annual school report
2011

Patrician Brothers' College Blacktown, Blacktown
100 Flushcombe Road Blacktown
Principal: Mr Santo Passarell
Phone: 9671 3000
Fax: 9831 6617
Email: PatricianBros@parra.catholic.edu.au
http://www.patrosblacktown.catholic.edu.au
Introduction

About The Annual School Report
Patrician Brothers’ College Blacktown is registered by the Board of Studies (New South Wales) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2011 and gives information about 2012 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Message From Key School Bodies

Message From The Principal

I am proud to present to you the 2011 Annual School Report for Patrician Brothers’ College, Blacktown.

Patrician Brothers’ College is a Catholic school in the Patrician tradition. We serve the Catholic community of Blacktown under the auspices of the Diocese of Parramatta. We promote learning and academic endeavour. We aim to help the young men in our care to acquire knowledge and grow in faith and integrity. We place students' wellbeing and student expectations at the centre of learning and teaching. All members of our College community have the right to be safe and happy.

In National Assessment Program - Literacy and Numeracy (NAPLAN) 2011, students performed well in Literacy and Numeracy and in the Higher School Certificate (HSC) our results show continued improved performance and value added across a range of courses.

The College offers a broad curriculum to cater for the needs of a diverse range of students and students' learning needs are met by the Educational Support Team. We continue to provide an enriched learning environment for all students.

The role of leader of learning and innovation (LoLi) has been a catalyst to change as has been the introduction of new furniture to facilitate collaborative learning. Utilising our Building the Education Revolution (BER) the Patrician Learning Centre (PLC) heralds an exciting opportunity for teaching and learning at Patrician Brothers’ College, Blacktown.

We offer a number of co-curricular activities which include a range of in-school and representative sports; developmental opportunities for elite sportsmen; multicultural day, music and band. The College motto, Christus Regnat, translates to Christ Reigns. We strive to build a community where Christ reigns in the hearts of all. More information can be obtained from the school's website.

Message From The Parent Body

Parents are invited to all major school liturgies and graduation masses are well attended. Each year parents are invited to parent forums to workshop a variety of educational, pastoral and spiritual issues. For boys' education that is focused on physical, spiritual, academic and personal growth and that takes place in a supportive and caring Catholic community, Patrician Brothers' Blacktown is the obvious choice for each talented boy or young man seeking opportunity.

Message From The Student Body

Involvement is a cornerstone of life at Patrician Brothers’ College. Student leaders are elected by their peers and staff and they lead assemblies, Student Representative Council (SRC) meetings and are allocated as house captains for carnivals and Year group mentors.

Our peer support leaders from Year 11 assist in the initiation and enculturation of Year 7 students. Their leadership of Multicultural Day in term 4 is magnificent.

Class captains meet regularly as the SRC and they liaise with their homeroom teachers and year coordinators.
Who We Are

History Of School

The College was founded in 1952 by the Patrician Brothers to serve the mainly rural families of Blacktown and surrounding districts. It is set on seven hectares in the heart of the rapidly expanding Blacktown City. Located just five minutes walk from the Blacktown transport interchange, the College is easily accessible by public transport. Like our city, we have continued to grow and respond to the needs of our stakeholders but our culture has remained unashamedly Catholic and focused on boys' education.

Location/Drawing Area

Located close to Blacktown's central business district, the College serves the Catholic parishes of Blacktown, South Blacktown, Lalor Park, Doonside, Seven Hills and Marayong and draws on students seeking an education from a wide area of Sydney's greater west.

Enrolment Policy

Patrician Brothers' College Blacktown follows the Parramatta Diocesan document, *Enrolment Procedures in Parramatta Catholic Systemic Schools*, January 2002. This document can be obtained from the school office or is available on our website or the Catholic Education Office website.

Current And Previous Years' Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1043</td>
</tr>
<tr>
<td>2010</td>
<td>1031</td>
</tr>
<tr>
<td>2011</td>
<td>1074</td>
</tr>
</tbody>
</table>

Characteristics Of The Student Body 2011

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE</th>
<th>SWD</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>609</td>
<td>41</td>
<td>25</td>
</tr>
</tbody>
</table>

(LBOTE - Language Backgrounds Other Than English; SWD - Students With Disabilities)
School Review And Development

Annual School Priorities 2011

The strategic directions for our Annual Implementation Plan (AIP) are the fruits of diocesan wide directions and others that have been discerned as priorities by the school community. These priorities were formalised at our Executive Planning Conference in mid January.

