



2018 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.....	6
1.4	Student Representative Council Statement.....	7

REPORTING AREA 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

2.1	Contextual Information about the School.....	8
2.2	Characteristics of the Student Body.....	11

REPORTING AREA 3

STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

3.1	2018 NAPLAN.....	12
3.2	2018 Higher School Certificate.....	14
3.3	2018 Record of School Achievement.....	17

REPORTING AREA 4

SENIOR SECONDARY OUTCOMES

4.1	Senior Secondary Outcomes.....	19
-----	--------------------------------	----

REPORTING AREA 5

PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1	Qualifications of Teaching Staff.....	20
5.2	Professional Learning undertaken by Teachers.....	21

REPORTING AREA 6

WORKFORCE COMPOSITION

6.1	Workplace Profile.....	22
-----	------------------------	----

REPORTING AREA 7

STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

7.1	Student Attendance.....	23
7.2	Management of Non-Attendance.....	24
7.3	Student Retention Rate from Year 10 to Year 12.....	24



REPORTING AREA 8

POST SCHOOL DESTINATIONS

8.1	Post School Destinations.....	25
-----	-------------------------------	----

REPORTING AREA 9

ENROLMENT POLICY

9.1	Enrolment Policy.....	26
-----	-----------------------	----

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	2018 Priority Areas.....	32
11.2	2019 Priority Areas.....	33

REPORTING AREA 12

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

12.1	Initiatives promoting Respect and Responsibility.....	34
------	---	----

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 2018 Annual Report of St Patrick's College for Girls, Campbelltown.

The College continued to focus on improvement throughout the year. The newly refurbished classrooms were completed, which resulted in the finalisation of a project that saw an old, sturdy building completely rejuvenated to accommodate 21st century learning requirements.

Inspection for Registration and Accreditation by NESA through the year endorsed and affirmed the policies, practices and programs implemented at the College.

The development of the new Strategic Plan 2019-2021 has set the College up for a future that is vibrant and responsive to the needs of the community.

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 Maggie Dent 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. Year 11 students are required to complete 15 hours of mandatory community service in their own time during their preliminary year.

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

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.

In the course of 2018 the College was inspected for Registration and Accreditation by NESAs. The feedback was highly affirming of the learning environment through its policies and programs provided at the College. The College continues to seek ways of enhancing the offerings to the students and has been engaged in further building and refurbishment work in the TAS area.

Once again, the 2018 HSC results achieved by the girls were exceptional and reflect the culture of learning nurtured by all staff at the College.

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, leadership 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 2018 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.

Anne-Maree Creenaune
Chair
St Patrick's College Board



1.3 PARENTS AND FRIENDS ASSOCIATION STATEMENT

The Parents and Friends Association's official duties for 2018 commenced with welcoming new parents at the Year 7 Parent Dinner on 1 March. 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 24 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 on 12 March where election for the new Executive Committee took place with the following result:

President – Jeff Pollard
Vice President – Claire Montgomery
Secretary – Stephanie Alchin
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 12 May was again a heartwarming sight. Enjoyed by over 300 women proves this is an event that nourishes our spirit of community. We once again had numerous stalls supporting the day where the attendees could decorate a cupcake and purchase jewellery and clothing.

On 31 August, the Mary Sheil Centre hosted our ninth annual Father Daughter Dinner, which was enjoyed by approximately 200 guests. The most talked about aspect of the night was the bush dancing where sitting it out was not an option. We had a new bush band, which proved to be more than capable of engaging dads and daughters into the dance.

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 2018. 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.

Jeff Pollard
President
Parents and Friends Association



1.4 STUDENT REPRESENTATIVE COUNCIL STATEMENT

Student leadership and our student representative council in particular continued to grow throughout 2018. 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 2017 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 the year group throughout 2018.

Working together has been the motto of the student leadership team for 2018. Each of the girls who held positions have brought to the role their passion and excitement, which meant we achieved a lot working with and for the College community. If there is a common theme that runs through the thoughts and reflections of all the girls, it would be how being a leader was a privilege and an experience that gave them the opportunity to grow as young women and achieve so much for the girls within the College.

