

2015 ANNUAL SCHOOL REPORT



Patrician Brothers' College Blacktown, Blacktown

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Patrician Brothers' College Blacktown is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

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.

Key Messages

Principal

I am proud to present to you the 2015 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) 2015, there was a learning gain demonstrated by students in Year 7 Literacy and Numeracy and Year 9 Numeracy, and, in the Higher School Certificate (HSC), our results show evidence of 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 a supportive learning environment for all students.

In 2015 the college participated in the English Mathematics Stage 4 (EM4) project to build capacity for our teaching staff to use high yield strategies in literacy and numeracy. In conjunction with this, there was a whole-school focus on improving literacy across the learning stages with a targeted focus on students in Years 7 and 8. We implemented the iRead program during 2015 to assist targeted students in reading recovery.

We offer a number of co-curricular activities which includes a range of in-school and representative sports; developmental opportunities for all sportsmen; public speaking; debating; Special Religious Education (SRE); chess competitions; dance and music. The college motto is *Christus Regnat*, which means *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 and Facebook page.

Parent

Parents are invited to Thursday Morning masses and our Year 12 graduation mass and ceremony are well-attended. Parents strongly support parent/teacher meetings, information and orientation evenings, students-at-risk interviews; the Year 12 leadership interviews held prior to the Higher School Certificate (HSC) Trial Examinations; and the leaders and parents dinner. Continuing increase in enrolments indicates that Patrician Brothers' College, Blacktown, is a popular choice for any talented young man seeking a boys' education that includes spiritual, academic, physical and personal growth and which takes place in a supportive and caring Catholic community.

Student

Student participation is a cornerstone of life at Patrician Brothers' College. Student leaders are elected by their peers and staff and they lead assemblies and Student Representative Council (SRC) meetings. They take part in leadership camps and Patrician leadership initiatives. They are allocated a number of portfolios such as house captains for carnivals and year group mentors.

Our peer support leaders from Year 11 assist in the initiation, orientation and enculturation of Year 7 students. Their leadership of the Year 7 Orientation Day reflects the pastoral care evident in our community.

Class captains meet regularly as the SRC and they liaise with their homeroom teachers and Year coordinators.

Who we are

History of the school

The college was founded in 1952 by the Patrician Brothers to serve the mainly rural families of Blacktown and surrounding districts. The college motto *Christus Regnat* translates to *Christ reigns*. We strive to build a community where *Christ Reigns* in the hearts of all and where students are encouraged to grow and develop in a community that reflects the gospel values of faith, forgiveness, honesty, hope, justice, respect, tolerance and trust. The students are actively encouraged to develop a personal spirituality based on the Patrician ideals of prayer, Eucharist, community life and care for the poor. We strive for excellence and foster the love of learning.

Location/drawing area

Located close to Blacktown's central business district, the college is set on seven hectares in the heart of the rapidly expanding Blacktown City. The college is just ten minutes walk from the Blacktown transport interchange and 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.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	78
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	19
Number of teachers currently undertaking accreditation to teach Religious Education	3
Number of non-teaching staff (includes teachers' aides)	20
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	96
Percentage of 2015 teaching staff who were retained from 2014	94

Catholic Identity and Religious Education

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 fortnightly college assemblies. We have developed our own prayer booklet for daily use in every class and the whole school prays the Angelus at midday.

Whole-school Eucharist is celebrated on St Patrick's Day, Our Lady Help of Christians, and for the Year 12 Graduation. Mass is available each Thursday at 8.15 am in the All Saints Chapel. Other liturgies of the Word were held on Ash Wednesday, the feast of St Mary of the Cross MacKillop, ANZAC Day and our Holy Thursday Easter liturgy.

During 2015 the school-based Sacramental program continued for students who asked to be prepared for the Sacraments of Reconciliation, Eucharist and Confirmation.

Social Justice

The college supports the Patrician missions through the Delany Foundation, Project Compassion and the 'Vinnies Van' and these are complemented by supporting the St Vincent de Paul Winter and Christmas appeals.