Our 2011 theme was 'Called to Action'. This evolved from Mary MacKillop's maxim 'Never see a need without doing something about it'. The executive's vision was that the example of Mary MacKillop and Daniel Delany in responding to the educational needs of their times would encourage our community to be really practising Christians; to integrate creative and collaborative learning; and continue to build a proactive and nurturing culture.

Formation

World Youth Day (WYD), 2011 saw 23 students and three staff journey to Madrid. Our All Saints Chapel was re-launched after being 'off-line' owing to BER building in 2010. We supported many initiatives with Patrician linked schools. 'Lectio Divina' was integrated into the prayer life of the school. The Feast of St Mary of the Cross MacKillop was celebrated at school and with our staff Spirituality Day at North Sydney.

Status: successful and ongoing

Learning

Similarly our initiatives to improve the teaching and learning in our community is developmental. The opening of the Patrician Learning Centre (PLC) stimulated the movement towards the deprivatisation of teaching and learning. Other collaborative structures included the introduction of table accommodation into each learning space. The Principal's Writing Challenge involved all students and staff and gave impetus to our literacy drive.

Status: developing and ongoing

Environment

Our third strategic goal continues to build an environment, physical and interpersonal, which is supportive and growth promoting for staff, student and families. Our website and yearbook capture the countless initiatives which continue to promote pride in our campus, school spirit, tradition and positive relationships.

Status: successful and ongoing

Projected School Priorities 2012

By their nature our strategic directions are ongoing so there is a continuation and refinement from our 2011 AIP.

The College having been founded in 1952, 2012 will see us celebrate our 60th Jubilee - hence our theme is 'Celebrating our Past, Present and Future'. The focus of our celebrations will be captured in a DVD of interviews produced by our showcase group. A concert of hits spanning 1950-2010 will help the entire community celebrate and remember. Liturgy, prayer, evangelisation and Religious literacy continue to be priorities in our formation goal.

Learning strategies are dynamic and ongoing. Collaborative learning and the utilisation of technology will continue to be driven by the PLC and the introduction of iPads. There will be renewed emphasis on the role of each Key Learning Area (KLA) in developing dynamic and deprivatised teaching, literacy, critical thinking and consistent management of students. The term 3 school audit will undoubtedly focus on these ongoing challenges.

Our third strategic goal has been re-branded 'Culture' to capture the dynamic and people-centered vision of our environment. Besides celebrating our legacy developed over 60 years, in 2012 we will also receive feed-back from the compliance audit and the Quality Catholic Schooling Survey. This data will inform initiatives for 2012 and beyond.
Catholic Identity

Prayer, Liturgical Life And Faith Experiences

Patrician Brothers’ College continues to provide students with many opportunities to experience their faith. Students lead our scripture based prayer each Monday morning and at each fortnight’s formal assembly. A reflection is provided for each homeroom on the daily announcements.

The rededication of our All Saints chapel after a year in limbo because of BER work enabled class visits for prayerful reflection and lectio divina resources were provided there during Lent. New Bibles have also been allocated to the chapel for student use.

Our Construction students made Celtic crosses for each learning space and these now provide a prayer focus in every room. This initiative was acknowledged by St Finbar’s Primary at Glenbrook who commissioned a life-size cross for their school.

Whole school Eucharists were celebrated on St Patrick’s Day, Our Lady Help of Christians and for the Year 12 Graduation. Other Liturgies of the Word were the rededication of our Chapel, Ash Wednesday, the feast of St Mary of the Cross MacKillop, ANZAC Day and our Holy Thursday Easter liturgy.

Social Justice

Two thousand and eleven saw the continuation of outreach initiatives. Support of the Patrician missions through the Delany Foundation, Project Compassion and the ‘Vinnies Van’ are complemented by support for the St Vincent de Paul Winter and Christmas appeals.

