



ST. PATRICK'S COLLEGE,

ANNUAL REPORT 2005

This document is a new compulsory annual report required by the Queensland Government. The format was mandated by the Minister. It is intended to be informative to members of the school community and provides a "snap shot" of the College.

INTRODUCTION

St. Patrick's College was founded in 1952. It is a single sex (boys) Catholic school in the Edmund Rice tradition. It draws strength from more than two hundred years of educational mission of the Brothers, nourished by Edmund's Charism and is a part of a system of ten schools in Queensland and an association of thirty-eight schools nationally.

The distinctive nature of the education gifted to all students is described in The Charter: A Proclamation of an authentic Expression of Edmund Rice Education, as applied to Catholic Schools in the Edmund Rice Tradition. This can be viewed on line at

http://www.cfc.edu.au/Province_Schools/Charter%20Booklet%20010704.pdf

The total 2005 enrolment of St. Patrick's College in Full Time Equivalent students was 851 students. The breakdown of the individual Year Level numbers is shown below:

YEAR LEVEL	TOTAL
Year Five	75
Year Six	64
Year Seven	92
Junior School	231
Year Eight	145
Year Nine	129
Year Ten	125
Year Eleven	115
Year Twelve	106
Secondary School	620
Total School	851

The enrolment population of the College is expected to extend to approximately 910 students in 2006. This increase is due to the ongoing introduction of an extra Year Five and Year Eight Class. Subsequently, the student population will further increase in the future as these Year Levels progress throughout the College.

CURRICULUM

The students of St. Patrick's College are challenged to take advantage of positive attitudes and perceptions about the classroom climate and tasks and to develop good habits of mind so as to acquire and integrate knowledge and further extend this knowledge and use it meaningfully. Students learn to integrate the spiritual, emotional and practical dimensions of their being through the acquisition and application of core thinking skills to learn in real life contexts. A holistic approach to education provides every opportunity for learners to flourish and achieve their unique potential. In short, St. Patrick's College provides a curriculum that is relational, responsive and relevant.

The organizational structures and subjects offered at various Year Levels include:

The Junior School Curriculum

A unique characteristic of St Patrick's College Junior School is that students have increased access to the variety of facilities and specialized teachers that come with an integrated Year 5 - 12 campus.

Students in Year Seven have the opportunity to study Design Technology, LOTE (Indonesian), Drama, Art and Music through specialist teachers and specialist rooms. This enables a less threatening and more efficient transition into Middle Schooling. In Semester 2 students are provided with the opportunity to work with additional specialist teachers, provided with individualised timetables to further assist with the transition into Year 8.

Key learning Areas in the Junior School are:

- Religious Education
- English
- Mathematics
- Study of Society and the Environment
- Science and Technology
- Physical Education and Health
- The Arts (Art, Drama and Music)
- LOTE (Indonesian)
- Outdoor Education
- Information Communication Technologies

Students with special needs are provided with support. This support can be individual support for some lessons each week as well as assistance with particular learning tasks. Students with needs in the reading/writing area are assisted by Parent Volunteer Tutors.

The Middle School Curriculum

The Middle School curriculum extends further through Years Eight and Nine. During Year Eight the students undertake a range of subject offerings. These subjects include:

- Religious Education
- English
- Mathematics
- Science
- Design and Technology
- Study of Society and The Environment (SOSE)
- Health and Physical Education
- Indonesian
- Visual Art
- Drama
- Information and Communication Technologies
- Music

The core subjects have been integrated and are delivered by the same teacher. They have been divided into two groupings. Core A subjects include Religious Education, SOSE, English and Information Communication Technologies, whilst the Core B subjects include Mathematics and Science. The teachers deliver a unitized curriculum in flexible ways and assess by using cross-curricular tasks. In Year Nine, the students continue to undertake the same Core A and Core B subjects with the exception of Information and Communication Technologies. These subjects are delivered in the same method as Year Eight. To compliment the core subjects the Year Nine students are also required to choose three of the following elective subjects:

- Drama
- Art
- Graphics
- Shop A (Furnishing)
- Shop B (Engineering)
- Business Studies
- Indonesian
- Health & Physical Education
- Information and Communication Technologies

During Year Ten, the students continue with the Core and Elective subjects undertaken in Year Nine. However, the Core subjects are no longer delivered within an integrated structure. During this year, the students are introduced to the expectations and rigors of senior schooling.

