



# 2017 ANNUAL REPORT

## **St Patrick's College**

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## REPORTING AREA 1 A MESSAGE FROM KEY SCHOOL BODIES

### 1.1 PRINCIPAL'S STATEMENT

Welcome to the 2017 Annual Report of St Patrick's College.

In the course of 2017, the College community was able to take occupancy of the new spaces. The dedicated student entrance is airy and modern. The teaching and learning spaces delivered in their promise of allowing greater flexibility and collaboration in the classroom. The improved facilities gave staff the scope to be more creative and inventive with their pedagogy in the classroom and the staff spaces enabled more collaboration and professional dialogue. This project of stages 1 and 2 has lifted the College precinct.

Throughout the year we continued to expand on what makes St Patrick's College different. Having been established in 1840 as the first Catholic independent school, by 1888 the College set a path on the education of girls. In that time and since, the College has recognised the importance an all-girl learning environment can have on the development of girls into confident young women.

Opportunities for primary age girls to experience St Patrick's College and a strong focus on a curriculum that is free of gender bias which celebrates contributions of women raised the profile of education of girls in the community. Guest speakers such as Madonna King on raising girls and strong women role models who have achieved success provided inspiration and a pride in being a girl.

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. In 2017, the Year 10 students will prepare for mandatory 15 hours of community service in their own time during their preliminary year in 2018.

St Patrick's College is a vibrant learning community that enables all girls to experience success. The many stakeholders contributing to this College believe in its mission and the difference it is making for girls in the Macarthur area. It continues to nurture girls into the 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 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, Sue Lennox, the College leadership team and all staff.

Throughout 2017, the College has been managing its building projects. The completion of stage 1, which saw improved learning spaces and more suitable staff spaces, in addition to a new student reception, has been very well received. Stage 2, which included the refurbishment of GLAs to create a space that could be used for exams, was also completed for the total reimaging of an old yet sturdy building. The excitement and energy these spaces have brought to the learning experiences of the students cannot be over-estimated.

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 College benefits from the collegial and collaborative relationship between and among the Board, its committees, the Principal, executive and management teams. The harnessed common effort allows the considerable expertise of the diverse skills and personal gifts of all to contribute to a richness in decisions and constructive stability. The Board benefits from the contribution of Directors who have professional qualifications in architecture, education, accountancy, management and law. The Board functions as a cohesive and collaborative board.

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 2017 and to Good Samaritan Education for its leadership and support of this Good Samaritan College.

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 under-estimated.

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 2017 commenced with welcoming new parents at the Year 7 Parent Dinner on 23 February. President of the Association, Denise Egan, 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.

A few days later, the Parents and Friends Association was on hand to support the College Open Day on 25 February with barbeque duties. Again, it was the modern facilities, open spaces and gardens that received most comments on the day from prospective families.

Our Annual General Meeting was also held in term 2 where election for the new Executive Committee took place with the following result:

President – Denise Egan  
Vice President – Claire Montgomery  
Secretary – Liz Henson  
Treasurer – George Gatt

The outgoing committee have worked effortlessly to support the College whilst maintaining family and work commitments and this must be commended.

Junior students of the College and St Gregory's College enjoyed the three junior 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 organisers of these events. The parent supervisors and the College staff play a vital role and should be thanked for their dedication.

The energy and enthusiasm seen at our annual Mother Daughter High Tea held on 13 May was again a heartwarming sight. Enjoyed by over 200 women proves this is an event that nourishes our spirit of community. We once again had numerous stalls supporting the day where the girls could decorate a cupcake, purchase jewellery and clothing.

On 1 September, the Mary Sheil Centre hosted our eighth annual Father Daughter Dinner, which was enjoyed by approximately 200 guests. The highly competitive trivia proved a little more difficult this year, but the most talked about aspect was the bush dancing where sitting it out was not an option. That night was extra special as it would be the last event for Coachwood bush band to perform as they were retiring to move up the coast.

The Parents and Friends Association is reliant on volunteers and dedicated parents who contribute to our numerous activities and I would like to acknowledge and thank them for their support in 2017. I would like to thank the teachers and College staff for their assistance throughout the year with our events and for sharing their skills and creativity; their support is invaluable.