Each portfolio was led admirably and each had its own positive experiences and challenges throughout the year. What stands out are those days where we worked as a team, where we all worked together with the aim of bringing the school closer together and seeing what could be achieved. Days like St Patrick's Day and the Challenge were successful because of the hard work and determination behind them and, even more importantly, it was an opportunity to lead a great bunch of girls to create a performance that, whilst challenging, was successful and a lot of fun. Benedict Day saw the team lead by organising the Talent Quest, where those girls who would normally sit back and shy away from being in the spotlight, put themselves out there and were rewarded for being brave and taking a chance. The loud cheers from the audience were testament to this.

In the areas of liturgy, social justice and the environment, great inroads were made in raising awareness of the plight of others and the need to look after what we have. Sustainability became a buzz word and with it came the push for a better recycling system and, of course, the introduction of 'keep cups' to highlight that we can re-use and do it easily. Looking out for others and supporting them has always been crucial to helping others and through such initiatives as the sleepout, the SVdP winter appeal and the hampers at Christmas, we were able to show by example the idea of service being the key to great leadership. The belief behind these initiatives has always been around the idea that it is the responsibility of people with privilege to actually use this power to make positive and productive change from the ground up.

The councillors within the College have led by example in showing how to support the students by providing them with experiences that show they are cared for. Each of these girls has used her own experiences to highlight the need to look after yourself and not be afraid to ask for help. From the tips and kits provided around exam times, to bringing in pet therapy as a way to deal with stress, the councillors worked on the wellbeing of the girls to ensure they kept a positive outlook. Lots of different things were done to keep the middle and senior schools connected and by visiting homerooms, we always made sure the girls knew we were around should they need support.

It was a busy 12 months and, as we reflect on this, it has gone so quickly. When we first started this journey, we looked back with fond memories of the leaders that had gone before us and so as our time comes to an end, we hope that we too have left our mark and become part of the living history of St Patrick's College.



REPORTING AREA 2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

2.1 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

St Patrick's College for Girls 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

In 2018 St Patrick's College for Girls had a student population of 666.6 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 2018, there were also 37 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 of 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.



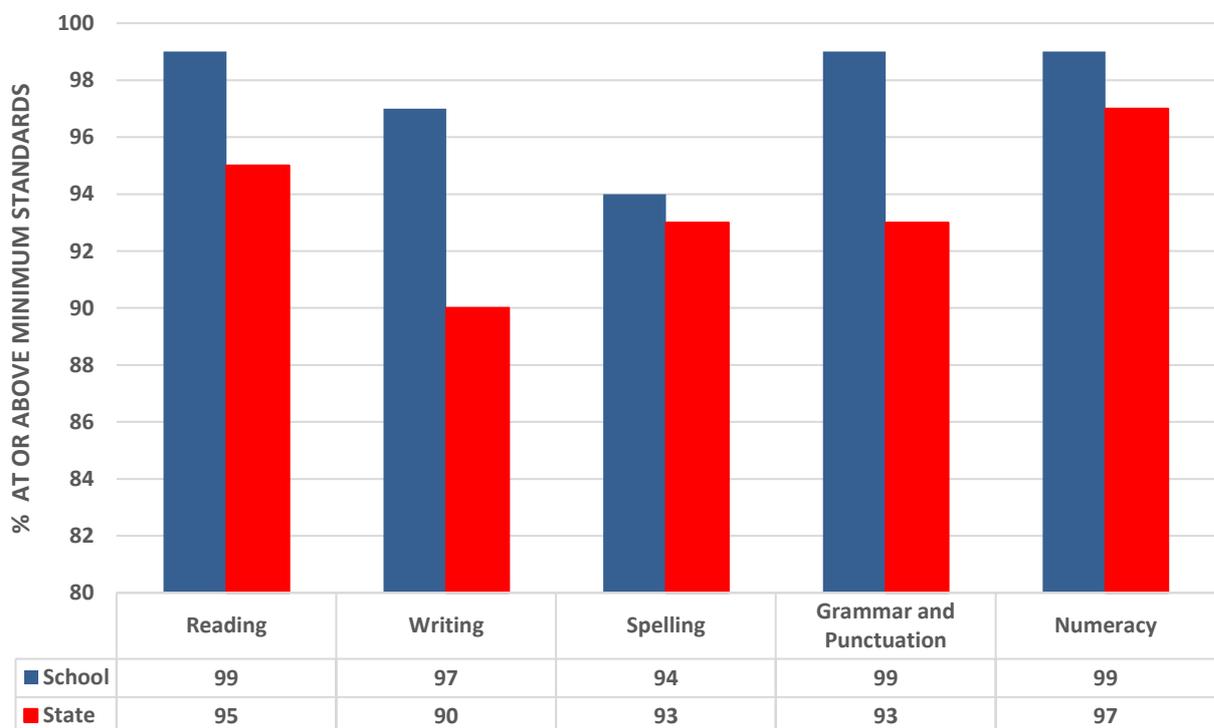
REPORTING AREA 3 STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

3.1 2018 NAPLAN

In 2018, 139 Year 7 and 94 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.

