



# 2016 ANNUAL REPORT

## **St Patrick's College**

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## CONTENTS

### REPORTING AREA 1

#### A MESSAGE FROM KEY SCHOOL BODIES

1.1	Principal's Statement.....	4
1.2	Chair of the Board's Statement.....	5
1.3	Parents and Friends Association Statement.....	7
1.4	Student Representative Council Statement.....	8

### REPORTING AREA 2

#### CONTEXTUAL INFORMATION ABOUT THE SCHOOL

2.1	Contextual Information about the School.....	10
2.2	Characteristics of the Student Body.....	13

### REPORTING AREA 3

#### STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

3.1	2016 NAPLAN.....	14
3.2	2016 Higher School Certificate.....	16
3.3	2016 Record of School Achievement.....	19

### REPORTING AREA 4

#### SENIOR SECONDARY OUTCOMES

4.1	Senior Secondary Outcomes.....	20
-----	--------------------------------	----

### REPORTING AREA 5

#### PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1	Qualifications of Teaching Staff.....	21
5.2	Professional Learning undertaken by Teachers.....	22

### REPORTING AREA 6

#### WORKFORCE COMPOSITION

6.1	Workplace Profile.....	23
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## **REPORTING AREA 7**

### **STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS**

7.1	Student Attendance.....	24
7.2	Management of Non Attendance.....	25
7.3	Student Retention Rate from Year 10 to Year 12.....	25

## **REPORTING AREA 8**

### **POST SCHOOL DESTINATIONS**

8.1	Post School Destinations.....	26
-----	-------------------------------	----

## **REPORTING AREA 9**

### **ENROLMENT POLICY**

9.1	Enrolment Policy.....	27
-----	-----------------------	----

## **REPORTING AREA 10**

### **SCHOOL POLICIES**

10.1	Summary of Policy for Student Welfare.....	30
10.2	Summary of Policy for Student Discipline.....	30
10.3	Summary of Policy for Anti-Bullying.....	31
10.4	Summary of Policy for Reporting Complaints and Resolving Grievances.....	31

## **REPORTING AREA 11**

### **SCHOOL DETERMINED IMPROVEMENT TARGETS**

11.1	2016 Priority Areas.....	32
11.2	2017 Priority Areas.....	33

## **REPORTING AREA 12**

### **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

12.1	Initiatives promoting Respect and Responsibility.....	34
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## **REPORTING AREA 13**

### **PARENT, STUDENT AND STAFF SATISFACTION**

13.1	Parent, Student and Staff Satisfaction.....	36
------	---	----

## **REPORTING AREA 14**

### **SUMMARY FINANCIAL INFORMATION**

14.1	Recurrent and Capital Income.....	38
14.2	Recurrent and Capital Expenditure.....	39



## REPORTING AREA 1 A MESSAGE FROM KEY SCHOOL BODIES

### 1.1 PRINCIPAL'S STATEMENT

Welcome to the 2016 Annual Report of St Patrick's College.

Throughout 2016, the College has been part of a building program. The refurbishment of the staff study facilities and the creation of the learning spaces for the middle school program has brought the College into the 21<sup>st</sup> century. The new flexible learning areas will facilitate greater collaboration in a vibrant, energising and stimulating space.

Since 1888 the College has been dedicated to the education of girls and, as such, has provided a place that nurtures their development into strong young women who are competent and confident as they leave the grounds after six years of education.

Specialising in the education of girls has enabled many girls to achieve results beyond their expectation. The absence of gender bias and stereotyping has seen girls seize opportunities and experiences that they might otherwise have been reluctant to savour. The middle and senior school structure has framed the six years of high school into manageable periods of transition for the young people. Each school focuses on the demands and skills required of that stage, thus preparing and enabling the girls to excel as they graduate through each transition. Leadership, pedagogy, curriculum, performance, sporting skills, wellbeing, rights and responsibilities are all appropriate for the stages enabling them to transition with confidence.

As a Good Samaritan College, there continues to be a strong advocacy for all aspects of social justice. Support for the ministries of the Sisters, both local and abroad, as well as other charities, develop in the girls a sense of sound conscience and responsibility. The Good Samaritan community service program for each Year 10 student awakens in them their call to serve those who have less.

As the oldest Catholic independent college in Australia, St Patrick's has a significant alumni. Accessing the alumni for the International Women's Day breakfast, career evenings, formal presentations and the gala dinner dance has been inspirational for current students at the College. The essence of their stories and experiences reflect the values and strengths of the College now placed in a more contemporary setting. The value of all girls' education as promulgated by the alumni has sustained the test of time and continues to draw relevance in 2016.

Dynamic learning centres have been a major focus for the year. Developing a timetable that reduces time spent travelling across the site and more time in lessons on deep learning and higher order thinking has been a priority this year. Delivering a curriculum that is broad and inclusive which celebrates diversity and values the contributions of women has built a community that is respectful and appreciative. St Patrick's College continues to enable girls to develop into young women who have much to offer across our communities and country.

Sue Lennox  
Principal



## **1.2 CHAIR OF THE BOARD'S STATEMENT**

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The St Patrick's College Board has invested in the future of the College during 2016. In 2016, the previous years' work in preparing a Master Plan for the College and concept drawings resulted in the commencement of the College's building plan, which will improve the facilities for staff and also create learning spaces for the middle school that would truly nurture 21st century skills.

The final building project is exciting and innovative and will breathe fresh air into a sturdy building that has served the community well till now. A significant proportion of this building project was completed by the end of the 2016 year. The building work will be completed in 2017. Additional renovations are being planned for commencement in 2017.

The College's education framework is based on Benedictine values by drawing on the inspiration and legacy of St Benedict, Archbishop Bede Polding OSB, Scholastica Gibbons RSC and the Sisters of the Good Samaritan. In a world of uncertainty and volatility, the values of St Benedict of love of learning, community, hospitality and peace provide the College community and particularly our students with firm foundations to live life fully. The Sisters of the Good Samaritan provide us with the example of living those values. This Benedictine story continues to be built in the College by our Principal, Mrs Sue Lennox, the College leadership team and all staff.

During 2016, the Board undertook a review of the leadership of Mrs Lennox. This is a normal part of a Principal's leadership and employment. This process was managed by an independent consultant and was undertaken by a panel of three education professionals. Board Directors, staff, parents/guardians and students were involved in the review.

The Board was pleased to receive overwhelming recognition of Mrs Lennox. With the support of the Members of the Company, the Board offered Mrs Lennox a new contract and she has kindly accepted it. We thank her for her leadership of the College and we look forward to her leading our community towards better outcomes in every respect for all students.

The Board continues to meet its governance obligations and undertakes regular governance training. The College Board are a highly professional and gifted group of women and men who give their time generously to the College and contribute to its leadership. This contribution is greatly appreciated by the College community and myself as Chair of the Board.

