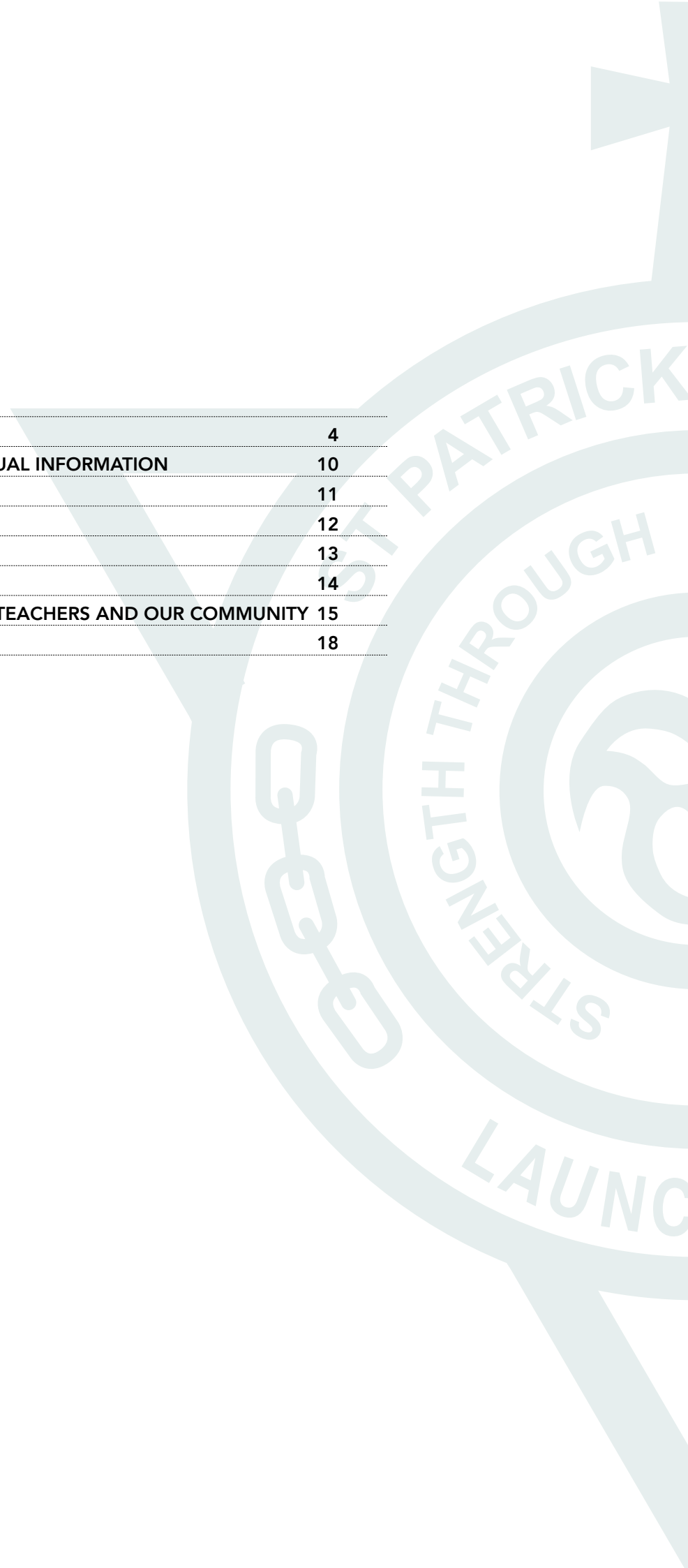
The artwork and words are a result of our
students engaging with Elders and learning
about Tasmanian Aboriginal people and culture.

The artwork of E.Ravai and the rock shapes
within it served as a source of inspiration.

The sign has been designed
by Tasmanian Aboriginal artist,
Caleb Nichols-Mansell.

Contents

FROM THE PRINCIPAL	4
COLLEGE PROFILE AND CONTEXTUAL INFORMATION	10
STAFF PROFILE	11
STUDENT ATTENDANCE	12
STUDENT NAPLAN RESULTS	13
SENIOR SECONDARY OUTCOMES	14
PARENT/GUARDIANS, STUDENTS, TEACHERS AND OUR COMMUNITY	15
FINANCIAL REPORT	18



FROM THE PRINCIPAL

By Mrs Liz Illingworth, Principal

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.



MISSION

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

VISION

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.

VALUES

Our community has discerned our College Values, which are central to our daily operation to be Catholic Identity, Compassion, Endeavour and Excellence, Stewardship, Individuality, Relationships, Leadership and Social Justice.

Strength through Faith and Knowledge



**ST PATRICK'S
COLLEGE**





2024 was a year of particular importance for St Patrick's College as we celebrated 40 years of Co-education at Prospect. This was a significant milestone for the College and an opportunity to acknowledge the three founding orders of our College - The Presentation Sisters, The Sisters of St Joseph and the Christian Brothers. Our College is blessed by this threefold tradition which extends over 140 years in the Launceston community. In recognising our founders and history, our College Houses are named after the founders of our founding orders - Nano Nagle, Mary MacKillop, Julian Tenison Woods and Edmund Rice.