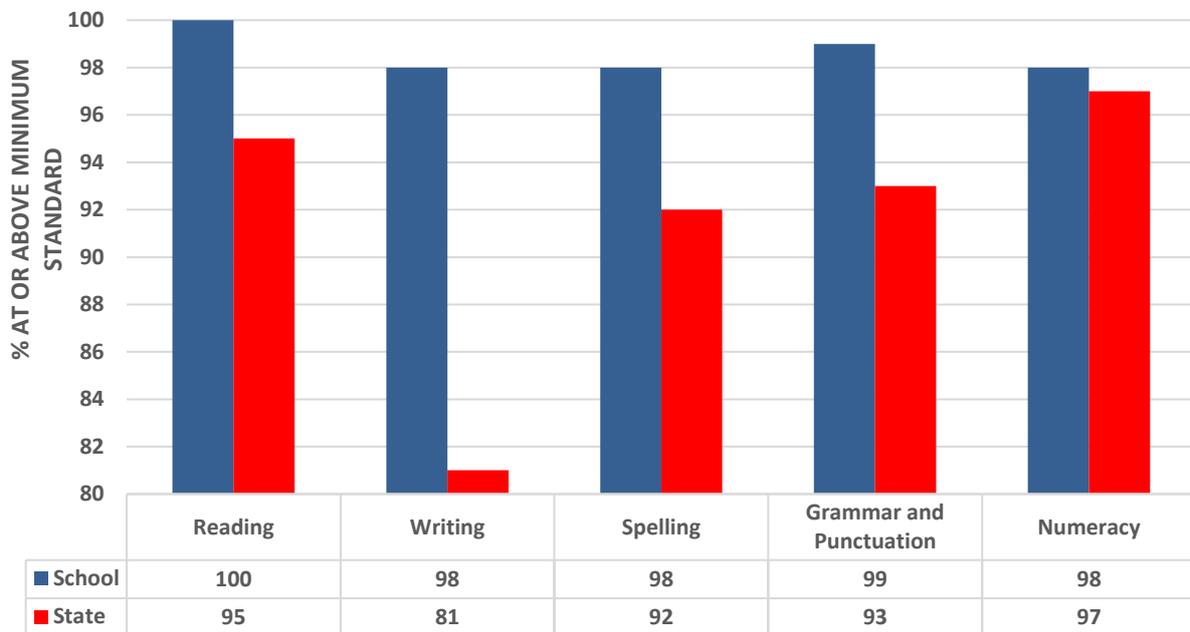
The performance of the students in the National Assessment Program is compared to the minimum standards developed by the Commonwealth Government. An analysis of the school's assessment results is used in the support of our school's teaching and learning programs. The percentage of our students achieving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

YEAR 7 2018





YEAR 9 2018



The following table provides a comparison between the school's average in 2018 and the average achieved in all NSW schools:

	READING		PERSUASIVE WRITING		SPELLING		GRAMMAR AND PUNCTUATION		NUMERACY	
	<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	543	527	543	527	554	560	548	558	538	549
Year 9	606	589	584	567	603	590	598	585	593	603

More information regarding students' results on these tests can be found on the My School website www.myschool.nsw.edu.au



3.2 2018 HIGHER SCHOOL CERTIFICATE

Eighty nine students presented for the HSC, with 84 seeking an ATAR. Of these students, 26 achieved a total of 48 Band 6, across 34 subjects. Seven students achieved an ATAR above 90. The Dux of the College was Kate Woodbury, who received a very impressive ATAR of 99.30, followed very closely by Teagan McConchie with 97.75 and Sarah Xing with 97.20.

Kate Woodbury and Teagan McConchie were both acknowledged as All Rounder Achievers by the NSW Education Standards Authority (NESA) for achieving Band 6 in 10 of their units. Further to this, Kate was also placed in the top 10 in the State for English Extension 1 and in the top 20 in the State for English Advanced and Mathematics General 2.