The Senior School Curriculum

In the Senior School, the students are encouraged to select a studies pathway that is suited to their interests and needs. Students may wish to undertake subjects that lead to Tertiary Entrance (OP) on completion of Year 12. Alternatively, the student may wish to undertake subjects that lead to vocational outcomes. Students may also select a combination of both pathways.

Students who would prefer a vocation pathway may choose from the Queensland Studies Authority subjects as well as the following Vocational Education Training (VET) accredited and Queensland Studies Authority Subject Area Specifications (SAS).

- Work Environment (Certificate I in Work Education).
- Industrial Skills - Certificate I Engineering (Manufacturing)
- Industrial Skills - Certificate I Furnishing
- Arts in Practice
- Computer Studies - Certificate II Information Technology at Work
- English Communication (Workplace)
- Literacy and Numeracy (Consumer Mathematics)
- Trade and Business Mathematics (Workplace)
- Physical Recreation - Certificate I Recreational Foundations

Students who wish to complete a course that leads to receiving an Overall Position (OP) may select from the following Queensland Studies Authority subjects:

Accounting	Information Processing Technology
Art	Legal Studies
Biology	Marine Studies
Chemistry	Mathematics A
Drama	Mathematics B
Economics	Mathematics C
English	Modern History
Film & Television	Multistrand Science
Geography	Physical Education
Graphics	Physics
Indonesian	Study of Religion

OUTCOMES OF MANDATED TESTS / CERTIFICATES

Throughout the year, students in both the Junior and Secondary Schools undertake a number of compulsory or elected academic requirements. The outcomes of such activities are set out below.

Aspects of Literacy and Numeracy Tests

The Junior School students in Year Five and Year Seven undertake an "Aspects of Literacy and Numeracy Test" each year. In 2005, seventy-five Year Five students completed the tests whilst in Year Seven, ninety-two students undertook the tests. The School test results were compared against National benchmarks. The results are set out below:

Number of students above the National Benchmarks.

YEAR LEVEL	NUMERACY	READING & VIEWING	WRITING
Year Five	93%	78%	98%
Year Seven	93%	93%	100%

Queensland Core Skills Test

In 2005, eighty-five OP eligible Year Twelve students undertook the Queensland Core Skills Test. Sixty percent of these students achieved either an A or B grade for the test. Furthermore, eighty-seven percentile of the cohort achieved at least a C grade for the test. Nearly a quarter (23%) of the students were awarded an Overall Position (OP) of one to five, whilst nearly one half of the (48%) received an Overall Position (OP) Score of Ten or less.

Overall Position (OP) Outcomes

In 2005, eighty-three senior students were eligible for an Overall Position. The OP results from OP 1 - OP 15 are tabled below:

OP SCORES	NO. OF STUDENTS	% OF STUDENTS
OP SCORE 1 - 5	19	23
OP SCORE 6-10	21	25
OP SCORE 11-15	22	26

In terms of the Vocational Education and Training (VET) courses offered at the College, students have the opportunity to complete full certificate courses that are embedded in the various Queensland Studies Authority Study Area Specifications (SAS). Students that undertake such subjects complete a number of on-the-job and assessment activities throughout their senior course. The assessment activities include a number of competencies that must be completed for a full certificate to be achieved. Students that do not complete all of the competencies for the full certificate are awarded a Statement of Attainment. The Vocational and Training outcomes achieved in 2004 are set out below:

Study Area Specification	No. Students Achieved Certificate	No. of Students Achieved Statement of Attainment	Total Students in Course
<i>Communication for the Workplace (Certificate I)</i>	10	0	10
<i>Trade & Business Mathematics (Certificate I)</i>	12	1	13
<i>Work Education (Certificate 1)</i>	17	8	17
<i>Industrial Skills (Certificate I - Engineering Manufacturing)</i>	7	5	12
<i>Industrial Skills (Certificate I - Furnishing)</i>	7	7	14
<i>Computer Studies (Certificate I - Information Technology)</i>	30	4	34
<i>Computer Studies (Certificate II - Information Technology)</i>	26	8	34
<i>Physical Recreation (Certificate I - Recreational Foundations)</i>	10	8	18

QTAC Outcomes

*In terms of QTAC applications for tertiary positions, seventy percent of the student cohort was offered their first choice of courses chosen, whilst a further fifteen percent received their second choice offers. **Overall, eighty five percent of the students that applied for Tertiary Entry received either their first or second QTAC choices.** Ninety five percent of the students in Year 12 were offered a tertiary place via QTAC.*

CO-CURRICULAR ACTIVITIES

The College provides extensive opportunities for students to participate in co-curricular activities at their level and within their areas of interest. Participation is encouraged and recommended so that students have an excellent opportunity to not only participate in team and social activities but also have some input into the College.