2024 saw our college have a particular focus on improving communications with our community. Schoolbox, our embedded Learning Management System, was used to do this. Parents/Guardians were directed to Schoolbox as the main source of all College information distribution. This project will continue to be promoted with all community members as we seek to ensure all our families are receiving communications from the College in regards to their student's learning,



pastoral care and participation in activities.

Communication with key stakeholders is essential to supporting our students and parents/guardians, ensuring that all parents/guardians are able to engage with their student's learning and wellbeing.

During 2024 a team of staff, heavily engaged in the pastoral care of our students, worked to form a Pastoral Care Framework that will be used in 2025. The Pastoral Care Framework linked our current practices of Tutor Groups, House Groups and specific Pastoral Care subjects - BeSPC (Year 7 and 8) , Rite Journey (Year 9) and ACE (Year 10) to the Australian Curriculum Personal and Social Capabilities, and to our College Values. This project will be rolled out across 2025 to support all students in our care.

During 2024 a major capital project, the STEM Heart Centre, was under construction. This new centre will provide excellent Learning and Teaching facilities for Science, Technology and Engineering, and provide many shared spaces for learning and community gathering. We look forward to the opening of the STEM Centre during 2025.

GOVERNANCE

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. 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.

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.

2024 COLLEGE LEADERSHIP TEAM

Liz Illingworth
Principal

Kim McInnes
Deputy Principal, Administration & Community

Lindsey Hills
Deputy Principal, Learning & Achievement

Patrick Moroney
Deputy Principal, Wellbeing & Leadership

Karen Cole
Business Manager

Kate Hinds
Director of Human Resources & WHS

Adrian Viney
Director of Catholic Identity & Mission

Rachael Holloway
Head of Senior School

Leigh Hart
Head of Croagh Patrick

Cameron Ivory
Head of Middle School

Sally Cunliffe
Senior Executive Assistant

2024 ADVISORY BOARD

David Chambers
Chair

Maree Wright
Deputy Chair

Bianca Dowde
Treasurer

Fr Leonard Caldera
Priest

Sr Elizabeth Vagg
Presentation Sister

Linda Rose
Member

Simon McInerney
Member

Monika Caplin
Member

Stephen Noone
Member

Liz Illingworth
Principal

Karen Cole
Business Manager

Sally Cunliffe
Secretary



PASTORAL CARE AND STUDENTS

At the College, we aim to positively affirm our College Values in students through Positive Behaviour Support. Each student is seen and heard through our Tutor and House System where a holistic approach to learning and growth, including physical, social, intellectual and spiritual development is prioritised. All students are encouraged to develop connections to the College through the many learning and co-curricular opportunities that are offered.

STUDENT LEADERSHIP

St Patrick's College has a structured servant leadership pathway from Year 7 Core Captains through to Year 12 Student Executive. Student Leadership is an opportunity for student voices to be shared and heard. Student Leadership opportunities commence in Year 7 and Year 8 where Core Captains have the opportunity to work together and with their classes, to develop their own leadership skills. Core Captains, Community Captains, Aspiring Leaders, Emerging Leaders and Student Executive members are encouraged to lead as servant leaders amongst their peers, cohort and the college community.

STUDENT WELLBEING AND SUPPORT SERVICES

Our students are well supported by our SWSS (Student Wellbeing and Support Services) team who provide professional assessments and counselling services to support our students in improving their learning, mental health, wellbeing and lives. Our SWSS team works closely with key staff to ensure our students are supported educationally, emotionally and behaviourally.

CO-CURRICULAR ACTIVITIES

2024 continued to see St Patrick's College provide a wide and varied range of co-curricular activities for all students. Our co-curricular program is an essential part of the college, encouraging our students to engage in activities that offer them the chance to form lifelong interests outside of academics.



CATHOLIC IDENTITY AND MISSION

St Patrick's College has continued to be a vibrant Catholic learning community in 2024, expressing our College Values in a range of environments and initiatives. Retreats, reflection days, outreach, and prayer have all been vehicles that have enabled us to explore and express our shared Catholic faith.

RETREATS AND REFLECTION DAYS

In 2024, St Patrick's delivered reflection day experiences to Years 7 - 10 students, centred on the themes of Endeavour & Excellence, Social Justice, Relationships and Leadership. These days were delivered by the Catholic Identity & Mission Team at St Albies Hall, Holy Trinity Catholic Church and the Prospect Park Sports Club. Our reflection days enable our students to actively engage in the mission of our school and be an important space for community building.

The program culminated in our Year 11 and 12 Retreats. Year 11 Retreat was delivered as a pilgrimage experience along the central coast, from Ulverstone to Latrobe. Year 12 Retreat had the theme of Journey and was held at Camp Clayton. These pinnacle experiences allow our senior students to explore their faith and come together as a year level.



OUTREACH

In the tradition of our founders, the Presentation Sisters, the Christian Brothers and the Sisters of St Joseph, St Patrick's College continues to excel in this facet of our Catholic Identity. In 2024 students gave to the poor through charity programs such as Project Compassion, Vinnies Christmas Hampers and the Croagh Patrick Soup Van. Our students walked in solidarity with those on the margins, through Ascent, Croagh Patrick Outreach to Larmenier School, and Middle School Vinnies. We promoted and engaged with outside community organisations through Lap it Up, Speak Up Stay ChatTy and Harmony Day. Founder's Day and our House Spirit Days were an opportunity for our students and staff to celebrate and live out our founding charisms that provide the inspiration for our culture of service and outreach.