The Board benefits from the contributions of the Finance, Risk and Audit Committee, Learning and Teaching Committee, Building and Resources Committee, Governance and Nominations Committee and the Sustainability and Community Engagement Committee. These committees are constituted by Directors, other skilled and committed individuals from the community and a representative of the leadership team. Our thanks and appreciation goes to them all.

The College and the Board are supported by Members of the Company, led by Sr Elizabeth Delaney sgs. The Members of the Company have oversight of the Board and College generally and are appointed by Good Samaritan Education. The Board expresses appreciation to the Members of the Company for their support and guidance during 2016 and to Good Samaritan Education for its leadership and support of this Good Samaritan College.



The Board has made decisions this year that are full of confidence and hope for the future. As a community, we have an obligation to nurture and encourage young women in our community to flourish and grow.

Thank you to the parents/guardians who make sacrifices to enrol their daughter at St Patrick's and who walk closely with her throughout her education. The value of this investment and their priority to her education cannot be underestimated.

We encourage the development of strong, independent and compassionate women who will be able to lead fulfilling lives and positively contribute to their community, society and family.

Dr Michael McDonald  
Chair  
St Patrick's College Board



### **1.3 PARENTS AND FRIENDS ASSOCIATION STATEMENT**

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The Parents and Friends Association's official duties for 2016 commenced with welcoming new parents at the Year 7 parent dinner. The President of the Association at the time, Jodi Stuart, informed new parents of our role within St Patrick's and invited them to be involved in the upcoming events and to embrace the spirit of community within the College. At the dinner, Jodi was able to hand over a cheque to the Principal for \$30,000, which funded the purchase of the new electronic noticeboard at the front of the College.

Our annual general meeting was also held in term 2, when elections for the new executive committee took place with the following results:

President	Denise Egan	Secretary	Liz Henson
Vice President	Monique Keogh	Treasurer	George Gatt

The outgoing committee have worked tirelessly to support the College, whilst maintaining family and work commitments, and their efforts are commended.

Junior students of St Patrick's College and St Gregory's College enjoyed the three dances held throughout the year. The dances are an opportunity to socialise in a safe environment and the positive behaviour of all attendees is noted by the organisers of these events. The parent supervisors and College staff play a vital role and they are thanked for their dedication.

The energy and enthusiasm seen at our annual mother daughter high tea in term 2 was again a treat. Enjoyed by over 200 mothers, daughters and mother-figures, it has proven to be an event that nourishes our spirit of community. With great catering and husbands, fathers and grandfathers serving, it truly is a collaborative event.

The Parents and Friends Association are always on hand to provide support with other College events. This was evident with barbeque duties for both the College open day and the orientation day. Again, it was the modern facilities, open spaces and gardens that received the most comments from prospective families.

On 9 September, the Mary Sheil Centre again hosted our 7<sup>th</sup> annual father daughter dinner, which was enjoyed by approximately 200 fathers, daughters and father-figures. The most talked about aspect of the night was the bush dancing, where 'sitting it out' was not an option. The highly competitive trivia quiz proved a little more difficult this year as well!

The Parents and Friends Association is reliant on volunteers and dedicated parents to contribute to our numerous activities and we would like to acknowledge and thank them for their support in 2016. We would also like to thank the College teachers and staff for their assistance throughout the year with our events and for sharing their skills and creativity. Their support is invaluable.

The Parents and Friends Association welcomes all College families to contribute and participate in our activities. We invite and encourage parents to contact the College for further information.

Jodi Stuart, Past President  
Denise Egan, President  
Parents and Friends Association



## **1.4 STUDENT REPRESENTATIVE COUNCIL STATEMENT**

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2016 was a busy year where, as a leadership group within the College, we undertook many initiatives with the aim of bringing the community together and acknowledging the gifts and talents of the students at St Patrick's.

We had been left a legacy from the previous year and we worked hard at living up to this by looking for ways to build a greater sense of community spirit between the middle school and senior school to show that together we are a strong and committed group of young women.

As a leadership team, we made a point of ensuring the girls knew us and felt a part of all the initiatives we had planned for the year. We carried on the tradition of making everyone feel valued on Valentine's Day by ensuring everyone received a chocolate heart, as well as a card designed by one of our very own Year 12 students. Whilst it may seem a simple thing, the girls all love getting these and it is a great way for the SRC to say we are thinking of you and we are all part of this together.

The College prides itself on always seeking out ways to work and support the area of social justice. As the leaders, we worked with the girls in raising awareness and funds for Project Compassion, highlighting how much we have compared with many other countries.

The first St Patrick's College 'Lip Sync Battle' was a popular initiative and was a first in having a combined social justice and environment group activity. It was a day of laughter and the funds raised went to support both committees to continue their work in the College.

The SRC took the lead in a number of fundraising activities, none more so than the support for the St Vincent de Paul hamper appeal, where each class provided hampers for families in the community who needed support. There was no better sight than each homeroom working as a team to bring their hamper together and then have them ready to be delivered to the families.

All year groups did their own work and activities to focus on bringing their year group together and many pastoral lessons were spent making this a reality. Year 7 did some work for the Kinder School in the Philippines and had a toothbrush and toothpaste drive, thus providing these children with something we all take for granted.

Benedict Day is a special day at the College and one where, as a school community, we acknowledge all aspects of what we are about. We have mass and awards ceremony, then an afternoon of fun activities. These activities, which range from food stalls to face painting to the 'haunted house' tour, are well received as all girls take part and all are involved in making it a great day. As student leaders, we play a role in helping the staff on this day and it becomes a highlight of our year as it really shines through what it means to be a St Patrick's girl.

The students really take College carnivals to heart, get involved and enjoy themselves. It really is a proud moment for the student leaders, especially the House and Sports Captains, to see such house spirit and participation from everyone. These days are filled with cheers and fun and, most importantly, the dressing up by Year 12 to show their house spirit led by the student leaders.



There were lots of activities at lunchtime, including a soccer competition led by Year 9, a handball competition led by Year 7 and Fun Friday activities led by the student leaders. Each of these activities saw students from all year groups competing to win but, at the same time, having fun with their friends.

We are very lucky here at St Patrick's that the girls love opportunities to get involved and have fun. We work on everyone having a go. We celebrate and acknowledge the differences in simple ways that we hope bring everyone closer together.

Our aim over the past year has been to encourage all to embrace the notion of servant leadership in the Benedictine tradition and, through our interactions with our community, we feel that we have met this goal. By doing this, we have also uncovered a wide range of talents and depth within our school community.

As members of the SRC and student leadership teams, we have been proud to be part of what was a great year and we would like to thank the College for this opportunity and for supporting our endeavours.



## REPORTING AREA 2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

### 2.1 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

St Patrick's College is a Catholic college educating girls in the Good Samaritan tradition in the Macarthur region. The College was established in 1840 by Irish settlers and, as such, is the oldest Catholic independent school in Australia. The Sisters of the Good Samaritan took over governance of the College in 1887. St Patrick's has moved sites several times, finally settling in its current location in 1970.