Two students were acknowledged for exceptional practical work in Dance and were also nominated for Callback – Breanna Warters for her Major and Core performances and Emily Gasson for her Major Study performance.

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

Sasha Abad	Mathematics General 2, Japanese Beginners
Imogen Albany	Biology, Visual Arts
Elysia Cristani	Society and Culture
Ieesha Davids	Japanese Beginners
Parthena Fanous	English Advanced, English Extension 1
Emily Gasson	Dance
Merhawit Gebregzabhier	English Extension 1, Society and Culture
Rachel Jacinto	Japanese Beginners
Grace Jeffries-Wilson	Business Services Examination
Mia Kandidakis	English Extension 1
Sarah Malone	Music 1
Yazmin Mason	Business Studies
Teagan McConchie	English Advanced, Legal Studies, Modern History, PDHPE, Studies of Religion II
Natalie McDonald	Legal Studies, Modern History, History Extension, Society and Culture
Emily McGovern	PDHPE
Haley McGovern	Hospitality Examination (Kitchen Operations and Cookery)
Rachel Neich	Society and Culture
Halle Pierson	Music 1
Maddison Sheens	Biology, Mathematics General 2, PDHPE,
Shantelle Skoczylas	Mathematics General 2
Vanessa Tedesco	Society and Culture
Madeline Turner	Biology
Breanna Warters	Dance
Kate Woodbury	English Advanced, English Extension 1, English Extension 2, Legal Studies, Mathematics General 2, Modern History, Studies of Religion II
Sarah Xing	Biology, Mathematics Extension 1, Physics
Jorina Zinck	Music 1



Data from the Principal's results package from NESA indicates that our students performed above the State mean in the examinations in 23 of the 34 courses. The analysis provided by the Catholic Education Commission indicated that all students performed in the expected range in all subjects.

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

SUBJECT	SCHOOL EXAM MEAN 2018	STATE EXAM MEAN 2018	VARIANCE 2018
Ancient History 2 unit	78.65	72.76	5.89
Biology 2 unit	78.88	74.09	4.79
Business Services Examination 2 unit	90	74.05	15.95
Business Studies 2 unit	73.89	73.62	0.27
Chemistry 2 unit	73.44	74.82	-1.38
Community and Family Studies 2 unit	72.99	72.01	0.98
Dance 2 unit	80.38	78.89	1.49
Design and Technology 2 unit	81.2	77.91	3.29
Drama 2 unit	78.03	77.71	0.32
English Advanced 2 unit	79.37	80.6	-1.23
English Standard 2 unit	69.17	68.66	0.51
English Extension 1 1 unit	46.25	42.08	4.17
English Extension 2 1 unit	41	37.46	3.54
Food Technology 2 unit	77.88	72.91	4.97
History Extension 1 unit	41.43	38.85	2.58
Hospitality Examination	78.24	73.37	4.87
Human Services Examination 2 unit	68	69.76	-1.76
Japanese Beginners 2 unit	85.8	75.09	10.71
Legal Studies 2 unit	76.69	75.05	1.64
Mathematics 2 unit	74.78	78.2	-3.42
Mathematics Extension 1 2 unit	76.4	79.29	-2.89
Mathematics Extension 2 2 unit	80.8	81.36	-0.56
Mathematics General 2 2 unit	72.76	69.92	2.84
Modern History 2 unit	80.67	73.88	6.79
Music 1 2 unit	87.65	81.5	6.15
Music 2 2 unit	85.2	87.55	-2.35
Music Extension 1 unit	37.5	44.78	-7.28
PDHPE	78.64	72.29	6.35
Physics 2 unit	76.02	73.18	2.84
Senior Science 2 unit	73.04	70.85	2.19
Society and Culture 2 unit	81.1	76.74	4.36
Studies of Religion I 1 unit	35.5	37.03	-1.53
Studies of Religion II 2 unit	74.11	74.63	-0.52
Visual Arts 2 unit	78.49	79.8	-1.31