PRAYER

Prayer and contemplation were again a key feature of life at St Patrick's College in 2024. The Eucharist is the liturgical touchstone for our community, being celebrated frequently at our school. St Patrick's Day, End of Year Mass, House Masses, Staff Masses, and Friday Morning Mass are all moments when the real presence of Jesus is sacramentally gifted to us at St Patrick's. Each fortnight, sub-houses gathered for communal prayer in our beautiful chapel and daily prayer was enabled for our community through Schoolbox. One significant prayer event for our College in 2024 occurred during Catholic Education Week when we hosted the relic of Blessed Carlo Acutis in our Chapel. Every student in the college shared the opportunity to learn about the life of Blessed Carlo and pray before the relic.



LEARNING AND ACHIEVEMENT

INSIGHT

In 2024, Catholic Education Tasmania entered the second year of the Insight Project, which integrates the Science of Learning and the renowned educational psychologist Barak Rosenshine's Principles of Instruction into our teaching practice. This approach emphasises high-impact teaching practices that engage, challenge, and support students in their learning, ensuring that our teaching is both contemporary and evidence-based. Sixty teachers have now completed the intensive professional learning in High Impact Teaching Practices, with plans for another thirty teachers, including all Curriculum Leaders on the Academic Council, by the end of 2025. Ongoing professional learning continued in Professional Learning Teams for all teachers, with some invited to further extend their expertise with support from external providers. The focus being on the rehearsal of conceptual knowledge in specific learning contexts.



A FOCUS ON LITERACY AND NUMERACY

St Patrick's College made a commitment to enhancing literacy and numeracy across the Middle School by implementing a major timetable restructure for 2025. This change will increase the time allocated to mathematics and prioritise literacy and numeracy as key focus areas. The College will launch the Enhanced Learning Fundamentals Program in 2025 for Year 7 students. This program will dedicate the first 30 minutes of each school day to targeted, data-informed groups for English or mathematics. Students are placed in targeted, data-informed groups for English or maths, allowing us to meet them where they are in their learning, with targeted learning. We are excited to extend this program to Year 8 students in 2026, continuing our efforts to improve student outcomes and support their growth in literacy and numeracy.

St Patrick's College made a meaningful commitment to the MacqLit intervention program for Years 7-9. MacqLit is an explicit and systematic reading intervention designed for small groups of older students who are low-progress readers. Involved students benefited from the targeted instruction provided by MacqLit, with the objective being to become independent readers.

VET PATHWAYS

An increase in demand for Vocational Education and Training (VET) at the College led to a commitment to deliver VET programs directly on-site at St Patrick's College across multiple days. In 2025 the College will deliver Electrotechnology, Hair and Beauty, Fitness Instructing, Construction, Sport Coaching, and Hospitality onsite. These industry-specific programs are delivered in dedicated spaces at the College, giving students hands-on experience while they work toward their TCE at the same time.

E-LEARNING

A key focus in 2024 was the ongoing development of the new STEM building, aimed at equipping students with the skills needed for future careers in technology-driven fields.

This initiative integrated discussions on the upcoming building project, ensuring the new spaces and infrastructure support the needs of 21st-century learning.

GIFTED AND EXTENSION LEARNING

This year we committed to expanding our Gifted and Extension Learning program to include the introduction of dedicated teaching leaders in 2025. We envision that these teachers will work closely with our other teachers to differentiate the curriculum, providing extension activities and challenging programs. This supports gifted learners in reaching their full potential and ensures they remain motivated throughout their learning journey. We also worked closely with the expertise of Catholic Education School Service Leader: Gifted and Extension Learning to identify meaningful and engaging curriculum, and pathway planning programs. For the first time we offered a 90+ ATAR day to Year 10 students, offering practical strategies on how to excel in Year 11 and 12. We were also able to offer One Day School online for a select group of Middle School gifted and highly able students, whereby students engaged with a learning program in specialised areas and were provided with an opportunity to work with like-minded peers.



COLLEGE PROFILE AND CONTEXTUAL INFORMATION

St Patrick's College is a Catholic co-educational day school under the Governance of Catholic Education Tasmania. The College has an enrolment of approximately 1540 students and 260 staff. The College provides extensive learning programs and co-curricular opportunities for students from Year 7 to Year 12. St Patrick's College operates across two campuses: the Main Campus (Years 7, 8, 10, 11 and 12) and Croagh Patrick Campus (Year 9).

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). Each School has unique features specific to the learning and pastoral needs of the students. Each School has a leadership team that is responsible for the day to day running of the school, supported by the College Leadership Team.

ST PATRICK'S COLLEGE STUDENTS



YEAR LEVEL	MALES	FEMALES	TOTAL
7	141	137	278
8	130	150	280
9	142	135	277
10	140	135	275
11	102	113	215
12	103	113	216
TOTAL	758	783	1541



St Patrick's College is a college with a diverse population. In 2024, 5% of our students identified as Aboriginal or Torres Strait Islander. 11% of our students identified as speaking a Language Other Than English at home.

Our students come from varied socio-educational backgrounds - 26% of our families fall in the bottom quartile; 57% in the middle quartiles and 17% in the top quartile.