The College is an incorporated body with a Board of Directors and Members of the Company who are directly linked to Good Samaritan Education. Good Samaritan Education was established in 2012 to oversee the future sustainability of the network of Good Samaritan Colleges across Australia.

Operating under the trusteeship of Good Samaritan Education, values of justice, prayerful discernment, hospitality, peace, community and stewardship are an integral part of the faith and life of the College.

Whilst independent, St Patrick's is part of the Wollongong Diocese and, as such, works in partnership with other Catholic schools in the Diocese to further the evangelising mission of the Catholic Church.

As a Catholic school, the College celebrates the Church calendar and is committed to social justice and community service. St Patrick's College is the only all girls' high school in the Macarthur region of Sydney.

The College promotes a safe learning environment that is rigorous yet supportive so that students can achieve in all courses including those that can traditionally tend to have a gender bias in the co-educational setting. As a comprehensive, single sex school, we are committed to the holistic education of students through an academic care model which aims to foster lifelong learning.

The College implements learning programs that build on areas of need in literacy and numeracy. The growth in our NAPLAN results indicates that these programs have been effective in addressing this need.

The College provides an extensive choice of subjects for the RoSA and Higher School Certificate credentials. Academic, creative and vocational educational programs are offered to provide a broad range of learning experiences for students.

St Patrick's offers diverse co-curricular and sporting opportunities amid excellent facilities in beautiful landscaped surroundings. The College is well equipped with current technology and is innovative in its teaching practices. The Benedictine precept 'to organise all things so that the strong have something to strive for and the weak nothing to run from' (Rule of Benedict 64:19) underpins all we do.



### **Mission Statement**

We cater for the diversity of young women through:

- a vibrant and inclusive faith community
- collaborative partnerships with families and communities
- an Academic Care model
- contemporary educational practice
- spiritual, academic, cultural, sporting, creative and social opportunities
- a safe, well-resourced and dynamic environment

enhanced through the guidance and encouragement of dedicated and professional staff.

### **Good Samaritan Educational Philosophy**

Good Samaritan schools offer a Catholic education which:

*draws on the strength of the Good Samaritan Benedictine Tradition*

We value:

- the dignity of each person;
- an academic environment at the forefront of modern educational development;
- a love of learning;
- an holistic view of education and an integrated curriculum which will challenge the creativity, initiative and ability of each student;
- respect for individual differences so that "the strong have something to strive for and the weak nothing to run from" (Rule of Benedict 64:19);
- the integration of faith and life;
- a balance of prayer and work;
- an appreciation of beauty and cultural plurality;
- wise stewardship which reverences the earth and its resources;
- hospitality of heart and place;
- the seeking of peace.

*is directed to the seeking of God*

Life is a journey in search of God, the Creator, Word and Spirit. We reverence the Scriptures as nourishment and guide in the seeking of God. We express our longing for and praise of God in personal, communal and liturgical prayer. Because God has become one with us in Jesus Christ, we believe that our lived experience is the meeting place with the divine. Our plans and endeavours are so arranged "that in all things God may be glorified".

*is centred on Jesus Christ and His mission*

Personal commitment to Jesus Christ and his mission is central to our educational enterprise. Inspired by the example of the Samaritan of Luke's gospel and by Polding's compassionate missionary vision, we commit ourselves to a Gospel way of life, responding with energy and creativity to the challenge of our social reality. We have special concern for, and aim to stand in solidarity with, those on the margins of society.



*is committed to partnership and to Christian community*

Our educational settings, where we work in a spirit of collaboration and partnership, witness to the possibility of Christian community. We aim to foster inclusive communities where others are encouraged to contribute with the "good gifts" given them (cf Rule of Benedict Prologue 21) and so build up the Body of Christ (cf 1 Corinthians 12)

*is committed to participative leadership*

We acknowledge the key dimensions of educational, spiritual and managerial leadership. We affirm a leadership style, which fosters the leadership potential of all members of the school community. Drawing upon the wisdom of others we promote a discernment model of decision-making.

*is responsive to its cultural context*

The Spirit's unifying force is what binds us in the midst of our cultural plurality. We recognise, accept and respect the difference among cultures and races in our school communities. We generously contribute to and critique the society in which we live.



## **2.2 CHARACTERISTICS OF THE STUDENT BODY**

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In 2016 St Patrick's College had a student population of 648 in Years 7 to 12. St Patrick's is a multicultural community, with over 10 different nationalities represented. The most prevalent are students from Samoa, the Philippines and New Zealand. In 2016, there were also 43 identified Aboriginal students at the College. Across the student population, 12% are of non-English speaking background. This diversity is recognised as a great strength of the College. Students celebrate the common threads drawn from the cultures and appreciate the differences as well.

The College also has diversity across socio-economic backgrounds. Several families come from the less wealthy areas of the region, whilst others come from areas of greater resources. The inclusive school fees structure at the College ensures no girls miss learning experiences, opportunities and activities due to family finances. All girls have equal access, which breaks down the barriers or disadvantage some students may feel due to their financial circumstances.

St Patrick's offers a diverse curriculum across all years. Students are able to choose an academic program or vocational education program in the senior years. All girls participate in swimming and athletics carnivals, as well as a camp program in Years 7, 8 and 9 and a retreat program in Years 10, 11 and 12. Girls who enjoy performance will showcase their skills through the College Musical, Performing Arts Nights and other experiences and competitions, as well as regularly presenting at formal College assemblies. Students who have skills in sport can participate in MISA sport teams, Diocesan teams or follow the representative pathway through Diocesan sport.

All girls have access to the Duke of Edinburgh program, debating and public speaking competitions, chess competitions and mock trial and mock mediation teams. Girls are encouraged to get involved in the many opportunities on offer at the College, as there are many different co-curricular groups for the girls to find one that meets their needs and talents.

Exercising leadership is an important skill nurtured in the girls at the College. Girls can take up roles as a student representative councillor, peer support leader, big sister to a Year 7 student, College tour guides, buddy to new students and portfolio leaders for the middle school in Year 9 and for the whole College in Years 11-12. Further to this, girls can contribute in various committees such as social justice and the environment.

Across the College, girls are supportive and encourage each other to be the best they can. They work collaboratively together and hold a high regard for their teachers.

It is not uncommon for St Patrick's students to admit they held a strong desire to join the College community from their early primary school years. In this capacity they demonstrate confidence and determination as they recognise St Patrick's is a school that will enable them to flourish and achieve the goals they desire to achieve. Additionally, it is not uncommon for the girls to choose St Patrick's over another school where their close primary school friends are going, thus coming alone. It is believed such choices highlight student resilience that the College can build on once they are enrolled.

The girls hold great pride in their school. They value their position in the College community and are the strongest advocates for St Patrick's College education.