School, Home And Parish Partnerships And Parent Involvement

Historically there has been a strong link with St Patrick’s Parish and our parish priest maintains this liturgical and pastoral interest in the College. The Construction students were able to show some of our appreciation this year by replacing the fence around the parish complex in Allawah street. The involvement of a dozen Year 11 students as special Religious Education teachers in local state primary schools continues to enrich the lives of all concerned. Parents are invited to the major school liturgies and semester prizegiving and the Year 12 Graduation Mass is well attended. Each semester a parent forum workshops a variety of strategic, educational, pastoral and spiritual issues.

The concelebration of the pastors of our feeder parishes at our St Patrick’s Day Mass is very much appreciated.

Religious Education

The College offers the core units of *Sharing Our Story* for Stages 4 to 6, following the scope and sequence provided by the diocese. In addition, the school has developed the enrichment units: ‘Catholic Beliefs and Practices’; and ‘Poverty and Hunger’ in Year 7; ‘Homelessness’ in Year 8; and ‘Religion and Ethics’ in Year 10. In Stage 6, the boys are offered the New South Wales Board of Studies courses: *Studies of Religion I* and *Studies of Religion II*.

Programs and activities related to pastoral care include peer induction, social dances, camps and retreats and outdoor education targeting problem students.

The College continues to be under the guidance of the Patrician Brothers’ charism and the Patrician ideals will continue to be central to the College.

Professional Learning Of Staff In Religious Education

In 2011 Religion teachers were involved in professional development opportunities in both content and pedagogy. Team building by the teachers of Religious Education continues to be a priority with regular workshopping to enrich our teaching units and to support each other with resources and strategies. Staff were inserviced regarding the diocesan wide Religious literacy in Year 8. The staff Spirituality Day at Mary MacKillop was celebrated and appreciated by the whole staff.
Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2011. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th></th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 7:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>95.1</td>
<td>92.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.6</td>
<td>94.4</td>
</tr>
<tr>
<td>Reading</td>
<td>94.2</td>
<td>94.7</td>
</tr>
<tr>
<td>Writing</td>
<td>93.7</td>
<td>90.7</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>90.2</td>
<td>92.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.2</td>
<td>92.5</td>
</tr>
<tr>
<td><strong>Year 9:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>95.6</td>
<td>89.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.4</td>
<td>93.1</td>
</tr>
<tr>
<td>Reading</td>
<td>96.7</td>
<td>92.4</td>
</tr>
<tr>
<td>Writing</td>
<td>86.1</td>
<td>84.6</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>88.3</td>
<td>90.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.0</td>
<td>90.5</td>
</tr>
</tbody>
</table>

Year 7 NAPLAN results indicate student performance was strong in numeracy and spelling but needs further development in reading and grammar and punctuation. Reading programs have been put in place for Years 7 to 10 in English, as well as greater emphasis placed on explicit instruction in areas specific to literacy. There is a whole school approach to improving literacy with teachers working collaboratively to assess a range of strategies to implement in the classroom. Writing is programmed into every unit of work across all KLAs. In numeracy, emphasis has been placed on more creative problem solving and the maintaining of a portfolio.

Year 9 NAPLAN results were extremely pleasing with significant growth shown in reading, spelling and numeracy. The challenge in Year 9 is to improve writing and creative and critical thinking. Literacy strategies such as writing scaffolds and Project for Enhancing Effective Learning (PEEL) strategies are shared by teachers at Monday morning briefing. The Staff Bulletin publishes literacy strategies every week. In KLA teams, teachers will focus on the key areas of writing and encourage collaborative practices amongst students. The homework centre is utilised by both staff and students for remedial work and extra tuition for students who are at risk.