St Patrick's College provides an excellent faith-based education for our students, with a focus on



academic, spiritual, emotional, social and physical excellence. The outstanding team of educators and staff at St Patrick's College live and promote our Catholic Ethos and the Values of our College. St Patrick's College employs a team of highly skilled professional staff who are committed to providing the best pastoral and learning support, to enable each student to reach their full potential.

Further information about our college, can be found by visiting our website: www.stpatricks.tas.edu.au

STAFF PROFILE

All teachers at St Patrick's College are registered to teach in accordance with the requirements of the Teachers Registration Board of Tasmania. In 2024, there were 157 teachers working at St Patrick's College with 93 holding Full Registration. Provisionally registered teachers are supported by the College Teacher Development Co-ordinator and provided with further support through Catholic Education Early Career Teacher Pathways as they move towards full registration. A breakdown of Staff Qualification and Workforce composition can be viewed below.

STAFF QUALIFICATIONS

QUALIFICATION	NO. OF STAFF
Doctorate	1
Masters	47
Graduate / Postgraduate Diploma or Certificate	36
Bachelor's Degree	95
Diploma / Advanced Diploma	17



WORKFORCE COMPOSITION

YEAR LEVEL	MALES	FEMALES	TOTAL
Teaching	69	88	157
Non-Teaching	27	75	102
Full-Time	61	72	133
Part-Time	35	91	126
FTE	78.05	125.91	203.96
First Nations	0	1	1

PROFESSIONAL LEARNING

Professional learning is a key focus for all staff at St Patrick's College. During 2024 all teaching staff attended the Catholic Education (CET) System Insight Days (2 February, 22 July and 14 October 2024), and thirty teaching staff participated in the CET Intensive Training workshops for Insight. Information on the Insight approach can be viewed [here](https://catholic.tas.edu.au/insight): catholic.tas.edu.au/insight.

Other professional learning is available to all staff as they undertake learning, relevant to their positions. Examples completed in 2024 included CET Early Careers Teachers, Aspiring Leaders Years 1 and 2 CET, ACHPER Secondary HPE Conference, The Rite Journey Training Course, Business Services Conference, Illume Learning - Supporting Students with Down Syndrome, 3D CAD Software and Maqlit Training Courses.



STUDENT ATTENDANCE

Unexplained non-attendance at the College is managed by an SMS system, where parents/ guardians 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 Student Attendance Protocol.

ATTENDANCE RATES 2024

YEAR LEVEL	TOTAL
7	91.12%
8	89.16%
9	87.4%
10	86.75%
11	89.9%
12	86.6%
ALL STUDENTS	88.50%



STUDENT NAPLAN RESULTS

We are pleased to report that our students achieved promising results in NAPLAN in 2024.

NAPLAN RESULTS YEAR 7 2024

YEAR LEVEL	MEAN SCORE				DIFFERENCE TO		
	SCHOOL	SIMILAR SCHOOL	TASMANIA	AUSTRALIA	SIMILAR SCHOOL	TASMANIA	AUSTRALIA
Numeracy	542.9	525.8	515.6	539.8	17.1	27.3	3.1
Reading	548.6	534.5	525.9	535.0	14.1	22.7	13.6
Writing	542.1	532.1	524.0	540.2	10	18.1	1.9
Spelling	541.5	528.2	521.6	540.0	13.3	19.9	1.5
Grammar & Punctuation	543.7	525.6	518.8	536.7	18.1	24.9	7.1

NAPLAN RESULTS YEAR 9 2024

YEAR LEVEL	MEAN SCORE				DIFFERENCE TO		
	SCHOOL	SIMILAR SCHOOL	TASMANIA	AUSTRALIA	SIMILAR SCHOOL	TASMANIA	AUSTRALIA
Numeracy	559.6	553.7	544.9	565.3	5.9	14.7	-5.7
Reading	565.9	563.7	553.5	565.0	2.2	12.5	0.9
Writing	577.8	565.7	555.0	573.9	12.1	22.8	3.8
Spelling	561.7	557.2	552.5	566.9	4.5	9.2	-5.2
Grammar & Punctuation	546.1	545.2	535.6	555.3	0.9	10.5	-9.2

SENIOR SECONDARY OUTCOMES

21.3% of Year 12 students participated in a VET program, 89% of Year 12 students achieved the Tasmanian Certificate of Education and 1 student achieved their Tasmanian Certificate of Educational Achievement (TCEA). 89.8% of Year 12 students received 120 or above credit points. 52% of Year 12 students achieved an ATAR. 75.6% of Year 9 students retained to Year 12.

ATAR	PERCENTAGE OF STUDENTS
90+	13%
80+	43%
70+	81%

DESTINATION DATA

The following is an analysis of the destination data for the 2024 Year 12 cohort. Some of these students have opted to take a gap year prior to commencement of their courses.

COURSE	NUMBER OF STUDENTS
ADF/Army/Navy	3
Apprenticeship/Traineeship	21
Year 13	1
Employment	17
Gap Year	25
Police	4
Seeking Employment	8
Tas TAFE	9
University	109
Unknown	16
GRADUATES TOTAL	213



PARENT/GUARDIANS, STUDENTS, TEACHERS AND OUR COMMUNITY

Open lines of communication between students, teachers and parents/guardians is an essential aspect of education. The Schoolbox Learning Management System allows our parents/guardians to be in touch with their student's learning and pastoral care at the College. Communication with parents/guardians and students is shared through the Schoolbox portal.