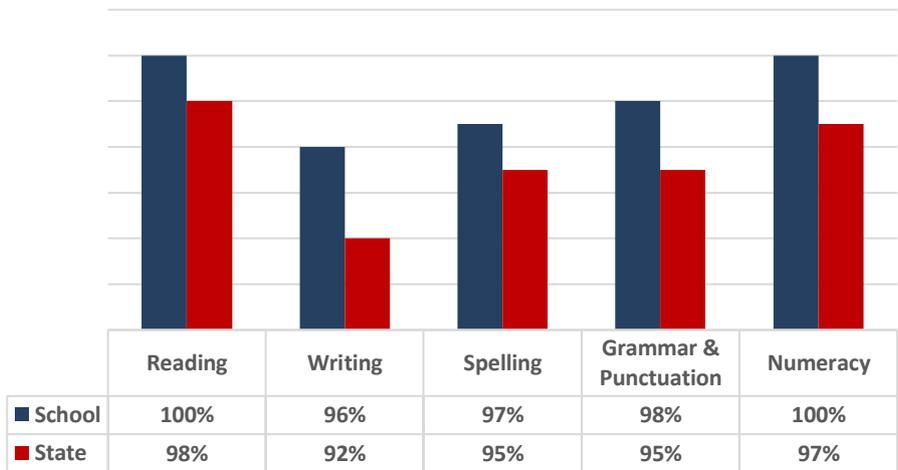
**REPORTING AREA 3  
STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS**

**3.1 2016 NAPLAN**

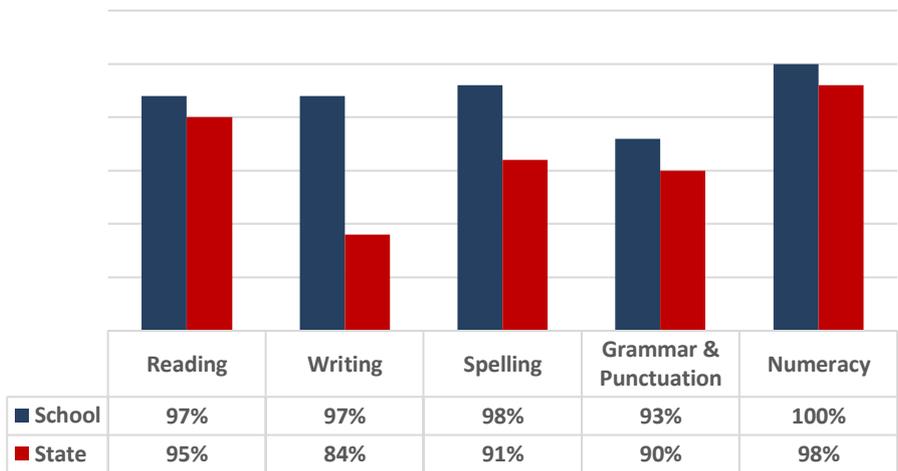
In 2016, 98 Year 7 and 124 Year 9 students from St Patrick's College participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The Commonwealth Government has set minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for students in Years 3, 5, 7 and 9.

The performance of the students in the National Assessment Program is compared to the minimum standards developed by the Commonwealth Government. An analysis of the school's assessment results is used in the support of our school's teaching and learning programs. The percentage of our students achieving at or above the standards developed by the Commonwealth Government as compared to all students in the State is reported below.

**YEAR 7 2016**



**YEAR 9 2016**





The following table provides a comparison between the school's average in 2016 and the average achieved in all NSW schools:

	<b>READING</b>		<b>NARRATIVE WRITING</b>		<b>SPELLING</b>		<b>GRAMMAR AND PUNCTUATION</b>		<b>NUMERACY</b>	
	<i>School Mean</i>	<i>State Mean</i>	<i>School Mean</i>	<i>State Mean</i>	<i>School Mean</i>	<i>State Mean</i>	<i>School Mean</i>	<i>State Mean</i>	<i>School Mean</i>	<i>State Mean</i>
Year 7	545	543	541	516	551	551	543	545	534	554
Year 9	587	584	569	547	590	587	576	572	565	596

More information regarding students' results on these tests can be found on the MySchool website [www.myschool.nsw.edu.au](http://www.myschool.nsw.edu.au)



### 3.2 2016 HIGHER SCHOOL CERTIFICATE

One hundred and two students presented for the HSC, with 94 seeking an ATAR. Of these students, 22 achieved a total of 45 Band 6, across 21 subjects. Eight students achieved an ATAR above 90 and a further 18 with an ATAR above 80. Duxes for 2016 were Amy Abdilla and Karen De Raya, who both received the impressive ATAR of 96.4, followed very closely by Brittney Monk with 95.9 and Lauren Abdilla with 94.55. Amy was also acknowledged as a Distinguished Achiever/All Rounder by BOSTES (NESA) for achieving Band 6 in 10 of her units.

Further to this, our students were placed in top positions across four subjects in the State. Sahanuja Thiyagesan (Year 11) was placed 1<sup>st</sup> in the State in Tamil Continuers, Katarina Zrnic 3<sup>rd</sup> in the State in Croatian Continuers, Courtney Druery 8<sup>th</sup> in the State in Business Services and Ally Peng 14<sup>th</sup> in the State in Standard English.

Three students were acknowledged for exceptional practical work in both Drama and Dance. Megan Kay's Individual Drama project was nominated for Onstage. Two Dance students were also nominated for Call Back: Rhiannon Bowyer for her Major and Core performance and Alexandra Whelan for her Core performance.

The table following indicates the College's High Achievers and the subjects in which students achieved a Band 6:

Amy Abdilla	English Advanced, Mathematics, Mathematics Extension 1, Studies of Religion 1, Information Processes and Technology, Visual Arts
Lauren Abdilla	English Advanced, Modern History, Society and Culture, Studies of Religion 1
Chelsea Barker	Drama
Stephanie Damaso	Community and Family Studies, Mathematics General, PDHPE
Karen De Raya	English Advanced, Modern History, Society and Culture, Studies of Religion 1
Courtney Druery	Community and Family Studies, Business Services
Rebecca Ellsmore	Food Technology, PDHPE, Studies of Religion 2
Portia Ferdinand	Studies of Religion 1
Charlotte Gray	Studies of Religion 1
Patricia Hernandez	Mathematics General
Megan Kay	Drama
Emily Kirk	Community and Family Studies, PDHPE
Bronwyn Langkamp	Music 1
Rosie Larkin	Community and Family Studies
Senali Madagammana	Music 1
Shai Malone	Modern History, Studies of Religion 1
Brittney Monk	Biology, Mathematics Extension 1, Studies of Religion 1
Ally Peng	English Standard
Rameesha Perera	Community and Family Studies, Mathematics
Lauren Ripoll	Drama
Sahanuja Thiyagesan	Tamil Continuers
Laura Tranby	Drama
Alexandra Whelan	Mathematics
Katarina Zrnic	Croatian Continuers



Data from the Principal's results package from BOSTES (NESA) indicates that our students performed above the State mean in the examinations in 19 of the 31 courses. The analysis provided by the Catholic Education Commission indicated that all students performed in the expected range in all subjects, above the typical range in Mathematics General 2. Subjects achieving significant learning gains included Dance, Drama, English Standard, Modern History, Society and Culture, General Mathematics, Community and Family Studies, PDHPE, Studies of Religion 2 unit, Biology, Chemistry and Business Services.

