St Patrick's College Sutherland, Sutherland
Annual School Report to the Community
2015

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Principal
Miss Elizabeth Denny
St Patrick’s College Sutherland is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney (CEO), the ‘approved authority’ for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College’s Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College’s website.
**Principal's Message**

Inspired by the commitment of founders Nano Nagle and Edmund Rice, St Patrick's College Sutherland is characterised by a deep sense of community based on the gospel values of presence, compassion action and hope. The religious, educational, sporting and cultural life of the College has been strengthened again this year by the enthusiasm and dedication of staff. St Patrick's College has a strong culture of learning where student well being and pastoral care is an important focus. The relationship between staff and students at the College is a tribute to the shared commitment to achieving the best learning outcomes for students. 2015 has been a year of deepening relationships with the key stakeholders in our College community, our students, our former students, teachers, priests, parents and families. As an educational community we have continued to deepen a culture of learning where students develop confident, creative and critical thinking skills in order to be caring, responsible members of the global society. As a faith community we seek wisdom in Christ with a focus on justice and love.

**Parent Body Message**

In 2015 St Patrick's College participated in the process of Cyclic Review of the Learning Improvement journey. The Parent Advisory Council (PAC) representing the parent community supported the College Executive in this process acted as a conduit for parent and family feedback to the College. This year there were at least two parents representing each year group in the College. The PAC provided helpful insights and feedback in the Review process. The PAC have also been an important consultation group in setting the strategic direction of the College for the next three years.

Together, we have been privileged to assist the Executive by representing parents on a range of projects and committees. These include finance, pedagogy, enrolments, parent surveys, College Musical, Presentation nights and the Year 7 Welcome evening.

The strength of the partnership that exists between parents and teachers at St Patrick's College is an outstanding characteristic of the success of the students of the College.

**Student Body Message**

In 2015, student leadership positions were filled by students who displayed outstanding leadership qualities and the ability to represent their peers in forums, meetings and community events. This year our leaders were involved in social justice outreach and well being and mental health forums. Our Peer Support program provided new Year 7 students with an opportunity to
interact with Year 11 seniors, develop their social skills and broaden their understanding of College life.

Highlights of student leadership in 2015 included St Patrick's Day and Carnivale, the Peer Tutoring program, our support of Mental Health programs and walks. The leaders of St Patrick's College understand the importance of working together as a team. Our strength lies in our ability to work with the staff and our parents to create and maintain our great College. We are committed to standing on the shoulders of leaders who have gone before us and making a commitment to deepen the spirit of St Patrick's College building on the spiritual traditions of Nano Nagle and Edmund Rice as we continue to seek wisdom in Christ.
St Patrick's College Sutherland is a Catholic systemic Co-educational College located in Sutherland.

The College enjoys a vibrant history. Since 1956 there has been an active Secondary school focus in the site through the contribution of the Christian Brothers (1956) and the Presentation Sisters (1959). Amalgamations of both Colleges took place in 1985. In 1987 the new College crest and motto "Seek Wisdom in Christ" was adopted. St Patrick's College became a fully co-educational college in 1992.

A refurbishment of the site was concluded in 2003 reflecting the unity of the College and pride and confidence in the future. The two campuses, Nagle and Rice, were joined with the closure of Belmont Street and many of the facilities of the College were upgraded.

Our broader Parish community involves the Churches of St Patrick's Sutherland, St Catherine's Gymea, St Joseph's Como, Our Lady of the Way Sylvania and Our Lady Star of the Sea Miranda. These parishes support four primary schools which feed into the College.
Section Three: Student Profile

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>606</td>
<td>626</td>
<td>322</td>
<td>1232</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 91% completed Year 12 in 2015.

The vast majority of students completed their Higher School Certificate at St Patrick's College. Some students continued their senior schooling at Trade Training Centres whilst others left during the Preliminary Year Course to enter apprenticeship programs for a range of different trades.