The whole school will be involved in a writing competition during the year based on the school theme for 2012. Reading support is given by parent volunteers and peer support leaders work with students in Stage 4 to improve comprehension and basic word attack skills.
School Certificate 2011

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School</td>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84</td>
<td>84</td>
<td>43</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>47</td>
<td>62</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>69</td>
<td>57</td>
<td>57</td>
</tr>
</tbody>
</table>

Student achievement in the School Certificate was strong in 2011 with clear learning gains evidenced in all test results. Quality teaching and assessment programs for Australian History and Australian Geography yielded better results and these will be further refined and developed in 2012. Mathematics continues to perform strongly with more students being involved in the Mathematics Challenge Competition. English literacy also continues to improve with students of higher ability being placed in selective classes that provide appropriate challenges and quality teaching and learning experiences. A number of teaching and learning initiatives have been put in place in Stages 4 and 5 in response to the data analysis of the 2011 School Certificate results and the 2011 NAPLAN results. Teaching programs are continually being evaluated and improvements made, providing appropriate resources and opportunities for boys to learn. Teachers aim to facilitate innovation and further improvement in the face of new challenges and opportunities as the school expands. Teachers program for differentiated instruction and collaborative learning practices. Both strategies have been facilitated by the new classroom furniture and the availability of a range of technologies.

Computing Skills Assessment 2011

The Computing Skills test is a mandatory requirement for each candidate for the School Certificate, unless the student is studying one or more courses based on Life Skills outcomes and content. All schools completed the test online this year. Our school’s results are summarised in the table below:

<table>
<thead>
<tr>
<th>Result</th>
<th>Percentage of students achieving this result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Competent (80-100 out of 100)</td>
<td>48.42</td>
</tr>
<tr>
<td>Competent (50-79 out of 100)</td>
<td>51.05</td>
</tr>
<tr>
<td>Competence not demonstrated (0-49 out of 100)</td>
<td>0</td>
</tr>
</tbody>
</table>

The Computing Skills test continues to yield strong results, testament to the technology rich learning environments of the classroom, the library and the Patrician Learning Centre (PLC). The staff has taken part in extensive professional development in the use of technology to enrich student learning experiences which has enabled students to respond critically and confidently to changing technologies. Students have access to excellent resources and facilities that enhance learning outcomes.
Higher School Certificate 2011

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
<th>Information Processes and Technology</th>
<th>Construction Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School: 72.0</td>
<td>11.1</td>
<td>87.0</td>
<td>73.3</td>
<td>57.1</td>
</tr>
<tr>
<td></td>
<td>State: 77.3</td>
<td>38.8</td>
<td>88.2</td>
<td>58.0</td>
<td>36.1</td>
</tr>
</tbody>
</table>

The 2011 Higher School Certificate results continue to showing learning gain across a range of disciplines. Of the 30 subjects offered, significant learning gains were evidenced in Construction, Studies of Religion 1 unit, Ancient History, Mathematics Extension I, Music I and Design and Technology. Subjects that were above State average were Business Studies, Economics, English Extension 2, Information Processes and Technology, Music I, Software Design and Development and Construction Examination. Two students who were accelerated in Economics achieved a Band 6 and Band 5. The students who were enrolled in the Step Up into Teaching Program at the Australian Catholic University (ACU) achieved a credit and a distinction. There were 41 Band 6s achieved across 14 subjects. The challenge remains in lifting the performance of the Band 5 students into Band 6 and 10 subjects were able to improve the performance of the top candidates. The proportion of boys in Bands 2 and 1 is minimal. A greater percentage of Band 3 students are now moving up into Bands 4 and 5. Many teachers are HSC markers and their feedback has been invaluable in identifying areas that need consolidation. The Aim High Mentoring program has raised the academic expectations of our high achievers. Thursday afternoon tutorials for HSC students has allowed for regular revision and consolidation of study skills. Elevate Education has conducted motivational seminars for senior students. Teachers conduct seminars, lectures and workshops for students during the holidays. As a result of these initiatives, the percentage of students achieving Bands 5 and 6 has improved in most courses.
School Curriculum

The College offers a broad curriculum to cater for the needs of a diverse range of students. The educational support team coordinates the Lighthouse Project, Fast Track and Transition to Work Programs; provides literacy and numeracy support; tests and tracks students with identified educational needs; as well as team teaching in Mathematics, Science and English. Readers and writers are trained and provided for students who qualify for special provisions. English, Mathematics and Science classes are partially streamed allowing for differentiated learning. Gifted students are accelerated and there is opportunity for students to take part in the Step up into Teaching Program at the Australian Catholic University (ACU). Students can complete their HSC on a pathways program while enrolled in traineeships and apprenticeships. Staff mentor senior students in the library where there is access to a range of technologies. Tutorials are run for Year 12 students every Thursday afternoon and during the holidays. High Achievers in Year 12 are part of the Aim High program. Year 12 students and their parents/caregivers are interviewed at the end of term 2 by the school executive in preparation for their Trial HSC. The Peer Tutoring program assists students with literacy and numeracy while Year 11 peer support leaders facilitate Year 7 students in their transition to high school. The school is involved in a wide range of co-curricular activities including:

- teaching Catechetics in local state primary schools
- elite sporting programs
- chess club
- dancing competitions
- annual Multicultural Day
- Year 9 swimming and surf life saving
- Greening Australia
- Mock Trial, debating and public speaking
- Champion College Knowledge Trivia Competition
- biennial overseas pilgrimages
- showcase group utilising technology, videos and podcasts
- library monitors
- captivate
- Year 8 Volunteers Day
- Year 9 Marketing Day
- cooking club
- Year 11 and 12 art exhibition
- Year 12 showcase of HSC students’ major works
- Tournament of the Minds
- Step Up into Teaching
- Engineering Day at University of New South Wales
- PDHPE camp
- leadership camps
- Premier's Reading Challenge
- The Sydney Morning Herald Plain English Speaking Competition
- Junior Legacy Public Speaking Competition
- Year 7 camps
- Year 12 retreat
- Kakadu Trip
- English and Mathematics competitions
- the principal's writing challenge

Initiatives To Promote Respect And Responsibility

Along with the opportunities listed above, the school has the following structure for promoting respect and responsibility. The College captain and prefects, from Year 12, meet weekly and lead our assembly each fortnight. Class captains constitute the Student Representative Council (SRC) and meet fortnightly. The three day Year 11 retreat is a very positive experience for students and staff and Year 11 are responsible for our annual Multicultural Day in November and peer support of Year 7. Students are actively involved in leading prayer each Monday morning and are regular contributors to our Focus (newsletter). Students are generous in assisting (by speaking/ushering/catering) at information and assessment evenings. Daily collections for the Patrician mission in Africa; support of our annual walkathon; leadership of our swimming and athletics carnivals; achieving nomination for the principal's academic honour board and environment projects (gardening and recycling) are a small sample of the opportunities available to our students in promoting respect and responsibility among our students.

Parent Satisfaction With The School

Judging by the increasing enrolment and involvement of parents in our community, parents endorse the direction and outcomes of the College. Consistent positive feedback at parent/teacher meetings and the waiting list for enrolment reflect this high level of satisfaction.
Student Satisfaction With The School

Empirical evidence (attendance and retention rates) and a high level of involvement in co-curricular activities indicate a high level of student satisfaction. Participation in liturgies, carnivals, Multicultural Day, talent quest, walkathon, contributions to our fortnightly Focus (newsletter) and attendance at homework centre and senior tutorials reflect student pride and satisfaction in the College.

Teacher Satisfaction With The School

A low turnover rate, low absenteeism and the involvement of most teachers in co-curricular activities indicate a high level of satisfaction. Enthusiasm for teaching; strategy presentations at Monday briefings; volunteering for mentoring Aim High HSC students; holiday tutorials and the spectrum of contributions to our fortnightly Focus (newsletter) also reflect their positive attitude to learning and the College.

Teacher Standards

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>76</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context. (Transition scheme teachers)</td>
<td>0</td>
</tr>
</tbody>
</table>

*Australian Education International - National Office of Overseas Skills Recognition

Religious Education Accreditation

| Number of teachers accredited to teach Religious Education | 25 |
| Number of teachers currently undertaking accreditation to teach Religious Education | 5  |

Workforce Composition

<table>
<thead>
<tr>
<th>Number of staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>76</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>20</td>
</tr>
<tr>
<td>Grand total</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of teachers who are Indigenous</td>
<td>0</td>
</tr>
</tbody>
</table>
Professional Learning

Professional learning undertaken by staff in 2011 included personal higher degree studies; HSC marking; judge marking and HSC Advice Line; Institute of Teachers' initiatives; participation in World Youth Day; Staff Spirituality Day and Mary McKillop Day.