Denise Egan  
President  
Parents and Friends Association



## **1.4 STUDENT REPRESENTATIVE COUNCIL STATEMENT**

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Student leadership and our Student Representative Council in particular continued to grow throughout 2017. It is through this model that we aim to bring the community together and acknowledge the gifts and talents of the students at St Patrick's. The student leaders in 2016 had done a remarkable job in bringing the student body together and this is something the Year Coordinators in particular worked on continuing with the leaders in their year group throughout 2017.

As a team of the 2017 College leaders, we had the goal to create a community where every girl felt free to take risks and try something new that was out of their comfort zone. We wanted to create a community where participation was encouraged and celebrated. This was clearly shown in many events and those involving the organisation of the student leaders and Year 12.

Some of our most memorable experiences throughout the past twelve months included Valentine's Day celebrations, giving each student a card and heart chocolate upon arrival to homeroom, putting on co-curricular stalls so that younger grades can see what the College has to offer and get involved in and many other opportunities that are mentioned here.

We introduced the inaugural St Benedict's Day talent quest, which showcased the many talents within our school, especially from girls who do not always have the opportunity to perform. Throughout the carnivals we saw participation increase as well. We established the notion that events were not limited to those who trained for them. Everyone is given the opportunity to have a go.

Initiatives such as the St Vincent de Paul Winter Sleep Out, run by the social justice team, also showed how the participation across both middle school and senior school had increased. It allowed the girls to give back. The generosity and willingness to help our community also exceeded our expectations through our fundraiser for cystic fibrosis. The leadership team worked with one of our Year 12 students, and asked for a simple donation, with the results surpassing our expectations.

We have enjoyed promoting numerous activities regarding animal welfare, such as the fundraiser undertaken for the Tasmanian Devils. Through combining this initiative with the social justice team, we raised enough funds to adopt two Tasmanian Devils, which was a wonderful achievement.

A significant achievement of the 2017 student leadership team was their success in increasing student participation in co-curricular activities and subsequently bridged the divide between senior school and middle school.

This was undertaken through a wide range of activities, such as the very successful co-curricular stall. Through this, we received a great deal of interest from middle school students, and their support and willingness underpinned every meeting. To maintain active student involvement, the environment council held meetings in the College's Yandel'ora Garden, something which had not been done before.

Another key goal of the student leaders was to create a greater sense of spirit in the College liturgies and masses through full participation in singing. The idea of bravery over perfection was used to enable students to set a legacy; a legacy that destroyed the stigma of singing as 'uncool'. Through



the implementation of new, upbeat hymns, it was evident how the foundations of this legacy were laid.

Our roles as student leaders have allowed us to be mentors for the younger students by encouraging everyone to participate in a range of activities including the Performing Arts Challenge, sports carnivals and Fun Friday activities. It has also provided us with the opportunity to influence other students to take on board the limitless opportunities the College has to offer.

The Performing Arts Challenge was an event which brought the school together to showcase students' talents in art, drama and dance. This was an event that took a lot of dedication, time and teamwork. The Challenge bonded all the year groups together to develop an entertaining production which was evidence of the hard work the houses had put into it.

The swimming carnival was the first carnival of the year and the sportsmanship displayed at the carnival through participation, cheering and house spirit made the day enjoyable and one to remember. At the athletics carnival we tried to encourage as many girls to participate in the events and this carnival allowed us to lead such passionate, determined house groups where their cheering and the sea of coloured costumes did not go unnoticed.

It has been an honour to be the SRC and student leaders for 2017 and we are very proud of all the girls who participated in the events and collaborated with us to work towards reaching our goals over the past twelve months. We are very grateful to all the staff and students for supporting us in 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 congregational, 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 2017 St Patrick's College had a student population of 641.6 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 2017, there were also 42 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. 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 a St Patrick's College education.