The table below indicates the School versus State mean and the variance in subjects presented at the College:

<b>SUBJECT</b>	<b>SCHOOL EXAM MEAN 2016</b>	<b>STATE EXAM MEAN 2016</b>	<b>VARIANCE 2016</b>
Ancient History	70.37	71.16	-0.79
Biology	77.35	73.71	3.64
Business Services Examination	79.19	72.41	6.77
Business Studies	72.86	73.21	-0.35
Chemistry	76.77	75.59	1.18
Community and Family Studies	78.49	72.20	6.29
Dance	80.60	77.12	3.57
Drama	80.69	77.83	2.86
English Advanced	80.06	80.72	-0.66
English Standard	75.15	68.70	6.42
English Extension 1	40.98	41.91	-0.93
English Extension 2	38.95	38.79	0.48
Food Technology	72.64	71.49	0.85
History Extension	38.55	38.93	-0.38
Hospitality	70.00	72.71	1.29
Human Services	78.95	71.88	7.07
Japanese Continuers	71.70	79.33	-7.63
Legal Studies	75.41	74.01	0.40
Mathematics	74.42	77.84	-3.42
Mathematics General 2	76.07	68.51	7.56
Mathematics Extension 1	83.00	81.20	1.80
Mathematics Extension 2	76.40	81.58	-5.18
Modern History	78.56	74.45	4.11
Music	82.95	80.91	2.04
PDHPE	80.21	72.13	8.08
Retail Services	68.20	72.85	-4.65
Senior Science	73.32	73.32	0
Society and Culture	83.04	77.48	5.56
Studies of Religion 1 Unit	37.41	38.34	-0.93
Studies of Religion 2 Unit	76.51	75.58	0.93
Visual Arts	78.11	79.55	-1.44



The table below indicates the percentage of students achieving a Band 5 or 6 in subjects:

<b>SUBJECT</b>	<b>BANDS 5 &amp; 6</b>
Ancient History	0
Biology	58.7
Business Services	62.5
Business Studies	19.4
Chemistry	50
Community and Family Studies	52
Dance	71.42
Drama	49.99
English Advanced	61.1
English Standard	31.74
English Extension 1	100
English Extension 2	100
Food Technology	22.22
Hospitality	31.25
Japanese Continuers	0
Legal Studies	45.16
Mathematics Advanced	55.55
Mathematics General	48.07
Mathematics Extension 1	75
Mathematics Extension 2	100
History Extension 1	75
Modern History	46.66
Music	75
PDHPE	53.33
Retail Services	0
Senior Science	23.07
Society and Culture	60
Studies of Religion 1 Unit	46.8
Studies of Religion 2 Unit	49.04
Visual Arts	39.99



### 3.3 2016 RECORD OF SCHOOL ACHIEVEMENT

In 2016, 107 students completed Stage 5 of their education at the College. Students followed a rigorous assessment program and grades were assigned in accordance with performance against standards, as well as historical grading data.

In 2016, all students demonstrated a high standard of achievement. All Stage 5 candidates participated in all formal assessment tasks and were awarded appropriate grades.

<b>SUBJECT</b>	<b>SCHOOL A–C</b>	<b>STATE A–C</b>	<b>SCHOOL D–E</b>	<b>STATE D–E</b>
Australian History (100 hours)	88	76	12	24
Australian Geography (100 hours)	89	75	11	25
Commerce (200 hours)	92	89	8	11
Dance (200 hours)	100	87	0	13
Design and Technology (200 hours)	100	86	0	14
Drama (200 hours)	100	89	0	11
English (200 hours)	88	77	12	23
Food Technology (200 hours)	94	81	6	19
Food Technology (100 hours)	0	81	100	19
History (200 hours)	94	90	6	10
Italian (200 hours)	92	89	8	11
Mathematics (200 hours)	82	69	18	31
Music (200 hours)	86	85	14	15
PDHPE (200 hours)	97	95	3	5
Science (200 hours)	84	75	16	25
Textiles and Design (200 hours)	85	89	15	11
Textiles and Design (100 hours)	100	84	0	16
Visual Arts (200 hours)	88	83	12	17
Visual Arts (100 hours)	100	83	0	17



## REPORTING AREA 4 SENIOR SECONDARY OUTCOMES

### 4.1 SENIOR SECONDARY OUTCOMES

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In 2016, 32.35% of the Year 12 cohort participated in vocational or trade training.

The following percentage of Year 12 2016 students attained a certificate/VET qualification:

<b>QUALIFICATION / CERTIFICATE</b>	<b>PERCENTAGE OF STUDENTS</b>
Higher School Certificate	99%
Life Skills Credential	0.98%
Pathways	3.9%
VET Qualification	32.35%



## REPORTING AREA 5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

### 5.1 QUALIFICATIONS OF TEACHING STAFF

CATEGORY		NUMBER OF TEACHERS
<b>Teacher Education Qualifications</b>	Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	59
<b>Bachelor Degree Qualifications</b>	Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	59
<b>Teaching Experience</b>	Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	Nil



## 5.2 PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

In total, the College has spent \$72,496 on staff professional development, which is not inclusive of the cost of relief staff, as indicated below:

<b>PROFESSIONAL LEARNING ACTIVITY</b>		<b>NUMBER OF TEACHERS</b>
<b>Senior First Aid</b>	Provided refresher training for staff holding current qualifications and full training for those staff without current qualifications	59
<b>Pastoral Care</b>	Courses that assisted staff to care for students by developing skills to attend to adolescent health issues and broadening awareness of the cultural diversity of the community	59
<b>Curriculum</b>	Courses that were specific to the content taught through a broad range of faculties Topics and issues that would have the most recent and current information now available	59
<b>Pedagogy</b>	Provided skill development in use of new technologies or strategies to enhance learning in the classroom	59
<b>Administration</b>	Provided skills and practices that could expedite or rationalise administrative tasks	9



## REPORTING AREA 6 WORKFORCE COMPOSITION

### 6.1 WORKPLACE PROFILE

In 2016 the College workforce was comprised of 85 employees as follows:

<b>POSITION</b>	<b>WOMEN</b>	<b>MEN</b>
Principal	1	
Assistant Principals	2	
Other Managers, Administrators	1	
Senior Teachers	11	10
Other Teachers	30	4
Other Professionals	1	
Maintenance and Support Staff	19	6
Indigenous Staff (included in above)	1	



## REPORTING AREA 7 STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

### 7.1 STUDENT ATTENDANCE

Student attendance is recorded according to the requirements of the Education Act. Average student attendance has been calculated as follows:

<b>STUDENT ATTENDANCE 2016</b>	<b>ATTENDANCE RATE</b>
Year 7	95.7%
Year 8	95.1%
Year 9	94.4%
Year 10	95.2%
Year 11	94.7%
Year 12	94.8%
Whole School (Years 7 – 12)	95.2%



## **7.2 MANAGEMENT OF NON ATTENDANCE**

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Student attendance matters are managed at various levels within the College's Academic Care structure. Day to day roll marking and non-attendance follow up are carried out by the pastoral advisor, under the guidance of the relevant Year Coordinator or Assistant Principal Students. In 2016, the College had online roll marking in pastoral time each morning, including the registering of late students, and period by period marking. This has allowed staff to have instant access to attendance patterns of the students.