The range of opportunities or choices for students includes activities that are described as cultural, sporting, academic and ministry related. Examples of such activities are listed below:

MINISTRY	ACADEMIC	CULTURAL	SPORTING AIC/CIC
St. Vincent de Paul Community BBQs: Sandgate Brighton Peninsula Street Retreats Community Tutoring	AISQ -Days of Excellence Tournament of the Minds Chemistry Titration Chemistry Quiz Physics Olympiad Chemistry Olympiad Australasian Competitions in: English Mathematics Science Computer Studies	College Orchestra (combined with St. John Fisher College) Marching Band Jazz Bands Rock Bands Biannual Musical Annual Band Tour Inter-House Debating Inter-School Debating Inter-House Chess Inter-School Chess Inter-House Choir Student Exchange Programme	Swimming Cricket Volleyball Rugby Soccer Cross Country Basketball Tennis Athletics AFL

MINISTRY

St Patrick's College nurtures the spiritual development of the students. The College fosters social justice and faith formation through a co-ordinated religious education program. The retreat experiences are an essential part of the curriculum and vary from year to year.

Part of the faith development approach is an emphasis on community service. Our students have a tradition of supporting the wider community through door knock appeals, St Vincent de Paul and Amnesty. Overall, St Patrick's is a community which strives to develop a sense of faith and maturity in the students through a number of retreat and service programs.

Retreat Programs

Year Eight Galilee Retreat

Year Eight is a sacred time of new beginnings. This retreat aims to help students become aware of the sacred nature of their story and that of their friends. The retreat centres on the time Jesus spent in the region of Galilee and in particular the Scripture of Jesus walking on the water in the midst of a storm. The retreat reminds us that we all have 'storms' in our lives; those difficult times but if faced with courage and the support of a caring community, we will grow stronger. This retreat, by using Year Eleven students as leaders, gives them a leadership role early in their Senior Schooling. It hopefully provides the young Year Eights with positive role models as well.

Year Nine Emmaus Retreat

Year Nine is a unique time of personal growth and awareness. This retreat aims to help students grow in their self awareness, their feelings to the presence of God [they do not walk alone on this journey], their personal gifts and their ability to make sense of and create their own world; they are not victims. The retreat hopes to assist them to form positive and life giving relationships with significant male role models in their lives.

Year Ten Micah Retreat

Year Ten is a special time of growing in a sense of who we are as people. This retreat will explore the question, 'Who am I?' It will look at identity and especially so in the challenge of Micah; to act justly, love tenderly and walk humbly with your God. The retreat will follow these three themes challenging the students to be credible men of faith, to risk love and to keep the door open to their God living and acting in their lives. The retreat will focus on three key talks by young old boys who are struggling with these very same issues.

Year Eleven Leadership Retreat

In Year Eight to Ten students attend retreats where students from Years Eleven and Twelve and old boys will 'share their story' with them and invite them to do likewise. These stories are of the little difficulties and struggles that make up our everyday and yet are vital to our growth. In our Galilee, Emmaus and Micah Retreats Year 11/12 mentors and young old boys share their story of failure, peer group pressure, self esteem, pain and struggle with young 13–15 year old boys and in so doing give them permission 'not to be perfect'. This sense of story is deepened on the Year Eleven Leadership Camp and reaches a climax on the Year Twelve Voluntary Kairos Retreat.

Year 12 Kairos Retreat

The Kairos Retreat is a key part of our Retreat Program. It is the main 'voluntary' retreat and takes place in the students' Senior Year. The retreat is essentially experiential and based upon story telling.

Service Programs

Tuesday Morning Breakfast

Each Tuesday morning a team of Year Nine students and staff go out to Decker Park at Sandgate and serve a BBQ breakfast. Whilst students are cooking the breakfast, others spread out and talk with the park residents and others from nearby boarding houses.

Wednesday Afternoon Tutoring

Each Wednesday afternoon a team of Year Ten students and staff go out to Humpybong State School on the Redcliffe Peninsula and assist the young students struggling with their studies.