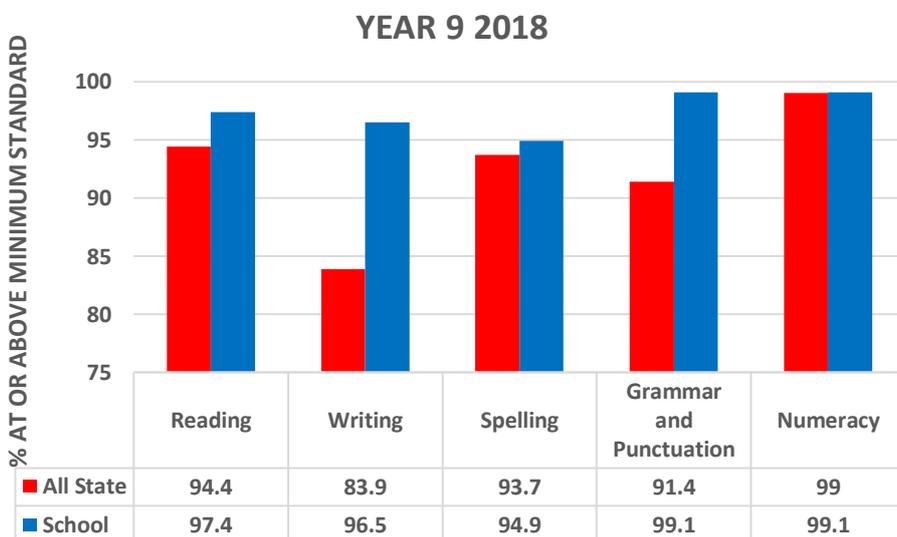
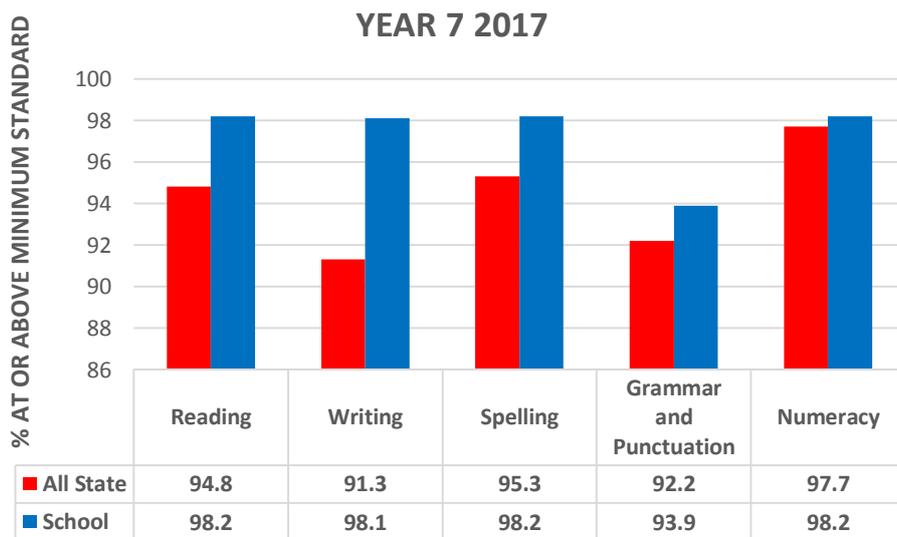


## REPORTING AREA 3 STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

### 3.1 2017 NAPLAN

In 2017, 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.





The following table provides a comparison between the school's average in 2017 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	557	549	551	517	559	558	553	547	541	560
Year 9	597	589	600	559	588	592	588	583	584	603

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 2017 HIGHER SCHOOL CERTIFICATE

Ninety seven students presented for the HSC, with 82 seeking an ATAR. Of these students, 20 achieved a total of 37 Band 6, across 18 subjects. Eight students achieved an ATAR above 90 and a further 16% with an ATAR above 80. Twenty four percent of the students were placed in the top 20% of the State. The Dux for 2017 was Michaela Commazzetto, who received the impressive ATAR of 98.6, followed very closely by Lauren Beasley with 98.1. Both Michaela and Lauren were also acknowledged as Distinguished Achievers/All Rounders by the NSW Education Standards Authority (NESA) for achieving Band 6 in 10 of their units.

Within this cohort there was one student who is accumulating her HSC and completed six units. There were four students who undertook one of their subjects through Distance Education and three who studied a language through an external provider. Twenty eight students participated in school based VET courses and three participated in a VET framework delivered externally. There were four students who completed Animal Studies at TAFE.