Enrolment Policy

The Archdiocese of Sydney has established an Enrolment Policy for Systemic Catholic Schools. The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.66%. Attendance rates disaggregated by Year group are shown in the following table.
Attendance rates by Year group

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>95.53%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.36%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.52%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.35%</td>
</tr>
<tr>
<td>Year 11</td>
<td>93.24%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93.97%</td>
</tr>
</tbody>
</table>

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).
**Senior Secondary Outcomes. Year 12 2015**

| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 37% |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification. | 100% |

**Student Post School Destinations**

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

<table>
<thead>
<tr>
<th>Destination Data</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12, 2015 Graduating Class</td>
<td>85%</td>
<td>8%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>
The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>29</td>
<td>119</td>
</tr>
</tbody>
</table>

* This number includes 65 full-time teachers and 25 part-time teachers.

Percentage of staff who are Indigenous 1%

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Deepening Learning Culture through the St Pat's Pillars of learning.</td>
</tr>
<tr>
<td>Term 2</td>
<td>Staff Retreat Day in Mittagong - the Spirituality of Work in a Catholic school.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Making connections between Pastoral Care/Well Being and Pedagogy in the Classroom.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Australian Curriculum. Cardiopulmonary resuscitation (CPR) Accreditation</td>
</tr>
</tbody>
</table>

Staff identified opportunities for professional learning aligned with the AIP and their PPPR. Staff meetings, two per term were used this year to further develop the big themes addressed in the staff development days. Planning and timing of PD opportunities for each term with the Teaching and Learning Co-coordinators was an effective way to keep effective teaching and learning at the forefront. Survey data from staff indicate the value of the pedagogy meetings where administration is kept to a minimum. Professional learning also included instructional rounds for some Key Learning Areas.

Teacher Standards
The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:
<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>87</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>
Catholic Schools have a unique role in the evangelising and educating mission of the Church. The *Archbishop’s Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

The Archdiocesan Religious Education Curriculum is the focus of all Stage 4 and 5 learning. For Stage 6, students study either Catholic Studies, the BOS developed subject, or Studies of Religion.

College Masses are celebrated at significant events in the life of the College such as the Student Leaders’ Investiture, St Patrick’s Day, Founders’ Week and the Year 12 Graduation ceremony. All students were provided with the opportunity to attend Mass in their own parish for Ash Wednesday and the Feast of the Assumption, accompanied by College staff. Regular attendance at Eucharist is also encouraged by giving students an opportunity to have one class mass per year in the College chapel.

Retreats continue to be an essential part of the Religious Education program, enhancing the faith and spiritual development of students and staff. All Year groups, as well as staff, participate in a retreat experience. The senior student retreat includes the celebration of the Eucharist and Reconciliation.

Each school day begins with prayer during pastoral care. All year group and College assemblies also begin with a prayer and would focus on a particular theme or topic. This year all students in Years 7, 8, 9 and 11 also had the opportunity to receive the sacrament of Reconciliation.

The College has a very active Social Justice program. Student leaders meet to plan and provide initiatives to raise awareness and funds for *Caritas, Catholic Care*, the *St Vincent de Paul Society* and other Catholic social justice organisations. Also, senior students participate in ministry at *Nagle Apartments for Aged Care*, are involved with the *St Vincent de Paul Night Patrol* program and with assisting at the *Matthew Talbot Hostel for Homeless Men*. Senior students also visit local primary schools in Gymea and Sutherland to assist in the instruction of scripture and the Catechism to groups of younger students.
The parish priests from our feeder parishes are seen as partners with, and members of the College community. The College Executive meets with them annually to plan the sacramental program and organise events that strengthen the connection between the College and the parishes it serves. Parish events were also promoted via the College newsletter.

During 2015, four Year 11 students and a staff member travelled to Timor-Leste for an immersion experience in Maliana to. The program is designed for students to deepen their understanding of "the other" and ways of being of service. We have begun preparing students in Years 9 and 10 for World Youth Day in 2016. Currently there are 45 students who will be attending World Youth Day in Poland.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<table>
<thead>
<tr>
<th>Our School’s average result (as a mark out of 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>30.24</td>
</tr>
</tbody>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
Section Six: Curriculum

The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers sixteen Board of Studies mandated and approved Stage 5 Courses for Years 9 and 10, forty-one Preliminary Courses and thirty-eight Higher School Certificate (HSC) courses. Year 10 electives include: Information and Software Technology, Graphics Technology, Industrial Technology (Engineering), Industrial Technology (Timber), Industrial Technology (Multimedia), Food Technology, History Elective, Commerce, Drama, Dance, Music, Visual Arts, Physical Activity and Sports Studies and Italian. The number of students in each of these electives varies according to resources and interest.

