



St Patrick's College





Launceston

Annual Report
2018

PURPOSE OF ANNUAL REPORT

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

SCHOOL PROFILE

SCHOOL NAME	St Patrick's College
SCHOOL TYPE	Catholic Co-educational College, Years 7 - 12
SUBURB, TOWN	Prospect, Launceston
STATE	Tasmania
ADDRESS	Main Campus (Years 7, 8, 10, 11, 12)
	282 Westbury Road Prospect Tas, 7240
	Croagh Patrick Campus (Year 9)
	252 Peel Street Prospect, Tas 7250
TELEPHONE	Main Campus (Years 7, 8, 10, 11, 12)
	03 6341 9988
	Croagh Patrick Campus (Year 9)
	03 6341 9999
EMAIL	contact@stpatricks.tas.edu.au
WEBSITE	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)
	Dr Julienne Colman
	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
	Mr Geoff Dodds
	Business Manager
	Ms Karen Cole

FOUNDING CHARISMS

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

MOTTO & VISION

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

GOVERNANCE

ACCT Governor's Council: The ACCT Governor's Council of St Patrick's College is chaired by Archbishop Julian Porteous and comprises representatives of our founding orders; the Christian Brothers, the Sisters of Saint Joseph, the Presentation Sisters, the Director of Catholic Education and former parents.

The ACCT Governor's Council appoints the Principal and is responsible for the supervision of significant policy direction and over viewing the maintenance of the Catholic ethos and traditions of the College.

Board of Management: The Board of Management is appointed by ACCT Governor's Council and has responsibility for managing the strategic direction of the College, policy development, finance, facilities and managing associated risks and opportunities.

The 2018 Board of Management membership is as follows:

Chair: Michael Johnston

Vice Chair: Nigel Chong

Treasurer: Patricia Chilvers

Secretary: Mandy Tennant

Members: Denise Bott, Melissa White, Peter Barns, Fr Mark Freeman, Sr Elizabeth Vagg, Daniel Aras, Simon McInerney, Karen Cole (Business Manager - by invitation), Tony Daley (Principal)

The activities of the ACCT Governor's Council, the Board and Principal are governed by the College Constitution.

MISSION & VALUES / COMMUNITY OUTREACH

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

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

SCHOOL STRUCTURE

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

LEARNING AND ACHIEVEMENT

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

eLEARNING

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

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

The intent of ICT usage at St Patrick's College includes providing tools and resources for today's learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. The individual use of ICT is a way to continue to empower students to maximise their full potential and to prepare them for future study. Effective teaching and learning with ICT (iPads/laptops/Apple TVs etc.) integrates technology into the curriculum at anytime 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, 2018

Year	Male	Female	Total
7	142	146	288
8	143	142	285
9	143	134	277
10	128	141	269
11	105	122	227
12	97	111	208

AVERAGE ATTENDANCE RATE AS AT 31 DECEMBER, 2018

Year	Attendance %
7	92.06
8	91.31
9	90.95
10	88.06
11	91.21
12	87.55

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

STUDENT OUTCOMES

YEAR 12 DESTINATIONS

Destination	Number
University	80
Polytechnic	9
Employment	56
Gap Year	26
Seeking Employment	5
ADFA/Army/Navy	2
Unknown	7
TOTAL*	185

* Completed Year 12

SENIOR SECONDARY EDUCATIONAL OUTCOMES

Vocational Education: 59.7% of Year 12 students participated in a VET program.

Tasmanian Certificate of Education: 88% of Year 12 students achieved the TCE.
93% of Year 12 students completed 120 credit points.

Tertiary Education Ranking: 61% of Year 12 students achieved an ATAR.

Year 12 Retention: 68.9% of Year 9 students retained to Year 12.

LITERACY & NUMERACY

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

100% of Year 9 students were at or above benchmark in Numeracy for 2017 and 84% were at or above benchmark in 2018. 98% of Year 9 students were at or above benchmark in Literacy for 2018 and 77% were at or above benchmark in 2017.

99% of Year 7 students were at or above benchmark in Numeracy for 2018 and 89% were at or above benchmark in 2017. 99% of Year 9 students were at or above benchmark in Literacy for 2018 and 89% were at or above benchmark in 2017.

REPORTING STUDENT PROGRESS

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

Continuous On-Line Feedback

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

Common Assessment Tasks (CATs)

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

Timeline: Years 7-12

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

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

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

NA = Not assessed

Dev = Developing

Dev+ = Developing Plus

Con = Consolidating

Con+ = Consolidating Plus

Ext = Extending

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

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

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

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

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

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

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

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

PROGRAMS THAT HAVE ENHANCED STUDENT LEARNING

LITURGY & CELEBRATION

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

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

Whole College masses include the End of Year Mass, held at the Silverdome and presided over by His Grace, Archbishop Julian Porteous. Approximately 3000 students, staff, special guests and family are in attendance.