Two students were acknowledged for exceptional practical work in both Music and Dance. Kate White was nominated for Encore (Music) and Claire O'Brien was nominated for Call Back (Dance)

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

Lauren Beasley	English Advanced, Mathematics, Studies of Religion 1, Biology, Earth and Environmental Science and PDHPE
Megan Bull	Mathematics General 2
Michaela Commazzetto	Biology, Business Studies, English Advanced, Legal Studies and Studies of Religion 2
Brooke Davey	PDHPE
Montana Fulton	Modern History
Jessica Goodsell	Mathematics General 2
Faith Irwin	Japanese Continuers
Gabrielle Mangion	Biology and Studies of Religion 1
Tahlia McKee	Ancient History and History Extension
Angela Nguyen	Biology and Music 1
Bridget O'Neill	Legal Studies
Diasha Perera	Biology
Renee Picot	English Advanced, Studies of Religion 1 and Hospitality Examination
Payten-Rae Salter	Aboriginal Studies
Emily Swain	Music 1
Hannah Sweeney	Ancient History
Aiprille Torres	Biology, Studies of Religion 1 and Business Services Examination
Georgia White	Studies of Religion 1
Kate White	Music 1
Emily Woods	Biology and Business Studies

Data from the Principal's results package from NESA indicates that our students performed above the State mean in the examinations in 15 of the 30 courses. The analysis provided by the Catholic Education Commission indicated that all students performed in the expected range in all subjects. Students achieved above the typical range in Aboriginal Studies and Music 1.



Subjects achieving significant learning gains included English Extension 1, Ancient History, Modern History, Legal Studies, Mathematics General, Extension 1 Mathematics, Biology, Chemistry, Physics, Food Technology and Hospitality.

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 2017</b>	<b>STATE EXAM MEAN 2017</b>	<b>VARIANCE 2017</b>
Aboriginal Studies	88.80	68.33	20.47
Ancient History	78.55	71.67	6.88
Biology	76.93	74.30	2.63
Business Services Examination	74.84	75.39	-0.55
Business Studies	72.31	73.17	-0.86
Chemistry	72.71	75.28	-2.57
Community and Family Studies	71.40	72.71	-1.31
Dance	74.83	78.42	-3.59
Design and Technology	73.89	76.75	-2.86
Drama	76.85	77.68	-0.83
English Advanced	79.25	80.96	-1.71
English Standard	71.91	69.19	2.72
English Extension 1	41.06	41.26	-0.20
English Extension 2	35.97	38.68	-2.71
Food Technology	74.78	71.52	3.26
History Extension	36.70	38.74	-2.04
Hospitality	78.28	73.62	4.66
Human Services	74.80	72.75	2.05
Industrial Technology	72.53	67.54	4.99
Japanese Continuers	81.34	80.59	0.75
Legal Studies	78.99	75.86	3.13
Mathematics	73.11	77.96	-4.85
Mathematics General 2	66.95	68.51	-1.56
Mathematics Extension 1	70.53	81.09	-10.56
Mathematics Extension 2	66.30	81.17	-14.87
Modern History	71.81	73.73	-1.92
Music	89.65	81.45	8.20
PDHPE	78.22	71.03	7.19
Physics	72.98	73.45	0.47
Senior Science	73.83	70.91	2.92
Studies of Religion 1 Unit	35.44	38.77	-3.33
Studies of Religion 2 Unit	77.26	76.27	0.99
Visual Arts	78.85	79.74	-0.89



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>
Aboriginal Studies	100
Ancient History	63.63
Biology	42.10
Business Services	60.00
Business Studies	30.80
Chemistry	30.76
Community and Family Studies	16.66
Dance	33.33
Design and Technology	7.14
Drama	33.33
English Advanced	43.23
English Standard	13.46
English Extension 1	100
English Extension 2	66.66
Food Technology	12.50
Hospitality	33.32
Industrial Technology	0
Japanese Continuers	42.85
Legal Studies	59.99
Mathematics Advanced	26.66
Mathematics General	12.49
Mathematics Extension 1	83.33
Mathematics Extension 2	0
History Extension 1	75
Modern History	18.50
Music	100
PDHPE	52.16
Physics	25.00
Senior Science	33.33
Studies of Religion 1 Unit	32.18
Studies of Religion 2 Unit	39.28
Visual Arts	54.54