School home and parish partnerships

Historically we have had strong links with Mary Queen of the Family parish, Blacktown, and our parish priest maintains this liturgical and pastoral interest in the college. This support continued through the celebration of mass each Thursday morning and this mass is well-attended by staff, students, parents and parishioners.

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. Large number of parents attend each semester prize-giving, the Year 12 Graduation and Graduation Mass.

Some parents joined our pilgrimage to Ireland and England while others supported this cultural enrichment for their sons.

Religious Education

The college offers the core units of the Diocesan Religious Education (RE) syllabus, *Sharing Our Story*, for Stages 4 to 6, following the scope and sequence provided by the Diocese. In Stage 6, the boys are offered the New South Wales Board of Studies courses: Studies of Religion I and Studies of Religion II.

The Religious Education (RE) staff have developed teaching and learning strategies to continue to enhance the religious literacy of students.

The college continues to be under the guidance of the Patrician Brothers' charism and the Patrician ideals continue to be central to the college. We continued the connection with Newbridge through the visit to Ireland in term 1 2015. The college continues to strengthen ties with its heritage.

Professional Learning of staff in Religious Education

In 2015 the Religious Education (RE) department focused on the college theme 'Service and Sacrifice', developing opportunities for students to engage with the theme in the relevant *Sharing our Story* units. The Staff Spirituality Day focused on developing knowledge and understanding of The Year of Mercy. Developing resources and activities to improve literacy, especially the writing skills of our students, was a significant aspect of work-shopping at RE meetings. This involved the collection of base-line data to assist in integrating specific literacy processes in RE classes.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	93	92	40	55
	Literacy	96	92	40	51
	Reading	97	95	44	57
	Writing	95	87	29	40
	Spelling	92	93	63	60
	Numeracy	100	96	50	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	87	89	32	40
	Literacy	89	88	28	42
	Reading	92	92	36	47
	Writing	75	80	21	34
	Spelling	90	90	44	51
	Numeracy	99	96	49	51

NAPLAN data indicates that largely we are above the Australian average in Literacy and Numeracy for students who are at or above national minimum standard in both Literacy and Numeracy. The anomalies are spelling in Year 7 and writing in Year 9 where we are below the

national average. The data shows that performance in the top three bands is below the national average except for spelling in Year 7. The gap is narrowed in Year 9 Numeracy but writing in Year 9 needs continued attention. Year 7 data shows that the school is above the national minimum standard but our challenge is to improve performance in the percentage of students in the top three bands.

The targeted area of improvement is writing for both Stage 4 and 5. The EM4 program of using high yield strategies in the classroom for both English and Mathematics has been undertaken by our Stage 4 teachers, and Key Learning Area (KLA) coordinators have worked with staff on the construction and monitoring of data walls to track student growth. The development of teaching strategies such as learning intentions, success criteria, guided reading, and differentiated reading has been the focus of the EM4 literacy project during 2015. Students are expected to read, write and discuss in every lesson. The Principal's Writing Challenge targeted the whole school to stress the importance of written communication, with the theme for 2015 being 'Service and Sacrifice'. Assessment tasks include scaffolds for different text structures and there is an emphasis on teaching students the process of writing. Constructive descriptive feedback is a high yield strategy which is utilised by teachers to track students. Work samples are collected, text structure is modelled and co-constructed with students, and exemplars are available.

Staff have also worked closely with the Department of Education and Communities (DEC) Kindergarten to Year 10 Literacy Continuum. This allows teachers to identify key markers of expected student achievement.

Record of School Achievement (RoSA)

Only two students requested a Record of School Achievement, as the college's retention rates are high and almost all students proceeded to complete their Higher School Certificate. The RoSA grades awarded to students in Year 10 and Year 11 are consistent with the standards and are comparable to our grade history.

Higher School Certificate (HSC)

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

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	49	78
English Standard	16	42
English Advanced	82	91
Earth and Environmental Sci	80	72
Music 1	95	89

The 2015 HSC results showed comparative learning gain in a range of subjects such as Earth and Environmental Science, English Extension 1, English Extension 2, History Extension 1, Industrial Technology, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music 1 and Visual Arts. Students doing Visual Arts and Mathematics Extension 1 performed above expectation and evidenced strong learning gain in the lower bands. Visual Arts and Earth and Environmental Science also performed above state average. Students undertaking to do the Construction examination continue to perform well with that subject being one of their better performing subjects.