On Schoolbox parents/guardians can make direct contact with key staff in their student's college life as well as view their student's academic progress, see due work that is coming up, and work that has been marked.

The Schoolbox portal also has opportunities for parents/guardians to make direct contact with the College through the 'Contact Us' Form. Parents/Guardians are also directed to the CET Feedback Portal where they can leave feedback.

The screenshot shows the Schoolbox LMS interface. At the top, there is a navigation bar with icons for ActionCentre, My Details, Finance, PaymentPlans, Payments, Events, Timetable, Calendar, and Flexischools. The main heading is "Good Morning, Mr Test Parent". Below this, there is a "Welcome Parents!" section with instructions: "Please use **Student Absence Notification** to communicate your child's absence." and "Please use **Uniform Variation Notification** to provide a reason why your child is not wearing the correct uniform at school." A row of eight tiles provides quick access to various services: Schoolbox & ICT Help, Schoolbox News Archive, Student Life, Policies & Protocols, Student Absence Notification, Uniform Variation Notification, Contact the College, and CET Feedback Portal. Further down, there are sections for "NEWS HEADLINES" with tabs for All, Student Bulletin, Middle School, Croagh Patrick, Senior School, and Community Notices; "SUBJECT SELECTION GUIDES" with links for Middle School, Croagh Patrick, and Senior School; and a "CALENDAR" section. A yellow banner at the bottom reads "Parent pick up - please note" with a star icon.

On the student Schoolbox Portal, students can provide feedback through the CET Feedback Portal. They also have access to the Anti Bullying and Harassment Portal where they can report incidents of inappropriate behaviour without having to speak to staff face to face.

In 2024, staff, parents/guardians and students were not involved in any official feedback surveys. From 2025, St Patrick's College will be utilising the School Effectiveness Survey on an annual basis to gauge feedback on a wide range of educational and wellbeing topics.

RESILIENT YOUTH

The data pictured here was gathered from the Resilient Youth Survey conducted in July 2024 by more than 50% of our Year 7-11 students. The data shows three key aspects of mental health and wellbeing; Resilience, Anxiety/depression and Readiness to Learn.

84% of students are reporting high or moderate levels of life satisfaction.

Nearly 2/3 of our students are not reporting anxiety or depression.

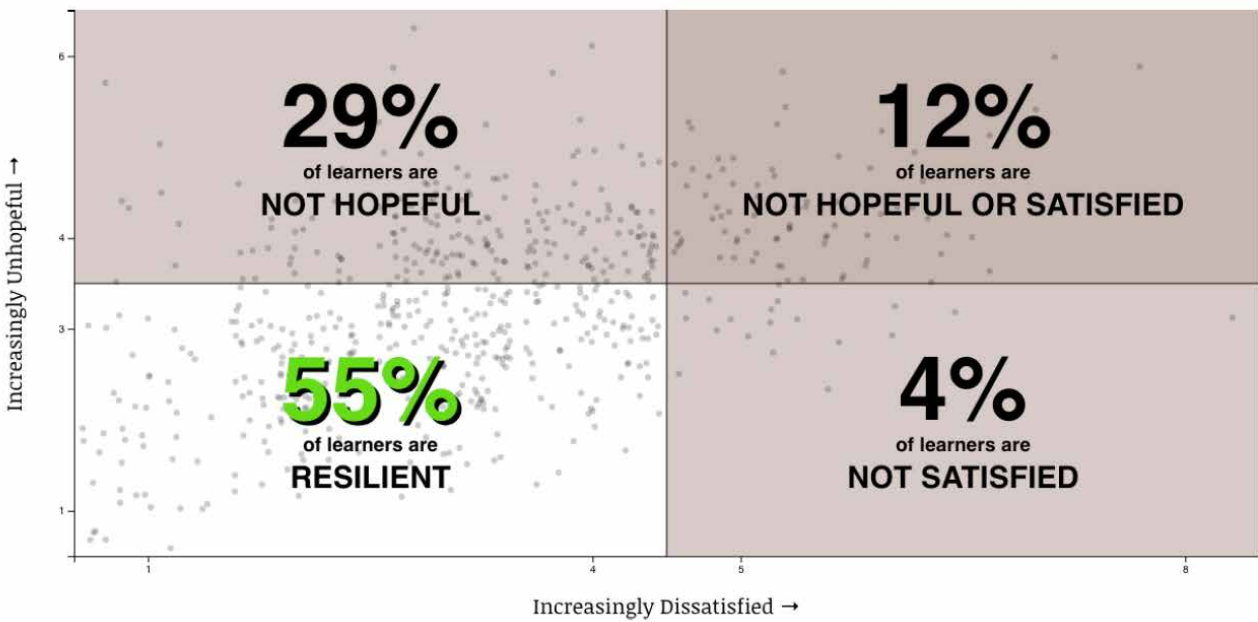
54% of students are ready to learn with less than 1/3 with some level of disengagement.

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 7-10 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported levels of hope, life satisfaction. The presence of both hope and life satisfaction is a good indicator of resilience.



