



Patrician Brothers' College

2024 Annual School Report



Patrician Brothers' College
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Introduction

About the Annual School Report

Patrician Brothers' College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

Key Messages

From the Principal Mr Brian Edmonds

It is with pleasure that I present the 2024 Annual School Report for Patrician Brothers' College, Blacktown.

Patrician Brothers' College is a Years 7-12 Catholic boys school under the care of Catholic Education Diocese of Parramatta. Students are encouraged to learn and grow in their faith through participation in the vast range educational and extra-curricula offerings at the College.

Patrician Brothers' College is first and foremost a Catholic school in the Patrician tradition. It was established in 1952 and was founded on the rich traditions of the Patrician Brothers. We actively practise our faith - which is demonstrated by our care for one another, the way we learn, and through our service-learning program. As a school that values community and hospitality, we collaborate in partnership with parents and carers.

The College has high expectations of students. Boys are challenged to become life-long learners and the best young men they can be.

We offer a vast array of extra-curricular opportunities. These include various representative sports, debating, public speaking, internal sports, creative and performing arts, chess, and a range of faith formation and social justice activities.

In 2024, the second three-year cycle of the College Learning Plan commenced. The priorities in this plan are mapped to time frames and key strategies and are embedded in the working life of the College to meet the goals of our current iteration of our Learning Plan by the end of 2026. These strategies align with CSPD Strategic Intents and Improvement Plans and the Patrician Pillars.

The College motto is Christus Regnat (Christ Reigns). We strive to build a community where Christ reigns in the hearts of all.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Year 12 Graduation Ceremony was a highlight of the year, with the strongest support from parents and families in recent years. Parents have strongly supported parent/teacher events, which this year included a full day of interviews at the end of Term 2 to provide greater access for parents. Regular information and orientation evenings were also conducted online through Zoom or on campus as required. Sporting events, creative and performing arts evenings, public speaking and debating events were all well supported by parents/carers.

Patrician Brothers' College is a popular choice for families seeking a boys' education that includes spiritual, academic, physical and personal growth and which takes place in a safe, supportive and caring Catholic community.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

Student participation is a cornerstone of life at Patrician Brothers' College.

In 2024, student leaders were elected by their peers and staff. They took part in a or own Leadership Workshop Day; Year 7 Induction and Orientation activities, Patrician leadership initiatives such as the Senior Leaders Retreat and Reconnect workshop; Thursday morning mass; staff versus student soccer match; organising St Patrick's Day Concert and barbeque; Respect Week, RUOK and Bronut Days, and pancakes for Shrove Tuesday to raise money for Caritas. Student leaders were allocated a number of portfolios such as House captains and Patrician Pillars They took an active part in NAIDOC week celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander people. Our peer support leaders from Year 10 also assisted in the initiation, orientation and acculturation of Year 7 students. Their leadership of the Year 7 Orientation Day reflected the hospitality and brotherhood evident in our community.

A group of Year 10 student leaders also participated in the Blacktown Council Youth Forum.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the college

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. Substantial building programs commenced in 2002 with the official opening of the Jubilee Hall. The chapel was opened in 2007 and the bust of Bishop Delany was unveiled the same year, adding a new dimension to the religious focus of the college. In 2008 the administration building was refurbished, and in 2012 the administration forecourt was upgraded. In 2010 the Jubilee Hall was air-conditioned and two additional classrooms and a gymnasium were built under C block. In 2011, with Commonwealth funding, the Patrician Learning Centre was built including an open learning classroom and meeting facilities including a kitchenette. A major building program was undertaken in 2012 which included new student facilities, fencing of the sporting fields, building of an amphitheatre, an electronic score board and grandstand seating. In 2016 major renovations were made to the existing A and D blocks to incorporate multiple open-plan learning facilities, improved Technology and Applied Studies (TAS) facilities including a Food Technology and Hospitality kitchen, a student/staff cafe, Visual Arts facilities and a Drama space. In 2019 solar panels were installed extensively around the school. In 2020 a purpose commissioned room for Retail Services was completed.

Location / Drawing Area

Patrician Brothers College is located close to the Blacktown 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

Staffing Profile

| Staffing Profile | |
|--|-----|
| Total Number of Staff | 103 |
| Number of staff who identify as Aboriginal and Torres Strait Islander people | 0 |
| Number of full time teaching staff | 70 |
| Number of part time teaching staff | 11 |
| Number of non-teaching staff | 22 |

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

| Catholic Schools Parramatta Diocese (CSPD) accredited teachers | |
|--|------|
| Conditional Teachers | 458 |
| Provisional Teachers | 102 |
| Proficient Teachers and/or above | 3258 |

Teacher status at Patrician Brothers' College can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Induction for all new staff to the PBB community including a general introduction to procedures and policies, Child Protection, Safeguarding and professional expectations.
- Introduction to and workshops on EALD phasing and support for writing skills.
- Development of writing strategies across the curriculum in the form of common lesson starters within KLAS

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Vinnies Van
- Delany ReachOut charity program
- Caritas Project Compassion

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff Spirituality Day - titled Doing Theology featuring several guest presenters
- Patrician Induction workshop for new teachers to the College
- Patrician "The Story We Share" workshops for Emerging Leaders and Ancillary staff

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

| Year 7 | Percentage of students in the top 2 proficiency standards | |
|-------------------------|---|-----------|
| | School | Australia |
| Reading | 61% | 67% |
| Writing | 63% | 65% |
| Spelling | 73% | 72% |
| Grammar and Punctuation | 47% | 61% |
| Numeracy | 65% | 67% |