The school assessment program largely mirrored the HSC examination performance with the exception of English and Physics, two subjects which will need to reassess assessment strategies. Some difficulties identified from both the De Courcy data and the Board of Studies Teaching and

Educational Standards (BOSTES) Results Analysis Package (RAP) analysis are that our students worked too slowly under examination conditions. They also experienced difficulties in applying

concepts and skills in unfamiliar contexts and answering the set question.

Teachers will provide learning opportunities to enhance the standard of the short answer and extended responses. Scaffolding, modelling, and providing examples of strong responses will be used to enrich student achievement. There will be a strong focus on using past papers and improving examination techniques. Students who wish to include the subject in their Australian Tertiary Admission Rank (ATAR) will be able to attend workshops throughout the year that specifically focus on skills they need to complete the examination successfully.

School curriculum

The college offers a broad curriculum to cater for the needs of a diverse range of students. The educational support team coordinates a range of learning support programs. The English and Mathematics departments are involved in promoting literacy and numeracy across the curriculum through the EM4 project and iRead. In 2015 we focused on the development of writing skills across all subjects in Stage 4 and 5. Reader/writers are trained and provided for students who qualify for disability provisions. There are programs such as English as a Second Language (ESL) and the facilitation of peer support reading programs. Indigenous students are supported by work from Jarara, and a Sudanese Liaison Officer works closely with the Sudanese students.

Mathematics and Science classes are streamed while English classes are partially streamed allowing for differentiated teaching and learning. There is an 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. Drama has been introduced into the curriculum as a Board Developed Course of study. Staff mentor senior students in the library and in the Patrician Learning Centre (PLC) where there is access to a range of technologies. Tutorials are held every Thursday afternoon and during the school holidays. High achievers in Year 12 are part of the Aim High program. Year 12 students and their parents/caregivers have extended interviews at the end of term 2 with the school leadership team. Year 10 students experience senior school in the Step Up into Senior School (SUISS) program. The homework centre is available to all students each Wednesday after school.

The college is also involved in a range of co-curricular activities such as mock trial, elite sporting programs, chess club, life-saving, dance and music.

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.
- Year 11 students are involved as Special Religious Education (SRE) teachers and peer supporters 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. Students are involved in daily collections for the Patrician mission in Africa, leadership of our swimming and athletics carnivals and Year 10 leadership at the Year 7 camps.
- College leaders attend a leadership formation camp at Collaroy.
- Newly-elected college student leaders are acknowledged at the annual Leaders and Parents Dinner
- Anecdotes related to outstanding school service and exemplary behaviour are often

highlighted at assemblies.

Professional Learning

Professional Learning during 2015 was mostly 'in-house' with a number of exceptions. First Aid and Resuscitation for all staff was conducted by the Royal Life Saving Society and Catholic Education Office (CEO) teacher educators inserviced Stage 4 teachers in EM4 high yield strategies. Staff also received FACES training and child protection training. Each teacher developed an Individual Professional Learning Plan (IPLP) which reflected their individual needs according to the Board of Studies, Teaching and Educational Standards (BOSTES) teaching standards, their KLA improvement plan and the college *Annual Implementation Plan*. The synthesis of this planning assisted new scheme teachers in their accreditation process. All teachers were visited at least twice by the executive mentor. The feedback on these lessons was well received and stimulated reflection by the individual teacher. This was supported by regular instructional walks by the college executive.

Monday morning briefings include presentations of EM4 strategies and other recommended literacy and numeracy strategies. These strategies were collated by the teacher librarian for ongoing reference. Key Learning Area (KLA) workshops also focused on literacy and numeracy and other high yield strategies such as differentiation.