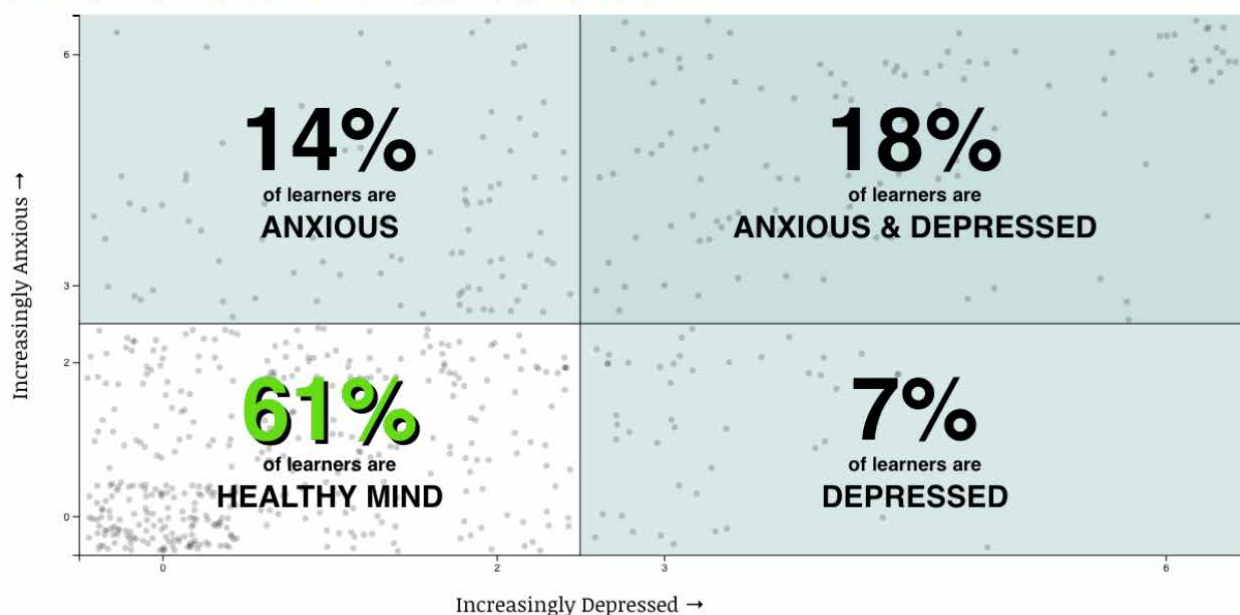
To generate similar graphs or find more information about this data, please visit your interactive portal: [Resilience Score](#). The survey items comprising this construct can be found in the Appendix.

Healthy Mind Score

Anxiety and Depression: GAD-2 and PHQ-2

Year Levels 7-10 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each student's reported symptoms of either anxiety, depression, or both anxiety and depression, or the absence of these symptoms, suggesting a healthy mind.



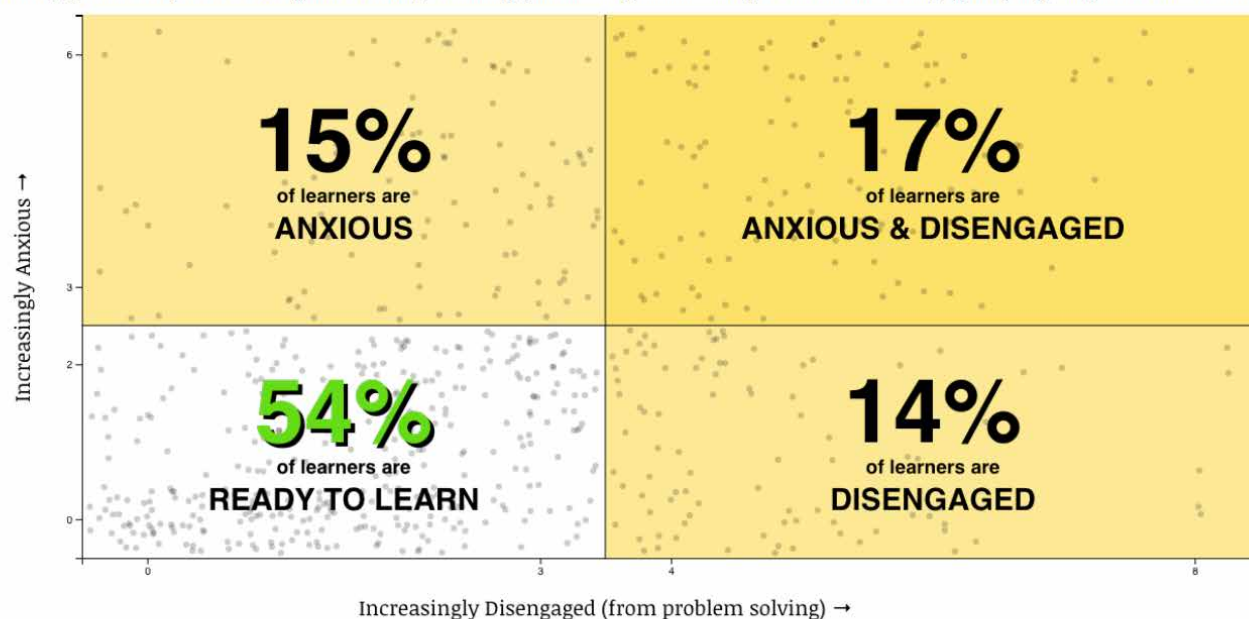
To generate similar graphs or find more information about this data, please visit your interactive portal: [Healthy Mind Score](#). The survey items comprising this construct can be found in the Appendix.