Thursday Morning Breakfast

Each Thursday morning a team of Year Ten students and staff go out to Humpybong State School on the Redcliffe Peninsula and serve a BBQ breakfast to those students who are not able to have a regular breakfast.

Friday Afternoon Visitations

An enthusiastic group of Year Nine students and members of the college St Vincent De Paul group have made a commitment to visit elderly people at Emmaus Nursing Home at Nudgee. The visits happen fortnightly on Friday afternoons and are a highlight in the week for the residents.

Saturday Night BBQ

Every second Saturday evening a team of Year Eleven students and parents host a BBQ in the Sandgate Rotunda. Whilst some students are cooking, others spread out and talk with the local residents and others from nearby boarding houses.

Street Retreat Program

Two of the four 'Core Directions' of the Christian Brothers coming out of their 1996 General Chapter were 'Growth through fragility' and 'Call to the margins'. These two directions are at the heart of the street retreat program. The program hopes to introduce young adults to an experience of "Christ present in,

and appealing to us through the poor.” (Christian Brothers Charism Statement). The program strongly believes in a ‘theology of Presence’.

The retreat program centres on developing relationships with those people that find themselves on the margins of our society. The Street Retreat program is an overnight retreat that allows students to experience the various infrastructures that are available for the homeless of our city.

CURRICULUM

Teaching and learning is the core business of St Patrick’s College. The school offers an extensive range of subjects and learning activities. This year students in Year Ten and Eleven were given the opportunity to participate in the AISQ Days of Excellence. On the days, selected students chose their areas of interest and participated in extension activities and projects. The activities were spread over a number of schools in the Brisbane area. Likewise, the “Tournament of the Minds” competition was again undertaken by students in both the junior and secondary school. The students performed with distinction.

Our senior science students performed admirably in the Chemistry Titration Competition, Chemistry Quiz and the Physics and Chemistry Olympiads, with the Year 11 and 12 team winning the regional titration competition. Our science department also received excellent Australasian Science Competition results. The Mathematics Australasian Competition results were outstanding again this year. Approximately one third of the students that undertook these competitions received a distinction or higher result. The mathematics and science competitions were completed by junior and secondary school students. The Computer Studies, Mathematics, Science and English results were also exceptional in the Australasian competitions.

St Patrick’s College continually reviews the curriculum offerings to students and strives to produce excellence in teaching and learning. Extension and enrichment opportunities are offered to further enhance this aim. The addition of Marine Studies into the Year 11, 12 Curriculum was trialled in 2005 and was successful. Additional classes are envisaged in 2006.

CULTURAL

The College Combined Orchestra (St. John Fisher College) practices in the Callan Centre an evening each week. In 2005, the combined band completed a Queensland Tour, playing to a number of Primary Schools, Service Clubs and Retirement Homes during the tour. Each year, the school conducts Inter-House Choir, Chess and Debating competitions. The points scored from these competitions count towards the Inter-House Shields. The school competes in Inter-school debating and chess competitions.

The College produces a musical every second year. The musical cast is made up of students from St. Patrick's College and St. John Fisher College. In 2005, the musical "Guys 'n' Dolls" was a tremendous success with sell out crowds for each performance.

The students can also be a part of jazz and rock bands. The College offers an intensive instrumental programme to the students.

Each year the College hosts student exchanges with Archbishop Moeller College, Cincinnati USA and Vancouver, Canada. The overseas students arrive in Brisbane in January and stay for five weeks. Alternatively, St Patrick's chooses four Year Eleven students to travel overseas in August until the September holidays (approximately five weeks). The students are hosted by families from the two schools. It is an excellent opportunity for our young men to experience different lifestyles and schooling.

SPORT

In terms of sporting competitions, St. Patrick's College is a member of the Association of Independent College (AIC) competition in the secondary school, whilst the Junior School competes in the Combined Independent Colleges (CIC) competition.

Associated Independent Colleges (Yr 8-12) U'13 - Open Competition

The Associated Independent Colleges (AIC) competition is an eight school competition that competes for Aggregate and Age Group Divisions in nine official sports, one unofficial sport and chess. Schools that comprise the AIC include:

- St Edmund's College, Ipswich - Established 1892 as St Mary's CBC, changed 1965;
- St Laurence's College, South Brisbane - Established 1915;
- Marist College, Ashgrove - Established 1940;
- St Peter's Lutheran College, Indooroopilly - Established 1945;
- Villanova College, Coorparoo - Established 1948;

- ***St Patrick's College, Shorncliffe - Established 1952;***
- Padua College, Kedron - Established 1956; and
- Iona College, Wynnum - Established 1958.