Unexplained absences are followed up where appropriate by the pastoral advisor or other members of the pastoral team. This may require consultation and communication with parents. Letters are sent out twice a term to address any outstanding matters and these require a parent response. The addressing of chronic school absence issues, which are rare, occur through management within the guidelines of our College Academic Care model.

The College has consolidated its use of technology and software programs in the tracking of student attendance, particularly through the iWise database. SMS facilities enable parents to be notified of their daughter's absence early in the school day, on a daily basis.

Our iWise database program allows all staff to gain immediate access to both short term and long term records for students and members of the pastoral team use this to track their students. Such facilities have enhanced our communication with parents on issues such as individual student attendance matters and this ensures attendance is well monitored within the College.

## **7.3 STUDENT RETENTION RATE FROM YEAR 10 TO YEAR 12**

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Student retention rate is as follows:

<b>Actual Retention Rate</b>	<b>Year 10 2014 to Year 12 2016</b>	<b>87%</b>
<b>Apparent Retention Rate</b>	<b>Year 7 2011 to Year 12 2016</b>	<b>78%</b>

At this stage, there is an improvement to our retention rates as a result of changes to legislation regarding the school leaving age. These trends will continue to be monitored in the next few years.



## REPORTING AREA 8 POST SCHOOL DESTINATIONS

### 8.1 POST SCHOOL DESTINATIONS

Based on the information provided to the school when students leave in Year 10, it would appear that only a small minority leave to pursue employment or apprenticeships. Most appear to leave due to family circumstances or want a change of environment for the final years of schooling.

From the data collected from school leavers in Year 12 2016, the following trends have been noted in regards to post school destinations:

<b>YEAR 12 2016 – DESTINATION 2017</b>	<b>PERCENTAGE OF STUDENTS</b>
Studying full time at university	93.3%
Studying at a private college	3.3%
Studying at TAFE	3.3%
Undertaking a traineeship	3.3%
Full time employment	0
Part time employment	76.7%
Completed a vocational education course	13.3%



## REPORTING AREA 9 ENROLMENT POLICIES

### 9.1 ENROLMENT POLICY

St Patrick's College is an all girls' secondary college with an enrolment of 648 students in 2016. The College is governed under the auspices of Good Samaritan Education and students are accepted from a wide variety of cultural and religious backgrounds. The College prides itself on being a truly integrated and inclusive community.

#### ***Enrolment Criteria***

St Patrick's College is a non systemic, congregational Catholic college and as such is not restricted to geographic boundaries when accepting enrolment applications. The Board of the College delegates to the Principal the right to exercise discernment in the acceptance of individual students in the enrolment process.

In processing applications for entry to the College, the priority for entry will be:

- Sisters of students currently enrolled in the College or of former students of the College
- Daughters of past students of the College
- Catholic students attending a Catholic parish primary school
- Catholic students attending a government or other non government primary school
- Non Catholic students attending a Catholic parish primary school
- Non Catholic students attending a government or other non government school

Enrolment of a student is conditional upon parents/carers undertaking the financial requirements of the College.

#### ***Enrolment Interviews***

Every student applying for enrolment will be interviewed. Parents seeking enrolment for their child/ren from other high schools will sign a consent form to allow information to be obtained by the College from their current school.

#### ***Placement Offer***

An offer of placement in the College is secured upon payment of the advance fee. This fee is non refundable if the application is withdrawn prior to a new student's commencement.

After commencement the fee is retained by the College until such time as the student completes her education or terminates enrolment (giving adequate notice of intention to leave) at which time the advance fee is either refunded or offset against any outstanding school fees.

#### ***Continuing Enrolment***

A student's enrolment at the College is conditional upon the student demonstrating commitment to the College ethos and adherence to the Student Conduct Policy, as well as parents satisfactorily meeting the requirements of the School Fee Policy.



## **Conditions of Enrolment (new enrolments and senior school re-enrolments)**

### **Religious Education**

Acceptance of a position at St Patrick's College implies both parents/carers' acceptance of the Catholic foundations, values and practices of the College and the importance of regular opportunities to affirm these values and practices in religious education classes, liturgies and College masses.

Retreats and reflection days are a compulsory part of the College's ethos and a vital element in the spiritual development of students. Continuing enrolment is contingent upon commitment to the above requirements.

### **Fees**

College fees are determined by the St Patrick's College Board and subject to variation from year to year. Fees are billed annually in advance and fee accounts are payable in fortnightly, monthly or term instalments. Additional charges for services provided by the College outside the fee schedule will be billed throughout the year.

All fees and charges must be paid within 14 days of the due dates regardless of whether fees are paid in three instalments or 10 monthly payments. All fees and charges must be paid in full by 1 November and if not paid, the student may be refused continuing enrolment at the College in the following year.

Parents who are experiencing financial difficulties in meeting scheduled fee payments at any time during the year must contact the College to make suitable arrangements.

If a student leaves the College during the school year, a term's notice in writing must be given to the Principal before the removal of a student or a full term's fees will be payable.

### **Standards of Dress and Behaviour**

At all times a high standard of behaviour is expected of students inside and outside the College. Parents/carers are expected to reinforce the need to treat others with courtesy and respect and to make responsible decisions which show consideration of others.

All students are required to be neatly dressed and to wear the prescribed College uniform (refer to the student handbook/student diary). A student may be asked to leave the College temporarily or permanently at the discretion of the Principal, in accordance with the College's religious education, pastoral care and student conduct policies.

### **Illegal Substances**

Possession or use of drugs (including alcohol) will result in immediate suspension and review of enrolment. Students who supply drugs may face immediate expulsion and Police will be notified.



## **Communication**

The College publishes a fortnightly newsletter, *Inside Out*, which contains information of importance to parents/carers and is distributed electronically to parents. The College website, [www.saintpatricks.nsw.edu.au](http://www.saintpatricks.nsw.edu.au), is another media for accessing important information as well as *Flame*, a yearly publication. For urgent or pressing issues, an SMS may be sent to parents.

## **Medical**

In the event of injury or illness to the student necessitating hospital or medical treatment including injections, blood transfusions and the like and where the parent/carer cannot be contacted to authorise such treatment, a responsible member of St Patrick's College staff is automatically empowered to give the necessary authority for such treatment without the College or such person incurring any legal liability whatsoever. Parents/carers are responsible for all associated costs.

## **Attendance**

Students are expected to be in attendance at the College for the duration of each school term. Only in extreme circumstances will permission be given for a student to return late or leave early for term vacations, or to be absent during term.