The College offers Extension courses in English (Extension 1 and 2), Mathematics (Extension 1 and 2) and History Extension (both Ancient and Modern options). Over recent years the College has broadened its Preliminary Year curriculum to include 2 Unit Content Endorsed Courses (CEC) in Marine Studies, Sports, Lifestyle and Recreation (SLR) and Photography, Video and Digital Imaging. At senior level, Vocational Education and Training (VET) Curriculum Framework courses were provided in Construction, Hospitality, Business Services, Fitness and Retail. Concurrently, TAFE delivered VET (TVET) courses were undertaken in Health Care Assistance, Community Recreation and Sport, Information Technology, Maritime Operations, Plumbing, Tourism and Events, Fashion Design, Animal Studies and Electrotechnology. In order to offer this wide selection of TVET courses the College liaised with Loftus, Gymea, St George, Randwick and Enmore TAFE Colleges. The College also has students enrolled at the St Yon Trade Training Centre at Bankstown which offers Electro technology and Automotive Services.

The College continues to work toward improved differentiation of teaching and learning across the entire curriculum. Support for students at all levels was again offered by way of programmes for gifted and talented students, special needs students, and learning support for those students with learning difficulties that do not attract Government funding.

In 2015 the College gained accreditation as a Newman School. St Patrick's has a Newman class stream in Years 7, 8 and 9 where identified gifted students are given opportunities to extend their academic pursuits and complete work that is differentiated to their particular learning strengths. Enrichment work is characteristic of the Newman classes together with opportunities...
in the areas of leadership and co-curricular activity.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>42.53%</td>
<td>28.79%</td>
</tr>
<tr>
<td>Reading</td>
<td>37.10%</td>
<td>28.99%</td>
</tr>
<tr>
<td>Writing</td>
<td>28.96%</td>
<td>15.87%</td>
</tr>
<tr>
<td>Spelling</td>
<td>45.70%</td>
<td>31.23%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>30.45%</td>
<td>26.07%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>17.70%</td>
<td>17.11%</td>
</tr>
<tr>
<td>Reading</td>
<td>27.75%</td>
<td>21.59%</td>
</tr>
<tr>
<td>Writing</td>
<td>23.44%</td>
<td>13.65%</td>
</tr>
<tr>
<td>Spelling</td>
<td>26.79%</td>
<td>24.11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>29.61%</td>
<td>24.42%</td>
</tr>
</tbody>
</table>

**Higher School Certificate**

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Religion I</td>
<td>63%</td>
<td>49%</td>
<td>68%</td>
<td>49%</td>
<td>66%</td>
<td>51%</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>18%</td>
<td>7%</td>
<td>12%</td>
<td>8%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>61%</td>
<td>53%</td>
<td>79%</td>
<td>59%</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>33%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics General 2 BDC</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>25%</td>
<td>43%</td>
<td>26%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>73%</td>
<td>49%</td>
<td>84%</td>
<td>54%</td>
<td>61%</td>
<td>52%</td>
</tr>
<tr>
<td>Ancient History</td>
<td>44%</td>
<td>35%</td>
<td>25%</td>
<td>33%</td>
<td>60%</td>
<td>33%</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>86%</td>
<td>88%</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>71%</td>
<td>30%</td>
<td>79%</td>
<td>29%</td>
<td>86%</td>
<td>27%</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>100%</td>
<td>84%</td>
<td>95%</td>
<td>85%</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>Music 1</td>
<td>100%</td>
<td>59%</td>
<td>100%</td>
<td>60%</td>
<td>100%</td>
<td>62%</td>
</tr>
<tr>
<td>Physics</td>
<td>67%</td>
<td>33%</td>
<td>61%</td>
<td>31%</td>
<td>53%</td>
<td>29%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>86%</td>
<td>52%</td>
<td>59%</td>
<td>49%</td>
<td>78%</td>
<td>54%</td>
</tr>
</tbody>
</table>

The Higher School Certificate results of the 2015 cohort were very good and in pattern with the results of the past. All of the courses indicted in the table have scored Band 5 and 6 results significantly above that of the State. The College has maintained its trend in achieving HSC results that are well above State average. Significant improvements have been made in raising student expectations within a supportive and caring environment and increasing the opening times of College facilities such as the College Library during holiday periods and extending hours after school.