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

SUBJECT	BANDS 5 & 6
Ancient History 2 unit	50%
Biology 2 unit	54.54%
Business Services Examination 2 unit	100%
Business Studies 2 unit	35.25%
Chemistry 2 unit	0
Community and Family Studies 2 unit	50%
Dance 2 unit	50%
Design and Technology 2 unit	71.42%
Drama 2 unit	28.57%
English Advanced 2 unit	47.63%
English Standard 2 unit	21.27%
English Extension 1 1 unit	100%
English Extension 2 1 unit	100%
Food Technology 2 unit	50%
History Extension 1 unit	66.67%
Hospitality Examination	49.99%
Human Services Examination 2 unit	0
Japanese Beginners 2 unit	80%
Legal Studies 2 unit	42.84%
Mathematics 2 unit	41.66%
Mathematics Extension 1 2 unit	60%
Mathematics Extension 2 2 unit	100%
Mathematics General 2 2 unit	30%
Modern History 2 unit	57.13%
Music 1 2 unit	100%
Music 2 2 unit	100%
Music Extension 1 unit	0
PDHPE	52%
Physics 2 unit	33.33%
Senior Science 2 unit	10.52%
Society and Culture 2 unit	71.42%
Studies of Religion I 1 unit	32.75%
Studies of Religion II 2 unit	43.74%
Visual Arts 2 unit	42.85%



3.3 2018 RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a cumulative credential issued to students in Years 10, 11 and 12 leaving school prior to the Higher School Certificate. RoSA grades are submitted to NESA at the end of Year 10 and Year 11 in the form of an A to E grade by course.

In 2018, 111 students completed the Preliminary course (Year 11) 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 2018, 116 students completed Stage 5 of their education at the College. In similar fashion to the Year 11 cohort, students followed a rigorous assessment program and grades were assigned in accordance with performance against standards. In 2018, all students demonstrated a high standard of achievement. All Stage 5 candidates participated in all formal assessment tasks and were awarded appropriate grades.

Course	School Total	School A	School B	School C	School D	School E	State A	State B	State C	State D	State E
English 200 hours	116	20.69%	28.45%	48.28%	1.72%	0.86%	12.2%	28.2%	37.6%	15.6%	5.55%
Mathematics 200 hours	116	12.07%	21.55%	46.55%	19.83%		15%	22.9%	31.6%	22.8%	6.79%
Science 200 hours	116	17.24%	23.28%	42.24%	15.52%	1.72%	13.3%	24.9%	36.3%	18.3%	6.36%
Australian Geography 100 hours	116	9.48%	36.21%	43.1%	10.34%	0.86%	13.8%	27.4%	35.2%	16.5%	6.39%
Commerce 200 hours	23	21.74%	30.43%	43.48%	4.35%		24.7%	34.8%	30.3%	7.87%	2.19%
History Elective 200 hours	16	37.5%	50%	12.5%			32.8%	31.5%	25.6%	6.99%	2.89%
History 100 hours	116	18.1%	40.52%	37.07%	4.31%		13.9%	27.2%	35.5%	16.8%	6.02%
French 200 hours	1		100%				36.5%	30.2%	23.7%	7.75%	1.81%
Japanese 200 hours	9	33.33%	11.11%	33.33%	22.22%		37%	26.6%	20.8%	11.4%	4.11%
Design and Technology 200 hours	14	21.43%	28.57%	50%			26%	35.1%	28.2%	9.06%	1.55%
Food Technology 200 hours	44	25%	63.64%	9.09%	2.27%		18.8%	29.9%	31.5%	13.5%	5.6%
Graphics Technology 200 hours	1		100%				23.3%	31.1%	29.6%	11.8%	3.82%
Industrial Technology (Electronics) 100 hours	1	100%					15.1%	30%	24.9%	19.2%	9.46%
Information and Software Technology 200 hours	1	100%					23.1%	28.5%	30.1%	13.3%	4.81%
Textiles Technology 200 hours	15	20%	46.67%	33.33%			28.9%	35.1%	23.8%	9.57%	2.46%
Dance 200 hours	10	40%	60%				31.3%	31%	24.5%	8.39%	3.97%
Drama 200 hours	17	47.06%	23.53%	29.41%			30.1%	35.8%	24.1%	7.12%	2.42%
Music 200 hours	12	33.33%	25%	41.67%			27.2%	32.4%	26.3%	9.86%	3.54%
Visual Arts 200 hours	19	26.32%	36.84%	36.84%			27.2%	32.8%	27.8%	8.25%	3.19%
PDHPE 200 hours	116	12.93%	53.45%	32.76%	0.86%		13.1%	33.2%	37.1%	11.9%	3.92%



REPORTING AREA 4 SENIOR SECONDARY OUTCOMES

4.1 SENIOR SECONDARY OUTCOMES

In 2018:

- 33% of the Year 12 cohort participated in vocational or trade training acquiring a VET qualification
- 100% of the students were awarded the Higher School Certificate
- One student followed a Pathways program

QUALIFICATION / CERTIFICATE	PERCENTAGE OF STUDENTS
Higher School Certificate	100%
Life Skills Credential	0
Pathways	1%
VET Qualifications	33%



REPORTING AREA 5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 QUALIFICATIONS OF TEACHING STAFF

CATEGORY		NUMBER OF TEACHERS
Teacher Education Qualifications	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
Bachelor Degree Qualifications	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
Teaching Experience	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 \$70,794 in 2018 on staff professional development, which is not inclusive of the cost of relief staff, as indicated below:

PROFESSIONAL LEARNING ACTIVITY	NUMBER OF TEACHERS
Senior First Aid Provided refresher training for staff holding current qualifications and full training for those staff without current qualifications	59
Pastoral Care 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
Curriculum 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
Pedagogy Provided skill development in use of new technologies or strategies to enhance learning in the classroom	59
Administration Provided skills and practices that could expedite or rationalise administrative tasks	7



REPORTING AREA 6 WORKFORCE COMPOSITION

6.1 WORKPLACE PROFILE

In 2018 the College workforce was comprised of 86 employees as follows:

POSITION	WOMEN	MEN
Principal	1	
Assistant Principals	2	
Other Managers, Administrators	1	
Senior Teachers	11	8
Other Teachers	30	5
Other Professionals	1	
Maintenance and Support Staff	23	8
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:

STUDENT ATTENDANCE 2018	ATTENDANCE RATE
Year 7	99.3%
Year 8	93.1%
Year 9	90%
Year 10	93.7%
Year 11	91.3%
Year 12	87.5%
Whole school (Years 7–12)	93.3%



7.2 MANAGEMENT OF NON-ATTENDANCE

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 2018, 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

Student retention rate is as follows:

Actual Retention Rate	Year 10 2016 to Year 12 2018	84%
Apparent Retention Rate	Year 7 2013 to Year 12 2018	79%



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 2018, the following trends have been noted in regard to post school destinations:

YEAR 12 2018 – DESTINATION 2019	PERCENTAGE OF STUDENTS
Studying full time at university (ATAR eligible)	82.9%
Studying at a private college	0
Studying at TAFE	17.1%
Undertaking a traineeship	0
Full time employment	0
Completed a vocational education course	17.1%



REPORTING AREA 9 ENROLMENT POLICIES

9.1 ENROLMENT POLICY

PREAMBLE

St Patrick's College is an all girls' secondary college in the Macarthur region. The College is governed under the auspices of Good Samaritan Education and through a Board of Directors.

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 all of 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, is another media for accessing important information. For urgent or pressing issues, an SMS and/or email 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. Please refer to the College's Attendance Policy for further information.

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, in College publications, on the website, on Facebook or are 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.

Please refer to the College's Scholarship Policy for further information.



REPORTING AREA 10 SCHOOL POLICIES

10.1 SUMMARY OF POLICY FOR STUDENT WELFARE

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 early 2018.

10.2 SUMMARY OF POLICY FOR STUDENT DISCIPLINE

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 early 2018.



10.3 SUMMARY OF POLICY FOR ANTI-BULLYING

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 early 2018.

10.4 SUMMARY OF POLICY FOR REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

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.

There were no changes made to the Complaints Policy or the Grievances and Disputes Policy during 2018.



REPORTING AREA 11 SCHOOL DETERMINED IMPROVEMENT TARGETS

11.1 2018 PRIORITY AREAS

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and learning	Implementing new programs so they reflect the desired focus as outlined by NESA	<ul style="list-style-type: none"> All faculties received planning days to develop their new programs
	Exploring the use of lesson intentions across faculties	<ul style="list-style-type: none"> A number of faculties embraced the use of learning intentions
	Exploring the use of learning walks at the College	<ul style="list-style-type: none"> Staff are more comfortable with others observing their lessons Some staff indicated they would be interested in joining the team to work on this
Staff development	Cross referencing all professional development with the teaching standards to align with teacher accreditation requirements	<ul style="list-style-type: none"> Professional development application form was adjusted to include reference to teaching standards Creation of a new administration role that tracks teaching staff professional development and alignment with the teaching standards
	Accessing feedback from NESA Registration and Accreditation to inform staff development	<ul style="list-style-type: none"> Staff were affirmed for their work at the College
Facilities and resources	Redesigning the TAS areas to better accommodate 21 st century learning	<ul style="list-style-type: none"> Construction will begin in 2019 A dynamic space has been created