In the case of illness, a written explanation from the parent/carer is required for every absence on the next day of attendance at the College. Doctor's certificates are required if assessment tasks are missed due to illness in Years 10-12.

## **Photographs/Videos**

Throughout the year, many photographs and occasionally videos are taken of students and staff taking part in functions, productions, sporting carnivals, liturgies and other events. These photographs are used in advertisements for the College, College publications, on the website or displayed on special occasions such as Open Day. All parents will complete a Not for Publication form which does/does not give consent for photographs to be used.

## **Scholarships (Years 7-10)**

A number of scholarships are awarded in Year 7 each year. Continuation of the scholarship through to Year 10 is dependent on the student meeting the conditions listed below:

- Maintain a high level of achievement in their designated area
- Contribute to and participate in College events specific to their designated area
- Represent the College where appropriate
- Ensure attendance and behaviour is exemplary
  
- Wear the specified College uniform appropriately and with pride
- Maintain a consistently high degree of effort and a dedicated approach to her studies
- Meet annually with the Principal to discuss the successful fulfilment of the expectations listed above

Unfortunately, failure to meet these requirements may result in the termination of the scholarship.



## **REPORTING AREA 10 SCHOOL POLICIES**

### **10.1 SUMMARY OF POLICY FOR STUDENT WELFARE**

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The College seeks to provide a safe and supportive environment where students are assisted to develop to their full potential – academically, socially and spiritually. This is done through the Academic Care model that provides the framework for all dealings with the students. The Pastoral Care policies and programs focus on developing the whole person to take her place in the community to which she belongs.

The location of the full text of the policy for pastoral care – the Student Wellbeing and Code of Conduct Policy – is available on the College website and the Student Code of Conduct can be found in the College student diary. Paper copies of all College policies can be provided to parents, students and staff upon request. This policy was reviewed and updated in 2015.

### **10.2 SUMMARY OF POLICY FOR STUDENT DISCIPLINE**

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Students are expected to follow the College's rules and any directions given to them by a staff member. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of the Code of Conduct and a student's prior behaviour.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of this by non-College persons, including parents, as a means of enforcing discipline. This policy is based on the principles of procedural fairness and includes parents in this process for the more serious breaches of this policy.

The location of the full text of the policy for student discipline – the Student Wellbeing and Code of Conduct Policy – is available on the College website and the Student Code of Conduct can be found in the College student diary. Paper copies of all College policies can be provided to parents, students and staff upon request. This policy was last reviewed and updated in 2015.



### **10.3 SUMMARY OF POLICY FOR ANTI-BULLYING**

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All members of the College are committed to creating a safe and positive environment, which promotes personal growth and positive self-esteem for all. The prevention of and responses to incidences of bullying, inappropriate use of technology and disrespectful behaviour in the College is achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Those who exhibit bullying behaviour are given the opportunity to change their behaviour and are encouraged to choose more acceptable and respectful ways of behaving.

This policy is based on the principles of procedural fairness and includes parents in this process for the more serious breaches of this policy.

The location of the full text of the policy for anti-bullying – the Personal Protection and Respect Policy – is available on the College website and in the College student diary. Paper copies of all College policies can be provided to parents, students and staff upon request. This policy was reviewed and updated in 2015.

### **10.4 SUMMARY OF POLICY FOR REPORTING COMPLAINTS AND RESOLVING GRIEVANCES**

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The College's policies for dealing with complaints and grievances include processes for raising and responding to matters of concern identified by parents and/or students. These policies and the associated procedures incorporate the principles of procedural fairness.

The location of the full text of the policies for complaints and grievances are available on the College website. Paper copies of all College policies can be provided to parents, students and staff upon request.

The Complaints Policy was updated in 2016. There were no changes made to the Grievances and Disputes Policy during 2016.



## REPORTING AREA 11 SCHOOL DETERMINED IMPROVEMENT TARGETS

### 11.1 2016 PRIORITY AREAS

#### ***Learning and Teaching***

Literacy and numeracy continued to be an area of particular attention over 2016. The PEEL approach was implemented across all faculties and students became familiar with this literacy strategy. A focus on numeracy was promoted across the whole College so that skills were developed in a number of contexts.

#### ***Facilities and Resources***

The focus of the year was on a building program that created better spaces for staff to collaborate and a flexible learning environment for the girls that enabled entrepreneurial skills in the middle school.

#### ***Staff Development***

The teacher performance development program was well supported by staff. It facilitated very productive dialogue around the standards and professional development through class observations and constructive feedback. The professional learning teams generated very positive conversations on feedback, literacy and numeracy, engaging the learner, student wellbeing and assessment.

#### ***Whole School Strategic Plan***

The Principal reports on the strategic plan at each Board meeting. The leadership team monitors the goals and operational tasks at the leadership team meetings. Key aspects of the strategic plan were completed and signed off in the course of the year. These included:

- The new Mission Statement and Vision Statement
- Review of the pastoral advisor role description
- Introduction of the pastoral comment on the student end of semester report
- Development of the cohort profile
- Recruitment of a Community Engagement Coordinator
- The establishment of a Board committee tasked with sustainability and community engagement

#### ***Parent Partnership***

Communication with parents continued to improve over 2016. Parent forums for the middle school and senior school were well supported. Year Coordinators distributed a newsletter at the end of each term outlining the events of the term to parents. Interim reports and report comments on semester reports, all assisted in the communication avenues with parents. Generally, feedback was positive from parents.



## **11.2 2017 PRIORITY AREAS**

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In 2017, the College will:

- Continue to explore best practice in education and, specifically, girls' education
- Continue to explore the practice of assessment as learning
- Know the students as learners
- Continue to build capacity as educators



## REPORTING AREA 12 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### 12.1 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

St Patrick's College continues to actively promote respect and responsibility across all areas of College life. Benedictine values, together with the charism of Good Samaritan Education, explicitly and implicitly underpin the formation and implementation of College policies, procedures and programs. As a Catholic college, we explicitly teach the values of compassion and justice contained in the Scriptures and through our Benedictine values. We support our students in bringing meaning and purpose to the story of the Good Samaritan.

The wellbeing of the students is integral to all we do at the College and is the focus of our Academic Care model. This model has the concept of right relationships at its core and so is instrumental in our policies and procedures and, in turn, all the initiatives we undertake to promote respect and responsibility.

The pastoral program of St Patrick's College is underpinned by the Benedictine values of Good Samaritan Education. It aims to support the students with a network of care. It is informed by an understanding of contemporary developments and research in adolescent mental health and is responsive to the changing needs of the young people in our College. Each year group has a particular focus and topics covered may include resilience, positive approaches to mental health, communication and self-esteem, as well as skills for the senior years such as study skills, wellbeing, being responsible and planning for the future.

Pastoral care of students is conducted both in year groups and in pastoral classes, at both a formal and informal level. The programs ensure that all key domains on wellbeing are presented to the students.