New staff were taken through an induction process which was a significant aspect of their professional learning. Two literacy coordinators were appointed to run workshops for KLA coordinators and staff on EM4 strategies. There were regular meetings with executive personnel and the CEO to track the progress of EM4 and its impact in enriching the learning experience in the classroom. The implementation of the iRead program and the EM4 strategies has made a significant difference in pedagogical practice in the classroom.

The three day Executive Planning Conference in January was very effective in planning for the year and in creating community.

School Improvement

Annual school priorities

Priority 1	Continue to build a Catholic educational community
Reason for priority 1	The formation of individual spirituality and catholic identity. The priority was identified on the basis that we are a Catholic school.
Steps taken to achieve priority 1	In 2015 we: <ul style="list-style-type: none"> ▪ made the theme 'Service and Sacrifice' significant in 2015 ▪ developed and used prayer booklet to supplement the Angelus ▪ supported Delany Youth Group initiatives such as Vinnies Van, Patrician Missions and Project Compassion ▪ promoted student initiatives - Special Religious Education (SRE) teachers, Thursday Mass, Sacramental program
Status of priority 1	Achieved
Priority 2	To improve the quality of teaching and learning in our community
Reason for priority 2	Specific needs have been identified by NAPLAN, Progressive Achievement Tests in Reading (PAT-R), Progressive Achievement Tests in Mathematics (PAT-M), HSC analysis, 2012 school review and Quality Catholic Schools (QCS) feedback.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ Each teacher presented a professional learning plan. ▪ Every Key Learning Area (KLA) built on their 2014 <i>Improvement Plan</i>. ▪ An executive mentor observed every teacher and provided feedback. ▪ Instructional walks and peer collaboration were implemented. ▪ Data walls were created from NAPLAN data and (PAT-R) and (PAT-M) data. ▪ EM4 workshops were attended by Stage 4 teachers for numeracy and literacy. ▪ A Writing Continuum workshop was held for KLA coordinators.
Status of priority 2	Ongoing

Priority 3	Continue to improve student learning with focus on literacy and numeracy
Reason for priority 3	<ul style="list-style-type: none"> ▪ literacy and numeracy underpin all learning ▪ NAPLAN, PAT-R and PAT-M and HSC results
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ EM4 project inserviced teachers in implementing high yield strategies. ▪ Monday morning learning presentations focused on literacy and numeracy, especially EM4 high yield strategies such as learning intentions, graphic organisers, success criteria and guided reading. ▪ Others included: <ul style="list-style-type: none"> ▪ Instructional Walks ▪ Data walls, progress interviews, Case Management meetings, Aim High mentoring program to support high achievers and leadership interviews of Year 12 ▪ Principal's Writing Challenge ▪ iRead ▪ Peer Reading
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To deepen knowledge of, and engagement with, prayer, Sacraments and our Patrician heritage with a particular focus on the teachings of mercy
Reason for Priority 1	Our college theme for 2016 is 'Build Faith, Build Knowledge'. We continue to build a Catholic environment which is faithful to our traditions and responsive to our contemporary church and diocesan evangelisation initiatives.
Steps taken to achieve Priority 1	<p>There will be:</p> <ul style="list-style-type: none"> ▪ fortnightly reflection in <i>The Focus</i> ▪ specific targeted initiatives which include our prayer book, Thursday morning mass, Sacramental program, and student and staff participation in World Youth Day ▪ engagement with Patrician-linked schools
Priority 2	To improve reading and writing skills through explicit instructional practices with a focus on Stage 4, connecting EM4, NAPLAN, PAT-R, professional learning and case management
Reason for Priority 2	<p>'Being literate is at the heart of learning in every subject area and necessary for all learning.'</p> <p>NAPLAN, PAT-R and PAT-M results and trends indicate there are still areas for considerable improvement and development.</p>
Steps taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ resource and support our literacy coordinators ▪ resourcing and staffing of EM4 ▪ embed literacy strategies in KLA plans ▪ focus Monday morning briefing and staff meetings on literacy and numeracy pedagogy ▪ facilitate the inservicing of all staff in EM4 philosophy and strategies - extending this training beyond Stage 4 English and Mathematics ▪ renew classroom environments so learning is visible ▪ provide for differentiated texts to improve reading skills ▪ data wall focuses on cohort of Year 7 students for 2016