11.2 2019 PRIORITY AREAS

AREA	PRIORITIES
Teaching and learning	<ul style="list-style-type: none">▪ Developing a capabilities framework that reflects the identity of the College▪ Explore the benefits of a compressed curriculum▪ Continue to find ways of implementing John Hattie's top strategies that enhance learning gains
Staff development	<ul style="list-style-type: none">▪ Explore opportunities for further leadership amongst current staff leaders▪ Establish structures that will support staff wellbeing
Facilities and resources	<ul style="list-style-type: none">▪ Ensure the TAS building project is focused on improving learning



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 Psychologist and Assistant Principal Students – work together to provide the best support possible for students and families.

In 2018 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 2017 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
- 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 Years 10 and 11 with a focus on respect for others
- Koori homeroom and involvement in external programs, such as AIME, for the Aboriginal 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 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 Maggie Dent on raising teenage girls. Over 200 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 become.

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 over 80% believe they are now prepared for life after they graduate.



Staff Satisfaction

At the conclusion of 2018 the College engaged a commercial company to survey staff in relation to a number of aspects of the College.

Overall, the College results were higher than the control group provided by the company. Some of the areas of strong endorsement include overall satisfaction, loyalty, community engagement, leadership and management, co-curricular, pastoral care, facilities and resources, and academic programs.

Staff related aspects were also strong and above the control group. Whilst these were strong, some staff felt some areas needed further attention. These areas included homework, differentiated programs, feedback and achievement. Further to this, staff noted the increased demands of workload and stress, which have become prevalent in the teaching profession.

The College is very pleased with the results and appreciates the hard work and dedication of the staff. Strategies and forums will be developed over 2019 to address the noted areas that need attention.



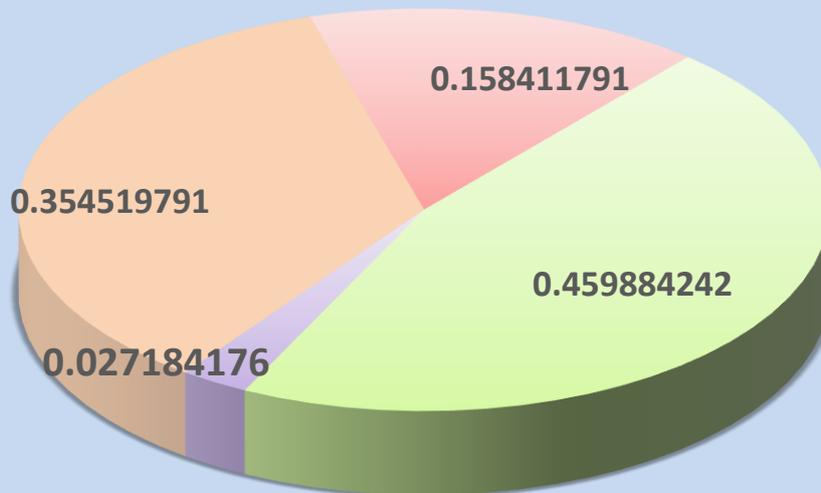
**REPORTING AREA 14
SUMMARY FINANCIAL INFORMATION**

14.1 RECURRENT AND CAPITAL INCOME

In 2018 the College received income for recurrent expenditure from the following sources:

SOURCE	AMOUNT	PERCENTAGE
Fees and Private Income	\$4,995,705	35%
State Government Recurrent Grants	\$2,232,255	16%
Commonwealth Government Recurrent Grants	\$6,480,445	46%
Other Capital Income	\$383,065	3%
Total	\$14,091,470	

**St Patrick's College
Recurrent and Capital Income 2018**



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



14.2 RECURRENT AND CAPITAL EXPENDITURE

For 2018 recurrent and capital expenditure was as follows:

SOURCE	AMOUNT	PERCENTAGE
Salaries, Allowances and Related Expenses	\$9,322,002	67%
Non-Salary Expenses	\$4,031,942	29%
Capital Expenditure	\$661,778	5%
Total	\$14,015,722	

St Patrick's College Recurrent and Capital Expenditure 2018



Salaries, Allowances and Related Expenses Non Salary Expenses Capital Expenditure