The pastoral programs for students are presented through designated pastoral lessons, meetings and reflection days. The staff responsible for its implementation, pastoral advisors, Year Coordinators, College Psychologist and Assistant Principal Students, work together to provide the best support possible for students and families.

In 2016 the pastoral team continued to build on developing the purpose and effectiveness of the current pastoral programs for each year group. This planning has consolidated what was done in 2015 and will continue to lead to more targeted intervention, particularly in the area of mental health, and appropriate in-servicing for the pastoral team to support the key areas being presented to the students.

The College respects the many differences that exist in the community and so provides a number of opportunities for students to involve themselves in the life of the College. Some of these include:

- Student leadership – Years 9 and 12 leaders – as well as student representative councillors across all year groups
- Peer support with the Years 7 and 10 students
- Big sister/little sister program with the Years 7 and 11 students
- Student tracking and goal setting in pastoral classes in the middle school
- Student tracking reports each semester



- Social justice initiatives across the College, such as Caritas and ministries of the Sisters of the Good Samaritan
- Immersion opportunities for students in Years 10 and 11
- Reflection days for Years 7-9 promote and address Christian values, a sense of social justice and the importance of belonging
- Camps for Years 7-9 with a resilience focus
- Retreats for Years 10-12 with a spiritual focus
- Community service for Year 10 with a focus on respect for others
- Koori homeroom for the indigenous students
- Pacific Nations meetings and initiatives
- Social skills group to support students with their social needs
- The PDHPE curriculum also supports the domains of respect and responsibility throughout the Years 7-10 syllabus and senior courses
- Personal Moral Responsibility is a unit in the Religious Education program which highlights the values of respect

Our counselling service is operating effectively with our College Psychologist, providing counselling support to our students every day and targeted interventions for at risk students or groups. The counselling support aims to provide an immediate response to acute events and refers on to outside agencies where needed.

Through all of these initiatives and programs, it is clear that the students of St Patrick's are part of an environment that fosters and promotes respect and responsibility throughout College life.



## REPORTING AREA 13 PARENT, STUDENT AND TEACHER SATISFACTION

### 13.1 PARENT, STUDENT AND STAFF SATISFACTION

#### ***Parent Satisfaction***

The Parents and Friends Association is an active body in the College community. The executive committee meet once per term and coordinate the events throughout the year which provide opportunities for parents to connect with their daughter and other parents. The key events for parents include the Year 7 parent dinner, mother daughter high tea and father daughter dinner dance.

The P&F generously provide barbeques at open day and orientation day each year. They also organise and provide supervision at the dances held once per term with the students from St Gregory's College. The P&F are a very generous group that provides great support to the College.

Parents expressed satisfaction with the College and staff across the year and letters of appreciation are often received by the College.

Year 7 parents were surveyed at the beginning of the year to enlist from them how their daughter had settled into high school. Over 90% felt their daughter had settled well and were happy in their new environment. When asked about managing the different expectations, half acknowledged the change in expectations were significant but that they felt supported in their classrooms and that communication was good.

Later in the year, parents across the College were asked to note what they valued most at St Patrick's and the highest results was quality of education, followed by teaching staff, values and that it was a single sex school.

#### ***Student Satisfaction***

Year 12 students were surveyed about their experience at the College over their six years. Well over 80% noted it was the subjects and activities available to them that they most valued. Added to this, they appreciated their teachers and the technology.

The Year 12 students felt that their teachers were competent and skilled and that they developed many valuable skills and experiences which will help them for the years ahead. The qualities they believe they most developed were their independence, confidence, self-discipline and leadership. In summary, they were most appreciative of the all-girl learning environment where they could 'be comfortable', 'be themselves' and 'focus on their learning'.

The other students were surveyed about their experiences in their homeroom. Across the board, the girls felt known in their homeroom, could establish lasting relationships with the other girls and felt their pastoral advisor provided opportunity to get to know others and experience support.



Every girl that leaves the College is given an interview to ascertain the reason for their exit. Well over 60% leave due to relocation or financial reasons.

Students are friendly and inclusive of each other and have a very positive culture at the College.

### ***Staff Satisfaction***

Staff have a strong commitment to the College and the direction in which it is moving.

Items listed on the staff consultancy committee agenda were easily dealt with and not indicative of bigger issues. Staff have voiced their appreciation of the College and the support they receive in doing their work. Staff turnover is very low, which is also indicative of job satisfaction.



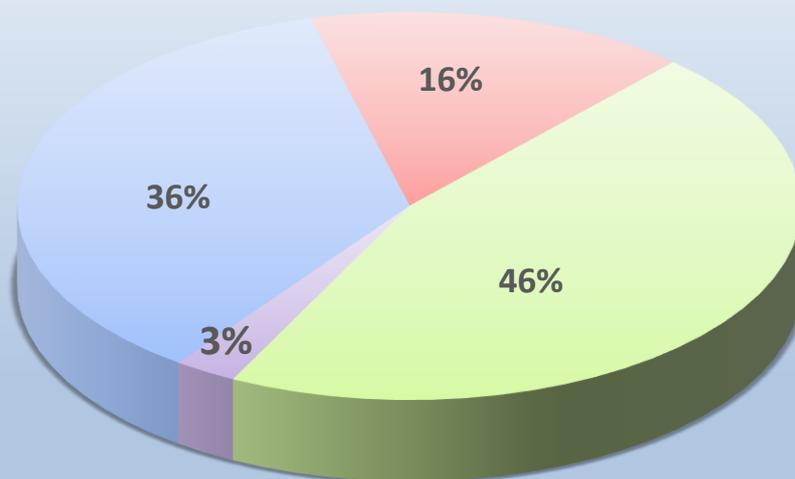
## REPORTING AREA 14 SUMMARY FINANCIAL INFORMATION

### 14.1 RECURRENT AND CAPITAL INCOME

In 2016 the College received income for recurrent expenditure from the following sources:

SOURCE	AMOUNT	PERCENTAGE
Fees and Private Income	\$4,601,832	36%
State Government Recurrent Grants	\$2,021,373	16%
Commonwealth Government Recurrent Grants	\$5,851,065	46%
Commonwealth Government Capital Grants	Nil	
Other Capital Income	\$330,119	3%
<b>Total</b>	<b>\$12,804,389</b>	

**St Patrick's College  
Recurrent and Capital Income 2016**



■ Fees and Private Income
 ■ State Government Recurrent Grants  
■ Commonwealth Government Recurrent Grants
 ■ Other Capital Income



## 14.2 RECURRENT AND CAPITAL EXPENDITURE

For 2016 recurrent and capital expenditure was as follows:

SOURCE	AMOUNT	PERCENTAGE
Salaries, Allowances and Related Expenses	\$9,091,310	6%
Non Salary Expenses	\$3,176,311	21%
Capital Expenditure	\$2,522,183	17%
<b>Total</b>	<b>\$14,789,804</b>	

### St Patrick's College Recurrent and Capital Expenditure 2016