Our staff development days were largely 'in house' and Key Learning Area based. The 'Twenty Ten Professional Development (PD)' program continued to build technological competency amongst teachers.

Professional learning undertaken by staff in 2011 included:

- data analysis workshops - NAPLAN, HSC and SC
- presentation on generation Y/X
- Board of Studies consultation meetings on the national curriculum
- Annual Implementation Plan (AIP) staff feedback
- Information and Computer Technology (ICT) support and training
- use of the Patrician Learning Centre
- planning, pedagogy and programming
- First Aid Course
- facility of interactive whiteboard in staff room for one-on-one training in ICT
- learning presentations
- team teaching in the Patrician Learning Centre

Teacher Attendance And Retention Rates

Teacher attendance

The average teacher attendance for 2011 was 96.6%.

Teacher retention

Of the 2011 teaching staff 96% were retained from 2010.

Student Attendance Rates

Percentage of student attendance by Year level and school average:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.5</td>
<td>93</td>
<td>92.3</td>
<td>91.4</td>
<td>92</td>
<td>93</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Managing Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is between 6 and 17 years old. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children from school promptly and within seven days to the school, and taking measures to resolve attendance issues involving their children. School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal may grant permission for late arrival at school or early departure from school, only in individual cases, on written request from parents and guardians. The principal or delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to Catholic Education Office staff for follow up.

Student Retention Rates

The retention rate of students from Year 10, 2009 to Year 12, 2011 was 80%.
Senior Secondary Outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

| Percentage of Year 12 students who undertook vocational training while at school | 2 |
| Percentage of Year 12 students who undertook training in a trade while at school | 0.7 |
| Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification. | 97 |

Post-School Destinations

| Destinations of students leaving Year 12, 2010 | % |
| University | 49 |
| TAFE | 22 |
| Workforce | 20 |
| Other | 5 |
| Unknown | 4 |

Pastoral Care Of Students

Programs Related To Pastoral Care

- Year coordinators and their assistants meet each fortnight with the assistant principal and principal to discuss student related issues.
- Homeroom based Pastoral Care program continues each fortnight.
- Year 11 peer support leaders assist with the induction of Year 7 students.
- Outdoor Education program - Year 7 have a three day camp at the end of term 1; Year 9 lifesaving at Riverstone; and surf safety at Stockton in December.
- Our merit award system was revitalised.
- The staff were inserviced on the contents of the Staff Handbook to ensure consistency across staff in their expectations and practices.
- The high percentage of students and staff involved in co-curricular activities is a feature of the pastoral care at Patrician Brothers' College Blacktown.
- A guidance counsellor is available to assist students, families and staff.

Student Management/Welfare And Discipline Policies

Patrician Brothers' College places student well being and student expectations at the centre of learning and teaching. Welfare and discipline policies are published in the staff handbook.

All members of our college community have the right to be safe and happy (College Mission Statement). This is lived out at Patrician Brothers' College. Our Anti-bullying policy addresses those who do not align with this mantra.

The full text of student management/welfare and discipline policies can be obtained through the school website.

There has been no change in policies from the previous year's policies.

These include:

- comprehensive Merit Award System to encourage participation and excellence leading up to the principal's award
- computerised Student Management System to track attendance; swipe cards to allow students to access technology, sign in/out, borrow library books and texts
- graduated detention system used when positive measures fail
- regular team meetings to develop identity and connectivity
- leadership opportunities for those displaying leadership potential
- applying the principles of restorative justice when dealing with student management by all members of the school community
- clearly defined procedures for dealing with critical incidents
Complaints And Grievances Policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Office Complaint Handling policy. A copy of the school policy is available from the school office.

No changes have been made to our policy.

Financial Statement

School Recurrent And Capital Income

In 2011 Patrician Brothers College received $146,580.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing well being of this school.

**Fees** relate to diocesan and school based fees, excursions and other private income from fundraisers.

**State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

**Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

**Capital** relates to Government Capital Grants including monies received under the Building Education Revolution.

**Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

Non-Salary relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

Capital refers to Non-Recurrent Capital Expenditure including School Buildings, Furniture and Equipment.