Combined Independent Colleges (Yrs 5-7) U'10-13 Competition

The Combined Independent Colleges (CIC) competition is a twelve school competition formed from the secondary AIC and Greater Public School (GPS) Associations. The schools compete for Aggregate and Age Group Divisions in nine official sports. Schools that comprise the CIC include:

AIC Colleges -

- St Laurence's College, South Brisbane - Established 1915;
- Marist College, Ashgrove - Established 1940;
- Villanova College, Coorparoo - Established 1948;
- ***St Patrick's College, Shorncliffe - Established 1952;***
- Padua College, Kedron - Established 1956; and
- Iona College, Wynnum - Established 1958

combined with

GPS Colleges -

- St Joseph's College, Gregory Terrace - Established 1875;
- St Joseph's Nudgee Junior College, Indooroopilly - Established 1938;
- Anglican Church Grammar School, East Brisbane - Established 1912;
- The Southport School - Established 1902;
- Brisbane Boys College, Toowong - Established 1902; and
- Brisbane Grammar School, Spring Hill - Established 1865

St Patrick's boasts excellent sporting facilities. The recently resurfaced outdoor basketball and tennis courts are situated at the front of the College and look out over Moreton Bay, whilst the Callan Centre offers excellent indoor volleyball and basketball courts. The cricket fields are situated at Curlew Park (behind Sandgate Railway Station) and the grounds at St. John Fisher. Curlew Park also contains the Rugby and Soccer playing fields. Most students walk from the College to the ground (approx. 500 metres) for training sessions. All sporting competitions take place either on Friday evenings or Saturday mornings.

In 2005, a total of six AIC premierships were won by St. Patrick's teams in volleyball, cricket, tennis and basketball, as well as an outstanding second place in the AIC Track and field carnival. Although no premierships are awarded in the CIC competition, teams from St. Patrick's College were undefeated in cricket, rugby, soccer and tennis during 2005.

THE PASTORAL DIMENSION OF THE COLLEGE

The House System

The House system is responsible for student welfare, student behaviour, organisation of intra-school competition (sports, cultural) and for fostering the further development of school spirit and a sense of community. The vertical Tutor Group structure remains an integral part of House organisation with the Group Tutor the first (and central) link in the pastoral structures within the College.

The House system is a primary structure that helps students develop a sense of belonging to the school and also in fostering school and community spirit.

The House System aims:

- To provide continuity in pastoral care within the Houses over Years 5-12, allowing the House Tutor and Group Tutor the opportunity to establish ongoing support and understanding of students, a means of monitoring their personal development (intellectual, emotional, psychological) and maintaining a strong pastoral link with families. Junior school teachers continue their current responsibility for the pastoral needs of their students (years 5 to 7) and liaise with the Group Tutor and House Tutors where appropriate.
- To provide a range of opportunities (sporting, social and cultural) in which all students may participate and which contribute to a sense of community and of shared interest.
- To help cultivate and identify student leadership within the College.
- To develop student awareness of their responsibilities as members of the College community and the values of the College.
- To simplify the communication channels between home and school for the individual student.
- To promote and more clearly articulate the role and importance of the Group Tutor as mentor.
- To naturally complement the other vertical structures within the College and make House activities more effective.
- To strengthen student identity within the College and with the Houses further fostering house/school spirit.

The House Tutors are specifically responsible for the following areas:

- Pastoral Care
- Discipline
- Supervision of Houses and Tutor Groups
- House Liturgies and Social Activities
- Inter-house Activities

In 2005, a review of the House System was undertaken with a number of recommendations being made including:

- Expand to six houses
- Increase the number of Tutor Groups in each House
- Create a Student Administrator position
- Formalise a pastoral program for delivery via the House System
- Include Academic results in the House Competition

The recommendations of the House System review will be implemented in 2006 and 2007.

Code of Behaviour

The College Code of Behaviour emphasizes that a high standard of behaviour is expected of St Patrick's students at all times.

The Code of Behaviour focuses on the need to develop punctual, polite and well-disciplined young men whom the Community will welcome.

Our College acknowledges and affirms each boy's worth, dignity and vocation. Bullying strikes at the basis of these values and prevents students reaching excellence in every dimension of life. At St Patrick's College great emphasis is placed on each student's right to receive their education free from humiliation, oppression and abuse. As a result, a comprehensive Anti-Bullying Policy is strictly adhered to.