### 3.3 2017 RECORD OF SCHOOL ACHIEVEMENT

In 2017, 119 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 2017, 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)	93	76	7	24
Australian Geography (100 hours)	87	76	13	24
Commerce (200 hours)	89	89	11	11
Dance (200 hours)	100	89	0	11
Design and Technology (200 hours)	91	89	9	11
Drama (100 hours)	100	82	9	18
Drama (200 hours)	86	89	14	11
English (200 hours)	87	77	13	23
Food Technology (200 hours)	100	80	9	20
Food Technology (100 hours)	0	77	100	23
History Elective (100 hours)	0	90	0	10
History Elective (200 hours)	100	89	0	11
Italian (200 hours)	100	89	0	11
Japanese (200 hours)	83	84	17	16
Mathematics (200 hours)	79	70	21	30
PDHPE (200 hours)	98	84	2	16
Science (200 hours)	71	74	29	26
Textiles and Design (200 hours)	100	89	0	11
Visual Arts (200 hours)	67	87	33	13



## REPORTING AREA 4 SENIOR SECONDARY OUTCOMES

### 4.1 SENIOR SECONDARY OUTCOMES

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In 2017:

- 37.1% of the Year 12 cohort participated in vocational or trade training acquiring a VET qualification
- 99% of the students were awarded their High School Certificate
- 1% followed a Pathways program
- 0.3% of students achieved their HSC on a Life Skills program

<b>QUALIFICATION / CERTIFICATE</b>	<b>PERCENTAGE OF STUDENTS</b>
Higher School Certificate	99%
Life Skills Credential	0.3%
Pathways	1%
VET Qualification	37.1%



## 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	57
<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	Nil
<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 \$86,702 on staff professional development, which is not inclusive of the cost of relief staff, as indicated below:

PROFESSIONAL LEARNING ACTIVITY		NUMBER OF TEACHERS
<b>Senior First Aid</b>	Provided refresher training for staff holding current qualifications and full training for those staff without current qualifications	57
<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	57
<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	57
<b>Pedagogy</b>	Provided skill development in use of new technologies or strategies to enhance learning in the classroom	57
<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 2017 the College workforce was comprised of 86 employees as follows:

<b>POSITION</b>	<b>WOMEN</b>	<b>MEN</b>
Principal	1	
Assistant Principals	2	
Other Managers, Administrators	1	
Senior Teachers	9	10
Other Teachers	30	4
Other Professionals	1	
Maintenance and Support Staff	23	5
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 2017</b>	<b>ATTENDANCE RATE</b>
Year 7	93.6%
Year 8	92.5%
Year 9	92.0%
Year 10	90.3%
Year 11	92.5%
Year 12	92.6%
Whole school (Years 7–12)	92.5%



## **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 2017, 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 and recognise any anomalies or concerns in regards to individual 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 Sentral database. SMS facilities enable parents to be notified of their daughter's absence early in the school day, on a daily basis.

Our Sentral 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 2015 to Year 12 2017</b>	<b>89%</b>
<b>Apparent Retention Rate</b>	<b>Year 7 2012 to Year 12 2017</b>	<b>81%</b>



## 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 2017, the following trends have been noted in regards to post school destinations:

<b>YEAR 12 2017 – DESTINATION 2018</b>	<b>PERCENTAGE OF STUDENTS</b>
Studying full time at university (ATAR eligible)	85%
Studying at a private college	5%
Studying at TAFE	6%
Undertaking a traineeship	1%
Full time employment	4%
Completed a vocational education course	33.6%



## REPORTING AREA 9 ENROLMENT POLICIES

### 9.1 ENROLMENT POLICY

St Patrick's College is an all girls' secondary college with an enrolment of 641.6 students in 2017. 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.

#### ***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.



### **Scholarships (Years 11 and 12)**

The College offers two senior academic scholarships. One is for an internal candidate and another for a student not enrolled at St Patrick's College.

The Alumni Association also finances a senior scholarship every second year.

All senior scholarships are available to Year 10 students.

Meeting the conditions as outlined for Years 7-10 scholarships is an expectation of the senior scholarships.



## **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 November 2017.

### **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 Student 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 November 2017.



### **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 February 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 November 2017. There were no changes made to the Grievances and Disputes Policy during 2017.