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

Staff undertake a Spirituality Day at the beginning of Term Three. In 2018, this day was facilitated by the Faith Formation team at Edmund Rice Education Australia (EREA) and focussed on individual's personal journey through Catholic education and faith.

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

St Patrick's College continues to develop its mission and outreach program, *Ascent*, for Year 10 - 12 students. *Ascent* students volunteer at a range of service providers in Tasmania and Victoria, including Edmund Rice Camps, St Paul's Primary School (Bridgewater) and the Brotherhood of St Lawrence. St Patrick's College continues its relationship with St Peter's Church, Youngtown and the Carmelite Monastery in West Launceston, by having students assist with the cleaning on a roster basis. Year 9 students develop a strong relationship with St Vincent de Paul, by assisting with the preparation of food for the Soup Van.

HIGH POTENTIAL LEARNERS

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

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

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

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

High potential learning opportunities include:

Languages and HASS Faculties

- Japanese speech competition
- Long-term exchange with Omi Brotherhood School
- Homestay program
- Da Vinci Decathlon
- Tournament of the Minds
- Debating
- Rostrum Voice of the Youth
- Spelling Competition & Spelling Bee
- History Competition
- Poetry competition
- Reader's Cup
- S2S Reading Program
- MUNA
- Frank MacDonald Prize
- Simpson Prize
- History Competition
- Student Directed Inquiry
- Poetry in Action

The Arts Faculty

- Launceston Competitions
- Sawtooth Exhibition
- ArtRage
- TASC 2 subjects offered to Yr10's
- Artist in Residence programs
- University Connection Program
- National Summer School Scholarship (NGA)
- Tasmanian Youth Orchestra Scholarship
- Bay of Fires Art Prize
- St Cecilia Performance Challenge
- Art-Tastic
- Deloraine Drama Festival
- MyState Film Festival

Technology Faculty

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

Science Faculty

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

Mathematics Faculty

- UTAS mathematics modules offered to senior students
- Maths Relays (Maths Association of Tasmania)
- Australian Maths Competition (AAMT)
- Maths Summer School Canberra (Yr 11 students) - AAMT
- Maths Poster competition (Maths Association of Tasmania)
- Year 8 De Vinci class
- Urquhart competition

Health & Physical Education Faculty

- Talented Athlete Program (Yr 9-12) (General, Cricket, Rowing, Basketball, AFL, Football, Cycling - Road and MBT)
 - Yr9 SPC Athlete Readiness
 - Yr10 SPC Athlete Development
 - Yr11 TASC2 Personal Health and Wellbeing
 - Yr12 TASC2 Athlete Development

- Duke of Edinburgh Award
- Windward Bound Experience
- Global Challenge

Religious Education Faculty

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

Learning Enhancement Faculty

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

SCHOOL IMPROVEMENT GOAL AND ACHIEVEMENTS

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

The current Operational Plans cover the following areas:

Core Strategic Priorities

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

Enabling Strategic Priorities

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

STAFF

WORKPLACE COMPOSITION

	Full Time		Part Time			
	Male	Female	Male	FTE	Female	FTE
Teaching Staff						
Principal	1					
Teaching Staff (including Librarians)	49	29	16	12.53	33	24.82
Total Teaching Staff	50	29	16	12.53	33	24.82
Non-Teaching Staff						
Specialist Support	1	4				
Administrative & Clerical (including aides & assistants)	4	14	7	3.93	26	14.23
Building Operations Maintenance & Other Staff	7	1	4	3	3	2.01
Total Non-teaching staff	12	19	11	6.93	29	16.24

STAFF QUALIFICATIONS

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

- Doctorate: 4
- Masters: 38
- Graduate / Postgraduate Diploma or Certificate: 23
- Bachelor’s Degree: 85
- Diploma / Advanced Diploma: 7

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

The average attendance rate of teachers for the year ended 30 June 2018 was 97.1%.

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 2018 was \$1596.82.

CAPITAL WORKS

In preparation for the commencement of the Administration and Staffroom Redevelopment Project, work has been undertaken around the College to provide capacity to decant the staff from the building for the duration of the project. The major project was to build four additional classrooms to replace the rooms taken over by the Reception, Accounts and Administration team in the IT Building. The new classrooms have been positioned next to the tennis courts, adjacent to the main oval, and as they are demountables they can be sold and relocated at any time in the future if they are no longer required. Financially, this solution was favourable to hiring demountables for the fourteen month project.



New Demountable Classrooms

In addition to the classrooms, new toilet facilities have been built onto the Gowans, which for 2019 will be the main staffroom. These toilets will become additional student toilets at the completion of the new Administration building. The Nano Nagle Gymnasium also had an extension built on which has provided storage for sporting equipment and the chairs used for assemblies.

At the conclusion of an extensive planning process, seven construction companies expressed an interest in tendering for the main project, with the successful tenderer being Beardwood Pty Ltd, of Devonport. The building was vacated and handed over to the contractor by late December for demolition works to commence in early January 2019.

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