The students wear the school uniform with pride. The distinctive green and gold of St Patrick's is well known throughout the community.

STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

St. Patrick's College recognizes that parents are the primary educators of their children. The work of the College is most successful when it collaborates effectively with parents. The notion of school and parent partnership is the cornerstone of the St. Patrick's College community. The College supports and encourages this role of parents through:

- Orientation Evening for students and families new to the College.
- Information Evening for Years Five, Eight, Ten, Eleven and Twelve.
- House Family nights at the beginning of each year.
- The weekly newsletter "The Calling" distributed each Thursday.
- The production and distribution of subject selection handbooks.
- The completion of Student Education Training Plans for Year Ten students.

- Parents and Friends meetings held on the third Wednesday of each month.
- Parents and Friends information/education sessions held each term.
- Parent involvement in coaching, managing, umpiring/refereeing co curricular activities.
- Parent participation in the various sporting and cultural support groups.
- Parent membership on the College Board and sub-committees of the Board.
- Social Celebrations such as the St. Patrick's Dinner Dance, Parents and Son Night, Golf Day etc.
- Volunteer work in the College canteen.
- Parent participation in the Volunteer Reading Programme.
- Participation in the College community service programmes such as community BBQs.

The voluntary contribution of distinctive skills and enthusiasm of so many parents is very much welcomed, appreciated and celebrated at St. Patrick's College. We aim to foster a community spirit throughout the entire College population and the continual participation and involvement of parents is a significant factor in this endeavour.

STAFF

The teaching staff at St. Patrick's College is committed to excellence in teaching and learning. It is a highly qualified, experienced and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond. The distinctive characteristics of our staff include:

- Continued commitment and professional approach to excellence in Teaching and Learning.
- Long term experience in teaching boys and Boys' Education issues.
- Commitment to the College Pastoral Programme through involvement in the House System.
- Continued participation in co-curricular activities by a large number of staff.
- Continued commitment to upgrading skills required for various subject requirements.
- Preparedness to offer extension/tutorial opportunities to students wherever possible and appropriate.
- Commitment to Professional Development.
- Openness to educational changes and the subsequent opportunities to improve teaching and learning.
- Continued commitment to develop curriculum strategies and teaching methodologies that nurture students into becoming life-long learners.

- Commitment to exploring and developing strategies and initiatives that promote and enhance the use of technology in student learning outcomes across all areas of the curriculum.
- Care for and respect the dignity of each student within the College community.
- Commitment to be an appropriate role model and mentor to the students within the College community.
- Continual development of proactive procedures to enable an effective pastoral care system.
- Commitment to develop young men who will have the resiliency and skills to become good and useful citizens of the future.

STAFF DEVELOPMENT PRIORITIES 2005

St. Patrick's College commits to the professional development and formation of staff. This continues to enrich the educational opportunities provided for our students and models the reality of life long learning. In 2005, many of the St Patrick's staff committed to the lap-top programme. Therefore much of the professional development opportunities focused on the Information Technology (IT) area, particularly with a view to make IT more accessible and relevant across curriculum disciplines. An Information Technology Across the Curriculum Coordinator was appointed in 2005 and has supported staff and students in further enhancing Information Technology at St. Patrick's College.

Each year the College offers a scholarship opportunity to a staff member. As well as a cash grant, the selected member is also allowed two weeks full leave to help with their particular research project. Once again the College Parents and Friend's Association need to be thanked for their support of this initiative. The House Tutors were the Staff Scholarship recipients for 2005 and coordinated the House System Review.

INFORMATION COMMUNICATION TECHNOLOGIES

In recent times substantial change has occurred in the provision of computer hardware and software for students and staff. St Patrick's College staff have the opportunity to participate in a laptop program which has been accepted by 70% of the staff. Consequently, professional development in this area has been a priority for our staff and their skills and proficiency with technology is improving. The College has an Intranet / Extranet system in place on which resources such as assessment items and assessment calendars for all teaching staff and students

is accessible whilst they are at school and at home. Students and staff also have partial access to their personal files both at school and from home. Other relevant information for the wider school community is accessible on the school website which is updated regularly.

Information management has become a critical literacy. Therefore the integration of technology within all Key Learning Areas and Subjects is continually reviewed and implemented. Such initiatives are planned through the various Heads of Departments and with the IT Across the Curriculum Coordinator.