## REPORTING AREA 11 SCHOOL DETERMINED IMPROVEMENT TARGETS

### 11.1 2017 PRIORITY AREAS

AREA	PRIORITIES	ACHIEVEMENTS
<b>Teaching and learning</b>	Continue to explore best practice in education and specifically girls education	<ul style="list-style-type: none"> <li>All coordinators participated in Leading from the Middle Program through AIS</li> <li>All teaching staff contributed to a professional learning team</li> </ul>
	Continue to explore the practice of assessment as learning	<ul style="list-style-type: none"> <li>Assessment professional learning team provided material for all teaching staff</li> <li>Mentoring and coaching provided to coordinators by Assistant Principal Learning and Teaching in developing assessment</li> </ul>
	Know the students as learners	<ul style="list-style-type: none"> <li>Staff use of new database Sentral in knowing their students</li> <li>Expansion of student profiles to include gifted and talented as well as Aboriginal and Torres Strait Islander students</li> </ul>
<b>Staff development</b>	Continue to build capacity as educator	<ul style="list-style-type: none"> <li>Restructure of the Teacher Performance and Development (TPD) program so coordinators manage the process for their staff</li> <li>Increase opportunities for professional learning teams to meet and prepare material for staff</li> <li>Professional learning bytes are designed to upskill staff in use of technology and pedagogy</li> </ul>
<b>Facilities and resources</b>	Use of new integration space to its full capabilities	<ul style="list-style-type: none"> <li>Furniture and structure of the space facilitates a more open and collaborative pedagogy for students</li> <li>Restructure of current older spaces into more modern arrangements as used in the new facility</li> </ul>



## 11.2 2018 PRIORITY AREAS

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AREA	PRIORITIES
<b>Teaching and learning</b>	<ul style="list-style-type: none"><li>▪ Implementing new programs so they reflect the desired focus as outlined by NESA</li><li>▪ Exploring the use of lesson intentions across faculties</li><li>▪ Exploring the use of learning walks at the College</li></ul>
<b>Staff development</b>	<ul style="list-style-type: none"><li>▪ Cross referencing all professional development with the teaching standards to align with teacher accreditation requirements</li><li>▪ Accessing feedback from NESA registration and accreditation to inform staff development</li></ul>
<b>Facilities and resources</b>	<ul style="list-style-type: none"><li>▪ Redesigning the TAS areas to better accommodate 21<sup>st</sup> century learning</li></ul>



## 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 – the pastoral advisors, Year Coordinators, College Educational Psychologist and Assistant Principal Students – work together to provide the best support possible for students and families.

In 2017 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 2016 and will continue to lead to more targeted intervention, particularly in the areas of resilience and mental health, and appropriate inservicing 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
- Opportunities for student leaders to network and develop their skills through programs offered by external groups of neighbouring schools
- Peer support with the Years 7 and 10 students
- The Big Sister and 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 focus on making connections and resilience
- Retreats for Years 10-12 with a spiritual focus
- Community service for Year 10 with a focus on respect for others
- Koori homeroom and involvement in external programs, such as AIME, for the indigenous students
- Pacific Nations meetings and initiatives
- Social skills group to support students with their social needs
- The After School Assisted Study Program (ASAP), where staff and students alike mentor and assist students with their curriculum studies and responsibilities after school
- 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 Educational 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 College offers two parent forums each year for parents with daughters in the middle school and the senior school. The agendas are topical for the school group and often a relevant staff member is present to offer insights in the discussion/presentation. Two sessions are offered to parents each semester, one at 9:00am and another at 7:00pm. Inclusive in the agenda is general business, where parents can raise concerns or enquiries. These events are well supported and there is a high level of conversation and mutual support expressed.

During the year, the P&F sponsored a presentation by Madonna King on raising teenage girls. Over 300 parents attended and the feedback was very positive. The College hosts a mother daughter high tea around Mother's Day and a father daughter dinner dance around Father's Day. Both events have over 250 participants. Again, tickets sell fast and they are highly successful events for the parents in our community.

After graduation, we regularly receive emails from parents thanking the College for the role it had in the education of their daughter and they express appreciation and gratitude for the young woman their daughter has grown to be.