In 2015 the number of students issued with a RoSA 6
Student Welfare Policy

Pastoral Care and Well being at the College are based on the principles of restorative justice and procedural fairness. The College Pastoral Care policy reflects a whole school approach involving consultation and communication with students, parents and staff. The vision and mission of the CEO underpins the policy at St Patrick's College. It is based on respecting the dignity and worth of each student within a caring and supportive environment. The College has adopted various programs aimed at helping students value themselves and experience well-being. These programs have focused on self esteem, relationships, anti-bullying, drug awareness, health and personal safety. The Pastoral Care Program has been developed in consultation with staff, students and parents. Students are encouraged to take responsibility for their learning and to communicate with teachers, Year Coordinators and their Assistants when challenges arise. The College employs counsellors to support the work of the Year Coordinators in addressing the pastoral needs of students. The Director of Pastoral Care is a member of the College Executive and works with the Principal in ensuring a safe and supportive school.

The full text of the College’s Pastoral Care Policy may be accessed on the College’s website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The College Student Management Policy aims to facilitate the development and experience of responsible self-discipline among students. It seeks to promote the well-being and good order of the community. When student behaviour is disruptive to the teaching and learning program, disrespectful of school rules and codes of conduct or harmful to the well-being and security of its members, consequences and sanctions are enforced. These serve not merely as punitive actions but as concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and breaches of order. No changes were made to the policy this year.

The full text of the College’s Student Discipline Policy may be accessed on the College’s website or at the administration office.
The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School’s website, the administration office or at the CEO website at this [link](#).

**Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School’s website, the administration office or at the CEO website at this [link](#).

**Initiatives Promoting Respect and Responsibility**

Respect and responsibility are values central to St Patrick’s College and its mission. Student awareness of their responsibility to the community is demonstrated in their participation in fundraising activities for the Red Shield Appeal, Legacy, Salvation Army and St Vincent de Paul. Year 12 Blood Bank Ambassadors were appointed to oversee the donation of blood by Year 11 and Year 12 students. Senior students continued to participate in the Rotary U-Turn the Wheel program to foster a more responsible and informed approach to the consequences of unsafe driving.

Guest speakers include Youthsafe, Black dog institute and the Police School Liaison Officer who address students on ways to behave responsibly in regards to use of drugs and alcohol and mental health awareness. Students were awakened to the advantages they have in their own lives to achieve to their full potential in contrast to those less fortunate than themselves.
The promotion of the safe and ethical use of technology amongst students is reflected in the pastoral activities at the College. Pastoral lessons from Years 7 - 12 include drama presentations on themes such as relationships, body image, cyber safety and anti-bullying.
The College implements the Catholic Education Office Sydney School Review and Improvement (SRI) Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College’s Strategic Improvement Plan and informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2015

- Understanding of social justice and universal church was deepened by students and staff participation in an immersion experience in Timor-Leste Program.
- Promotion of World Youth Day as evangelisation occurred through catechesis event and 45 students committing to attend World Youth Day in 2016.
- Developed understanding of the St Patrick’s Pillars of effective teaching and learning with professional development sessions for staff around each of the pillars of learning.
- Further develop differentiation of the curriculum with a particular focus on assessment.
- Deepened pastoral and well being structures aligning them to improving students learning outcomes.
- Further understanding and practice of the Teaching Standards at all levels including incorporation into PPPR for staff.
- The College participated in Cyclic Review of the Learning Improvement Journey and engaged in a consultative process that validated future directions for the College.
- The Executive developed a three year strategic improvement plan aligned with the priorities of Sydney Catholic Schools.
- St Patrick’s was accredited as a Newman school and commended on best practice in a number of the standards for Gifted education.