Ready to Learn Score

Anxiety and Coping: GAD-2 and CSI-4

Year Levels 7-10 Genders Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each respondent reported symptoms of either anxiety, disengagement from problem-solving, or both anxiety and disengagement from problem-solving, or the absence of these symptoms, suggesting a readiness to learn.



To generate similar graphs or find more information about this data, please visit your interactive portal: [Ready to Learn Score](#). The survey items comprising this construct can be found in the Appendix.

FINANCIAL REPORT

By Mrs Karen Cole, Business Manager

The STEM project continued to be the main focus of 2024 from a capital works perspective. It is currently a few months behind schedule, which is still mainly due to delays in getting the new substation installed and the old one removed at the commencement of the project. This delayed critical activities such as digging footings and installing the concrete wall panels, as the high-voltage cables feeding the old substation were running directly through the building site. As the building nears completion, excitement is building amongst staff and students for occupying the new space, and importantly, having access again through the middle of the campus. The impact of opening this new space is expected to be extremely positive. Partial access has been granted in order to operate the cafe, which was formerly referred to as the canteen, and full occupancy is anticipated for the commencement of Term 3, 2025.

This project is being funded partly from cash reserves and partly from loan funds. At \$17.3m it is the last major building upgrade currently planned, with only relatively minor works in the pipeline over the next few years.

As part of the overall STEM project an underutilised grassy courtyard that adjoins the new building was selected for redesign. The courtyard works were important to undertake as part of this project as it will become inaccessible to heavy equipment once the STEM building is complete. This was an exciting project that has provided additional active space for our students during recess and lunch breaks, and an additional PE or Outdoor Education training space during class time. The works include the building of retainer walls, levelling of the ground, laying of softfall, and installation of equipment that will provide a fitness/agility Ninja-style course. Outdoor beanbags, picnic tables, and outdoor table tennis tables have also been incorporated in the finished design to create a multi-purpose, student-friendly space.

Another important project that was undertaken in 2024 was the erection of a roof structure over two of our four astro-courts, to provide an all-year-round activity space, with shade in the summer and shelter from rain and frost in the winter. Importantly, it has also provided an additional timetableable space for PE classes, alleviating the pressure on our two gymnasiums during inclement weather. This project started off as the sharing of a dream from a member of the PE staff, and has been a point of discussion for several years. Now that the dream has become a reality it is exciting to see what a popular and important space it has become, which has justified the \$1.2m investment.

As we embark on our new five-year Strategic Plan and Capital Masterplan, future capital projects will be identified and prioritised. In conjunction with these 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.

From an operational perspective, the financial position of the College remains strong. Student numbers declined slightly over 2024, with an August 2024 census number of 1545 students being four lower than August 2023. Steady improvement in Year 10 retention since 2019 has increased our senior numbers each year, and waiting lists across our other year groups ensure that most remain at capacity. This has had a positive impact on our financial position as the increased student numbers results in the College receiving a higher value of Government Grant funding.

The financial report for the year indicated a positive result, with a recurrent operating surplus of \$1.258m, which was \$1.107m higher than budget. Overall,



income exceeded budget by 2%, or \$635k, of which \$589k was Commonwealth Government Grants. This increase in funding was provided mainly to support programs and initiatives for Students With Disabilities (SWD funding).

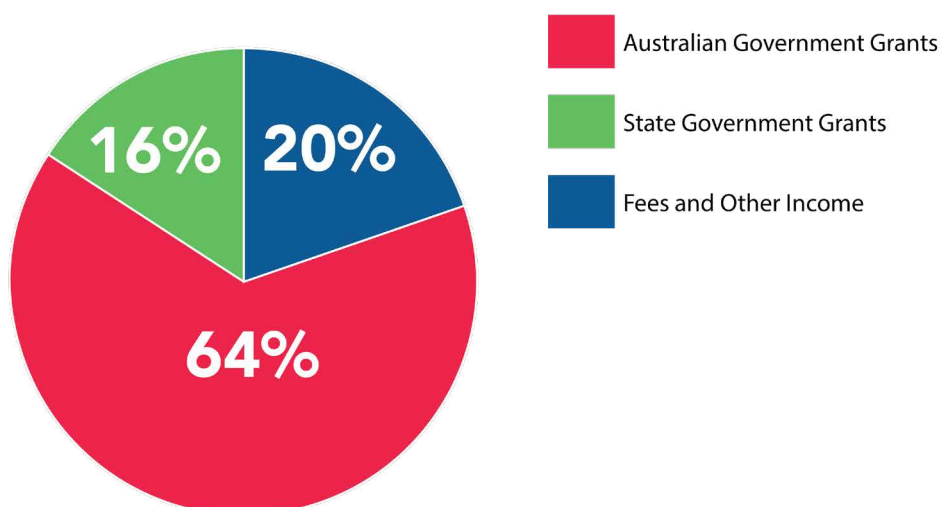
Salary and salary-related expenditure exceeded budget this year due mainly to an increase in Teacher Assistants (to support the students who attracted the additional SWD funding) and an increase in premiums for workers compensation insurance. There were significant savings in non-salary expenditure which more than compensated for the over-spend in salaries, resulting in an overall 1% or \$472k saving in total College expenditure against budget.