The P&F are a supportive committee in the College. They enlist parent helpers for the many events hosted at the College. As the College charges a P&F levy, the parent help is always to build community spirit and connection.

Each year, a designated evening is hosted at the College for each year group. It normally has an information aspect and some supper, which allows parents and staff to mingle in an informal way. Parents respond favourably to these opportunities.

#### **Student Satisfaction**

Each year, Year 12 students are surveyed on their experience at St Patrick's for the past six years. Their responses are always very positive. Over half of the girls note the camps and retreats as the best experiences at the College. Ninety five percent of students feel their teachers are skilled and competent. Their comments included that teachers were passionate and committed to the subjects, provided quality education and made learning a breeze. Girls were able to note they developed in confidence, leadership, independence and self-discipline during their time at St Patrick's. They were overwhelmingly positive about the all-girl learning environment and 83% believe they are now prepared for life after they graduate.

Through the year, students in other years were surveyed to identify the qualities in a teacher that help them in their learning. Many students noted a teacher who is passionate about their subject, flexible and compassionate, with a sense of humour and creative teaching style as the top qualities. Many students also noted these qualities were present in most of their teachers.



### **Staff Satisfaction**

Staff have a strong commitment to the students and the College. They are generous with their time and attention to their work. Teaching staff attend the annual Open Day held on a Saturday and will accompany their homeroom group overnight for the camp or retreat program. They attend the parent information evenings and will support the P&F events, including the middle school dances. It is not uncommon to have over 40 staff attend the graduation dinner and a number will attend the Year 12 formal.

The staff have a number of avenues to raise concerns, which are often raised in an attempt to improve the working conditions or facilities for all staff and students. Once a week, staff celebrate the 'good on you' awards, with staff nominating each other for a host of reasons.

The College also distributes care packs to those staff who are experiencing hardship or sorrow. The staff are very happy at the College, as reflected in the very low turnover and strong number of applications for each job vacancy.



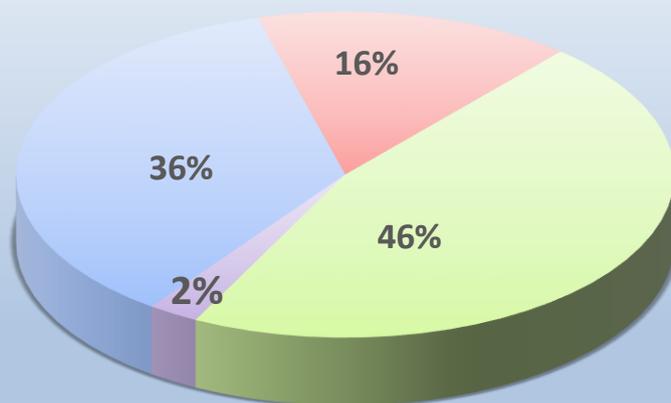
## REPORTING AREA 14 SUMMARY FINANCIAL INFORMATION

### 14.1 RECURRENT AND CAPITAL INCOME

In 2017 the College received income for recurrent expenditure from the following sources:

SOURCE	AMOUNT	PERCENTAGE
Fees and Private Income	\$4,745,091	36%
State Government Recurrent Grants	\$2,081,561	16%
Commonwealth Government Recurrent Grants	\$6,130,604	46%
Commonwealth Government Capital Grants	Nil	
Other Capital Income	\$331,800	2%
<b>Total</b>	<b>\$13,289,056</b>	

**St Patrick's College  
Recurrent and Capital Income 2017**



<span style="color: #4F81BD;">■</span> Fees and Private Income	<span style="color: #F08080;">■</span> State Government Recurrent Grants
<span style="color: #90EE90;">■</span> Commonwealth Government Recurrent Grants	<span style="color: #DDA0DD;">■</span> Other Capital Income



## 14.2 RECURRENT AND CAPITAL EXPENDITURE

For 2017 recurrent and capital expenditure was as follows:

<b>SOURCE</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Salaries, Allowances and Related Expenses	\$9,048,677	61%
Non-Salary Expenses	\$3,854,412	26%
Capital Expenditure	\$1,857,895	13%
<b>Total</b>	<b>\$14,760,984</b>	

### St Patrick's College Recurrent and Capital Expenditure 2017