NAPLAN Results Year 9 2024

| Year 9 | Percentage of students in the top 2 proficiency standards | |
|-------------------------|---|-----------|
| | School | Australia |
| Reading | 56% | 63% |
| Writing | 47% | 61% |
| Spelling | 67% | 72% |
| Grammar and Punctuation | 51% | 55% |
| Numeracy | 66% | 63% |

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 3.
- The number of students issued with a RoSA in Year 11 was 8.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

| HSC Results | | | | | | |
|-----------------------|---------------------------------------|-------|--------|-------|--------|-------|
| HSC Subject | Percentage of students in top 3 bands | | | | | |
| | 2024 | | 2023 | | 2022 | |
| | School | State | School | State | School | State |
| English Standard | 31% | 67% | 38% | 59% | 44% | 56% |
| English Advanced | 92% | 96% | 98% | 95% | 97% | 94% |
| Studies of Religion 1 | 42% | 80% | 61% | 84% | 59% | 79% |

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 141.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Fitness, Numeracy, Photography & Videography, Sport Lifestyle and Recreation, Studies in Catholic Thought, Work Studies.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

| HSC Results | | |
|-----------------|---------------------------------------|-------|
| HSC Subject | Percentage of students in top 3 bands | |
| | 2024 | |
| | School | State |
| Music 1 | 100% | 89% |
| Food Technology | 66% | 60% |

HSC Results Comment

The College's HSC results included solid individual performances in a range of subjects with students attaining Band 6 results in Business Studies, Chemistry, Extension English, Standard Mathematics, Extension Mathematics, Advanced Mathematics and Software Design. Several subjects achieved results at or close to state mean level, including

Engineering Studies, Food Technology, Information Processes and Technology, Music, Software Design, and Hospitality. The College Dux received an ATAR of 98.05 but the general trend in subject data was that the school performed best in the middle bands rather than higher bands.

Student Profile

Enrolment Policy

Patrician Brothers' College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

| Student enrolments 2024 | |
|-------------------------|-----------------|
| Number of Boys | Number of Girls |
| 994 | 0 |
| Total Enrolments: 994 | |

Student attendance

| Student attendance rates 2024 | | | |
|-------------------------------|-----------------|------|-----------------|
| Year | Attendance Rate | Year | Attendance Rate |
| 7 | 87% | 10 | 85% |
| 8 | 86% | 11 | 87% |
| 9 | 85% | 12 | 90% |
| College Average: 87% | | | |

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD 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 90%.

Post School Destination

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

| Post School Destination | |
|--|-----|
| University | 50% |
| Technical and Further Education (TAFE) | 20% |
| Workforce | 20% |
| Other/Unknown | 10% |

Characteristics of the student body

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

| Student Body Characteristics | |
|--|-----|
| Language background other than English (LBOTE) | 563 |
| Students with disabilities (SWD) | 220 |
| Aboriginal and Torres Strait Islander | 58 |

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Patrician Brothers' College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- RUOK Week including Bronut Day
- Headspace workshops for Year 8
- Guest speakers for all year groups on a range of wellbeing topics.

Patrician Brothers' College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Patrician Brothers' College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Respect Week.
- NAIDOC Week activities and events organised by our Cultural Engagement Team - Indigenous Officers.
- Year 10 students participated in the Blacktown Council Youth Forum.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Support for student mental health through our Student Wellbeing Program.
- Breadth of extra-curricular opportunities.
- Care, patience and generosity of teachers.

Areas of strength from the student feedback include:

- Opportunities to participate in elite level sporting pathways.
- Teachers are skilled at using teaching and learning strategies that are suitable for boys.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Areas of strength from the staff feedback include:

- Strength of collegiality and support from other staff.
- Staff are provided with a clear understanding of what is expected of them in their respective roles.
- Staff feel safe to take professional and social risks - such as asking questions, making mistakes and highlighting problems.

School Improvement and Learning

Priorities

| Current Year Priorities | | |
|-------------------------|--|-----------|
| Priority 1 | Consolidate professional practice programs for early career teachers through onboarding, coaching and mentoring modes. This has become a high priority given the escalating numbers of beginning and teachers who are still completing tertiary studies. | Achieved. |
| Priority 2 | Develop, in collaboration with CSPD Wellbeing Team, specific programs for student safety that focus on right relationships to complement the existing Wellbeing Program of the College | Achieved. |

| Projected School Priorities | | |
|-----------------------------|---|--|
| Priority 1 | To increase the opportunities for staff and students to experience transcendence, "God Moments" in their lives in order to strengthen our Catholic community and enhance personal faith formation for our students, staff and families. | |
| Priority 2 | Further develop professional knowledge and practice in designing and implementing learning activities and programs for all students through the explicit teaching of writing, including strategies drawn from EALD pedagogies. | |

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

| Recurrent and Capital Income | |
|--|--------------|
| Commonwealth Recurrent Grants ¹ | \$12,138,473 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$3,225,887 |
| Fees and Private Income ⁴ | \$4,271,379 |
| Other Capital Income ⁵ | \$499,987 |
| Total Income | \$20,135,726 |

| Recurrent and Capital Expenditure | |
|--|--------------|
| Capital Expenditure ⁶ | \$480,474 |
| Salaries and Related Expenses ⁷ | \$14,976,146 |
| Non-Salary Expenses ⁸ | \$5,449,645 |
| Total Expenditure | \$20,906,265 |

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers 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