The College has maintained a good cash position at the end of 2024, with the budget savings contributing to this. This has been reinvested into the STEM project, alleviating the need to draw down as much of our loan facility to date as forecast. At year-end \$4m has been drawn down and \$7m remains available. Cash balances are at a sufficient level to cover current and future expenditures and liabilities, with total liabilities sitting at only 12% of total assets.

Please see below for a summary of the College's financial operations for the year ended 31 December 2024.

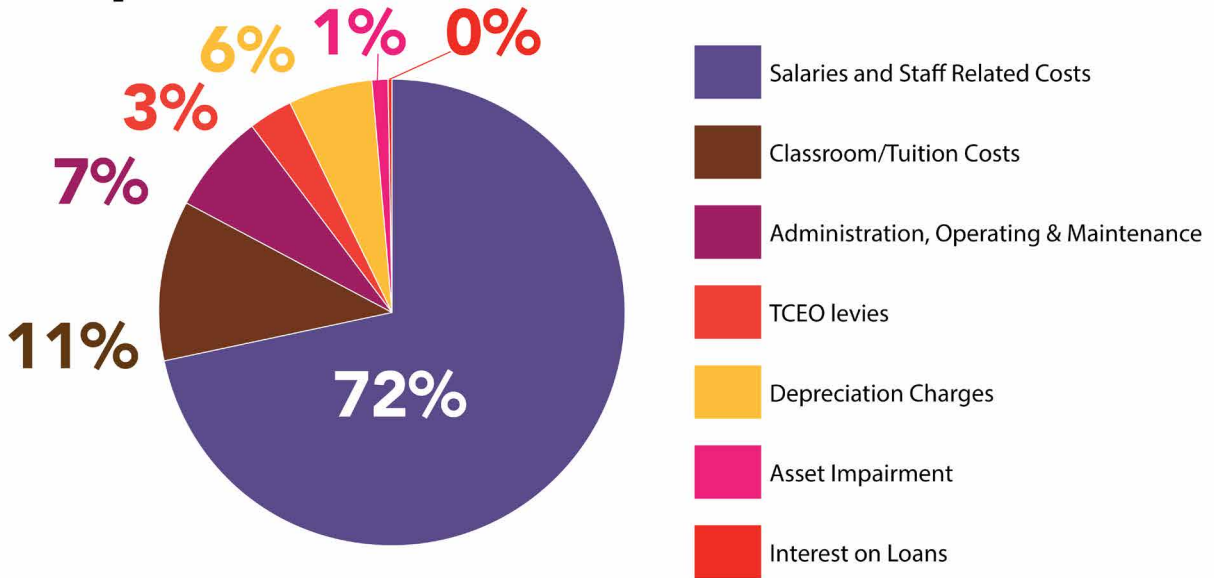
RECURRENT INCOME	
Fees and Other Income	\$7,088,079
Australian Government Grants	\$23,193,362
State Government Grants	\$5,609,167
TOTAL	\$35,890,608

Income



RECURRENT EXPENDITURE	
Salaries and Staff Related Costs	\$24,871,272
Classroom/Tuition Costs	\$3,852,493
Administration, Operating & Maintenance	\$2,378,631
TCEO levies	\$1,102,969
Depreciation Charges	\$2,017,746
Asset Impairment	\$377,910
Interest on Loans	\$31,273
TOTAL	\$34,632,294

Expenditure



CAPITAL EXPENDITURE	
Loan Principal Repayments	\$0
Plant, Furniture and Equipment	\$225,876
College ICT Equipment	\$482,716
Motor Vehicles	\$92,092
College Property Improvements	\$349,001
Year 8 Courtyard (Founders Ground)	\$356,694
Astro Court Roof	\$1,172,973
STEM Building	\$8,869,655
TOTAL	\$11,549,007



St Patrick's College
LAUNCESTON

OUR MISSION.

TO BE A COLLEGE COMMUNITY OF FAITH, LEARNING, RESPECT AND SERVICE IN THE CATHOLIC TRADITION.

OUR VALUES.

CATHOLIC IDENTITY

We value a school where Christ is central to our lives and where Catholic teachings, values and traditions are lived and celebrated.

COMPASSION

We value a school where we have empathy for others, act with forgiveness and promote reconciliation.

ENDEAVOUR & EXCELLENCE

We value a school where each person is able to realise their full potential through spiritual, academic, cultural and sporting activities.

STEWARDSHIP

We value a school where we respect the environment and commit to sharing God's gifts justly and wisely.

INDIVIDUALITY

We value a school where each person is accepted and loved and can develop their sense of personal worth.

RELATIONSHIPS

We value a school where partnerships between parents/guardians, students, staff, parishes and the community are fostered and developed.

LEADERSHIP

We value a school where Jesus' model of leadership challenges each person to encourage and inspire others to be their best.

SOCIAL JUSTICE

We value a school where we grow in awareness and respond to the needs of others in a spirit of service.