Priority Key Improvements for 2016

- The development of a faith formation plan to enhance the faith development and spiritual formation of staff.
- To maximise the faith development opportunities of World Youth Day 2016 for staff and students.
- Develop and align the St Patrick’s College ministry program with the Pope Francis award.
- To enhance teaching and learning by deepening staff and student understanding of the
St Patrick’s Pillars of Learning and Teaching under the direction of the new established position of Director of Learning and Teaching.

- Promote the use of data and tracking of students by teachers to further improve learning outcomes for students.
- Whole school focus on writing and vocabulary providing opportunities for students to receive regular feedback on written responses.
- Integrate the College pastoral and well being policies with the National Schools Safety Framework and develop St Patrick’s College as an e-smart school.
- Formulate a College Master plan to guide the design and refurbishment of learning and recreational spaces at the College.
- Evaluate the programs of study developed for the Australian Curriculum.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

**Parent Satisfaction**

Parents were invited to participate in an online survey for the Cyclic Review process and endorsed that:

- students in Year 7 have had a smooth transition to high school through the induction program helped and their children are enjoying their new school
- parents feel welcomed at the school
- there are clear expectations and standards for students in the College
- the school newsletter is an important and effective form of communication and parents are kept informed of important events and dates
- the College provides quality opportunities for the College community to grow in faith
- there is a high quality of teaching and learning at the school
- there is provision for gifted students
- the children have a clear understanding of expectations of assessment for learning
- they were satisfied with their child’s experience at St Patrick’s College and would recommend St Patrick’s College to their friends and colleagues
- students receive quality religious education
- opportunities for students to participate in social justice activities are provided.
- the school is preparing children well for later life
- children feel safe at the school and are happy and proud to attend St Patrick’s.

**Student Satisfaction**

Students from Years 7 - 12 were surveyed throughout the year. Year 7 students were surveyed about their transition to High school at the end of Term 1, years 8 - 11 in term 2 for Cyclic Review and Year 12 were given an exit survey before they finished in Term 3. Students endorsed that:

- the story and traditions of Nano Nagle and Edmund Rice are well known to them
- prayer is a regular part of school life
- social justice is emphasised at St Patrick’s College
- there are clear expectations and standards for students in the College
- that teachers know a lot about their subjects
- when they do not understand things in class they know that their teachers will help them if they ask
- subjects on offer meet interests and need
assessments are well designed and students learn from completing them. Students also have a clear understanding of assessment tasks given
students are challenged to be their academic best
students feel safe at the school
teachers at the school take bullying seriously
students can get access to counselling if they need
students feel they belong at the school and they are proud to be a student at St Patrick's College.

Teacher Satisfaction

In an online survey teachers endorsed that:

- the school is faithful to the catholic values and mission and the charism of both Nano Nagle and Edmund Rice are emphasised during prayer, liturgies and communications with parents, staff and the wider community
- the daily running of the school is organised and efficient
- Key Learning areas are well supported and resourced
- the school is a safe working environment for staff
- discrimination, bullying or harassment between staff members is rare
- students feel safe at the school
- the school works hard to prevent bullying behaviours
- a range of sporting activities and co-curricular activities are provided for students
- the teaching staff is characterised by professionalism and co-operation
- school facilities are clean and well presented
- administration and support staff make a positive contribution to the College.
- working at the school has made a significant contribution in my professional development
- the overall quality of education at the school is high
- they enjoy working at the school and would recommend it to other teachers and support staff.
This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Common Recurrent Grants</th>
<th>$9,753,560</th>
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<tbody>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
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<tr>
<td>State Recurrent Grants</td>
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<tr>
<td>Fees and Private Income</td>
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<tr>
<td>Other Capital Income</td>
<td>$472,539</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>$19,056,188</strong></td>
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### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Capital Expenditure</th>
<th>$771,375</th>
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<tbody>
<tr>
<td>Salaries and Related Expenses</td>
<td>$11,751,759</td>
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<tr>
<td>Non-Salary Expenses</td>
<td>$3,407,063</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$15,930,197</strong></td>
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</table>

For the 2015 year the St Patrick's College Sutherland received $67,542 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**Notes**

1. Common Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.