Priority 3	To develop competence in applying basic number, measurement skills and interpreting graphs and tables, with a focus on Stage 4, connecting EM4, NAPLAN, PAT-M, professional learning and case management
Reason for Priority 3	To build skills in problem solving and enhance number skills across all KLAs.
Steps taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ KLA coordinators to compose and determine common numeracy requirements at different stages. ▪ resourcing and staffing of EM4 ▪ facilitating the inservicing of non-stage 4 teachers and non-English/Maths teachers in EM4 philosophy and strategies ▪ continue the partnership with Stage 2 and 3 teachers to gain understanding of student learning history ▪ using the national curriculum as a guide, develop a skill set for numeracy ▪ develop a range of resources including access to relevant technologies

Community Satisfaction

Parent satisfaction

The Quality Catholic Schooling (QCS) survey data acknowledged the obvious Catholic culture of the college and the opportunities provided for faith development. Parents appreciated the way the college catered for the diversity of learning styles, cultural backgrounds and emotional needs of their sons. Parents commented specifically on the stimulating teaching and behaviour management structures utilised.

Student satisfaction

The QCS data expressed a strong pride by the students in the college and its achievements. Students acknowledged that teachers were energetic and passionate and that their lessons were well planned. Students also commented on how teachers catered for the diversity of learning styles and their emotional needs.

Teacher satisfaction

The QCS data showed teachers appreciated the achievements of the college community and these were a source of pride and community recognition. Not surprisingly, staff reported a high level of catholic culture and practice through prayer and social justice. The data also indicated a strengthening of professional learning, teamwork, role clarity, feedback and recognition since 2014.

Student Profile

Enrolment Policy

Patrician Brothers' College Blacktown follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be assessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	1125	0	1125
2014	1195	0	1195
2015	1154	0	1154

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	92.0
Year 8	88.9
Year 9	88.0
Year 10	88.9
Year 11	88.4
Year 12	88.1
School average	89.2

Characteristics of the student body

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

Language background other than English (LBOTE)	671
Students with disabilities (SWD)	40
Indigenous	45

Managing Student 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 schools age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several 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 students 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 or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and

guardians. The principal/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 the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 88%.

Retention rates are pleasing. Students who left generally had secured apprenticeships or full-time work.

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	5
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

Post school destinations

Each year Patrician Brothers' College Blacktown collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination of students leaving Year 12	%
University	54
Technical, and Further Education (TAFE)	14
Workforce	29
Other/Unknown	3

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

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 *Student Management* policy and *Anti-Bullying* policy, along with other policies and procedures, are designed to encourage all students to respect these values and rights.

Details of rules and expectations related to student management are included in the student diary and enrolment documentation, while regular updates and reminders are provided in the fortnightly college newsletter, *The Focus*, our school website, student assemblies and parent evenings.

There has been no change in policies from the previous year's policies. Key elements of student management at our school include:

- comprehensive *Merit Award System* to encourage participation and excellence leading up to the principal's award
- computerised *Student Attendance 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
- applications of restorative justice principles by all members of the school community when dealing with student management situations
- clearly defined procedures for dealing with critical incidents
- electronic student management records to record and monitor behaviour information accurately
- consistent use of student diary for communication and monitoring of behaviour and participation
- access to school counsellor whenever required or recommended

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, Diocese of Parramatta (CEDP) policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy during 2015.

Section Eleven: Financial Statement

Income

Expenditure

- Commonwealth (0%)
- Capital (0%)
- State (0%)
- Fees (0%)
- Other (0%)

- Capital (0%)
- Salary (0%)
- Non-Salary (0%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$NDA
Government Capital Grants ²	\$NDA
State Recurrent Grants ³	\$NDA
Fees and Private Income ⁴	\$NDA
Other Capital Income ⁵	\$NDA
Total Income	\$NDA

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$NDA
Salaries and Related Expenses ⁷	\$NDA
Non-Salary Expenses ⁸	\$NDA
Total Expenditure	\$NDA

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants .
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.