Currently the College contains 3 multimedia enabled laboratories with 32 computers in each. The Resource Centre and Graphics rooms contain mini-laboratories with 20 computers in each. Junior school classrooms have computer pods with 6 computers for their students. Every computer in the school is networked to allow full personal and shared file access by all students from Year 5 to 12. All computers can access the internet but require logons and content is filtered. An additional computer laboratory and a further 70 computers are planned for 2006.

BUILDING

Work was completed on the redevelopment of the Morrissey Building (Junior School) in March, 2005. The building provides "State of the Art" air-conditioned classrooms for our Junior School classes as well as a new staff room, Film and Television classroom and Learning Support area. Furthermore, the basketball and tennis courts situated at the front of the College were also resurfaced. The area between Morven House and the Morrissey Building was landscaped into a mall and viewing area for the tennis and basketball games.

Morven House also underwent refurbishment in 2005. The upstairs rooms of the building, vacated by the Christian Brothers, were converted into meeting rooms and staff areas. The previous staff room will also be changed into staff offices and a Student Services area will be created for the beginning of the 2006 Academic year. New lockers will also be situated around the College for student use at the end of this year.

The rear area of the O'Connor Building adjoining the back oval area was also redeveloped to offer more shaded sitting areas to our students. This work included an extension of the concrete surface and shade sails to be extended along the length of the building. Twenty new B-B-Q style tables were also provided for the students to eat their lunch in the shade. Further shade areas will be constructed in 2006.

Curlew Park is continually upgraded each year. This year has seen the resurfacing of the driveway area and the installation of a new canteen, seating stands and shaded areas for spectators. Curlew Park is rapidly developing a reputation as one of the better playing fields in the AIC/CIC competitions.

PROGRESS TOWARDS GOALS FOR THE 2006 YEAR

In 2006, the College will accommodate a further increase in families wishing to join the community. This will be done through the ongoing introduction of extra classes in Years Five and Eight and their subsequent movement through the year levels.

The current Middle School organizational structures, curriculum and teaching methodologies were reviewed in 2005 and the recommendations from this review will be implemented in 2006.

Further curriculum initiatives for 2006 include the ongoing review of current Year Seven practices to recommend strategies to develop a smoother transition from Junior School to Secondary School. Also 2006 will see the introduction of Health and Physical Education specialist teachers to conduct the program in years 5, 6 and 7.

From a pastoral perspective, the recommendations of the Hose Review will begin to be implemented in 2006, with the full implementation completed in 2007.

As the College continues to grow, the finalization of the College Master Plan and the commencement of the next stage of the building program will be undertaken in 2006.

CONCLUSION

2005 was another successful year at St. Patrick's College. The school is continuing to grow physically and also in terms of spiritual and educational opportunities available to all students. As a Year Five to Year Twelve School, we are able to offer our students learning experiences and facilities that spiral through the whole school. The pastoral care of students is integral to our community; it is enhanced through the College House System and practiced through partnership and right relationships developed amongst families, students and the staff.

Academically, the College has had an outstanding year. The staff is committed to excellence in teaching and learning while professional development opportunities are offered to ensure that this continues. The students are rewarded with academic medallions during our scholar's assemblies held upon the completion of each semester. Parents are able to keep abreast of their son's progress through the availability of three written reports (Terms One, Two and Four) and two Parent/Teacher interviews (Terms Two and Three). Furthermore, progressive reporting updates can be obtained through the appropriate House Tutor.

The College is proud of its participation in the CIC and AIC sporting competitions. Whilst St. Patrick's may be one of the smaller Colleges within the competitions, it enjoys the reputation of a school that gives its all in every sport and develops amazing spirit amongst each team. The students are given many cultural opportunities competing in inter-House and inter-School debating and chess competitions. There are also many experiences available for students in the band and music programme. St. Patrick's strives to develop young men who are prepared to try a number of educational experiences. The College prides itself on this wholistic approach to boy's education.

The current growth in student population is being addressed through planned building projects for this year and completion in 2006. The revised Building Master Plan will be completed next year.

St. Patrick's has always enjoyed a reputation of developing students that strive to make a difference to the community. The College ministry and service programmes ensure that this will continue to occur. Once again, during 2005, the students had the opportunity to undertake many community activities both within our own College and the wider community.

St. Patrick's College is proud to be a Catholic School in the Edmund Rice tradition.

Fight the Good Fight.