

St Patrick's College Sutherland, Sutherland

Annual School Report to the Community

2018



School Contact Details

551 President Avenue, Sutherland 2232

info@spscutherland.catholic.edu.au

<http://www.stpatscoll.nsw.edu.au>

9542 9000

9545 1820

Principal

Miss Janine Kenney

ABOUT THIS REPORT

St Patrick's College Sutherland is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, 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 Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority 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 our 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 wellbeing 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. 2018 has been a year of deepening relationships with the key stakeholders in our College community, our 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

The Parent Advisory Council provided support and feedback in regard to College initiatives in 2018, specifically around the area of pastoral care and wellbeing. There were eleven parent representatives for 2018 with each year group represented. The Parent Advisory Council are an important consultative group in supporting the teaching and learning directions of the College as well as the Masterplan of the College.

As a group, the Parent Advisory Council assisted the Executive by representing parents in relation to a range of projects and committees. These include finance, enrolments, parent surveys, presentation nights and the Year 7 parent evening.

The parents were offered support through various guest speakers including: Rocky Biasi on how to support students through the HSC year, Brett Lee on Cybersafety and the Police Liaison Officer on Drug Awareness.

Three members of the Parent Advisory Council retired in 2018.

Student Body Message

We are so grateful for the amazing staff at St Patrick's. They provide us with engaging lessons and are nothing but inspirational. The teachers at St Patrick's continually remind us to set our sights beyond the next assessment task and constantly demonstrate that it is what we

make of our education that is important; how we use our knowledge as a tool to benefit the lives of those around us, that we are not determined by a number or a title and that we are, and can become, so much more. It is because of your hours of unseen work and dedication to our curricular and co-curricular lives that we can go forward to the HSC, and beyond, confident in our abilities and prepared for what is to come.

SECTION TWO: SCHOOL FEATURES

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 Gynea, 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.

In recent times, Sydney Catholic Schools engaged JDH Architects and AVER Project Managers to develop a College Master Plan to accommodate the increasing number of families seeking enrolment for their children at the College together with increased numbers of students coming from the primary feeder schools. Building works will commence in 2019.

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 2018:

Girls	Boys	LBOTE*	Total Students
635	661	368	1296

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2016, 95% completed Year 12 in 2018.

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 Course transitioning into apprenticeship programs for a range of different trades

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor 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 [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2018 was 93.07%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.25%
Year 8	92.20%
Year 9	91.15%
Year 10	92.05%
Year 11	94.09%
Year 12	94.70%

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 Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools 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 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	38%
% of students attaining the award of <i>Higher School Certificate</i> 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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2018 Graduating Class	87%	8%	3%	2%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
93	30	123

* This number includes 72 full-time teachers and 21 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Sydney Catholic Schools. 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 development days this year with areas of focus as follows:

Term 1	Teaching and Learning - "Know Your Student" and HSC DeCourcy Analysis Data day and the ways to inform our teaching practice.
Term 2	Pastoral Care and Wellbeing - Helping Educators Defuse Difficult Conversations
Term 3	Staff Spirituality Day - Marian Spirituality.
Term 4	HSC RAP Analysis, First Aid Theory Course

Staff identified opportunities for professional learning aligned with the Annual Improvement Plan and their Performance Growth in Action plans. Two pedagogy meetings per term were used to further develop teaching and learning goals from the Annual Improvement Plan in addition to the staff development days. Planning and timing of PD opportunities for each term with the Director of Teaching and Learning 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 the administration is kept to a minimum.

Teacher Standards

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):

Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	4
2	Proficient teacher	94
3	Highly Accomplished teacher	0
4	Lead teacher	0

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 College has continued bringing to life the message of Christ, as servants focusing on faith development, Social justice, ministry and service to others. As a community we collected donations for the St Vincent de Paul Winter Appeal, Night Patrol and Christmas Appeals. Funds were raised for Project Compassion, St Vincent de Paul Night Patrol and many other worthy causes. Our Night Patrol service continued. We also visited the Nagle apartments in Sutherland weekly to share in dialogue, music and games with the residents. Senior students and staff completed training to become Eucharistic ministers and students completed Ministry and outreach hours to support those less fortunate.

This year the College Community celebrated many significant events and liturgies together. The College Leaders Investiture Mass at St Patrick's College, Sutherland, presided by Fr John Knight was a special occasion for all involved. All of our liturgies have had significant involvement from Parish Priests in our feeder parishes. We were able to celebrate Ash Wednesday and the Feast of the Assumption with return to parish liturgies, which brought together the primary and secondary students with local parishioners.

The charisms of the Presentation Sisters and the Christian Brothers were celebrated at our Founder's Week Mass. Prior to Easter we recognised the sacrifice of Jesus through a stations of the cross re-enactment, led by our Year 9 and Year 10 students. Mother's Day was celebrated with a grace filled Mass and morning tea. Father's day was celebrated with a prayer service and BBQ breakfast. Each Thursday Morning Mass was held in the Chapel. Christmas was celebrated with a special liturgy and our Graduating Year 12 class of 2018 in September finished with an emotional graduation mass.

The spiritual formation of the staff and students is of great importance at St Patrick's College. The staff prayer and reflection day led by the Religious Education (RE) faculty enabled staff to focus on personal faith and the role that the 'Marian Face of the Church' plays in our lives. The senior retreat was a highlight for many of our Year 12 students, who participated fully in the period of reflection, prayer and solitude.

Our students were actively involved in reflection days, the Senior retreat and prayer life of the College. They also contributed significantly to youth events with Sydney Catholic Schools Year 9 and 10 Evangelisation days and Archbishop’s forums. Representatives of the College travelled to an Immersion program in Timor-Leste.

To ensure that religious pedagogy remains of utmost importance, the Religious Education faculty continued to write programs and implemented the revised Stage 4 and 5 curricula and Year 12 curriculum.

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.

Our School's average result (as a mark out of 50)	
Year 8	27.81

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

SECTION SIX: CURRICULUM

The College follows the NSW Education Standards Authority (NESA) Teaching & Educational Standards (BOSTES) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The College offers sixteen NSW Education Standards Authority (NESA) 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.

In Stage 6, the College offers extension courses in English (Extension 1 and 2), Mathematics (Extension 1 and 2) and History Extension (both Ancient and Modern options). Preliminary Year curriculum includes offerings of 2 Unit Content Endorsed Courses (CEC) in Marine Studies, Sports, Lifestyle and Recreation (SLR), Photography, Video and Digital Imaging and Dance. At senior level, Vocational Education and Training (VET) Curriculum Framework courses were provided in Construction, Hospitality, Business Services, Fitness and Retail. Concurrently, TAFE (Technical and Further Education) 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 local TAFE Colleges. The College also has students enrolled at the St Yon Trade Training Centre at Bankstown which offers Electrotechnology and Automotive Services. A small number of students are also engaged in School-Based Apprenticeships and Traineeships (SBAT).

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

The College is a Newman accredited school and in 2018 Newman continued to be offered to students from Year 7 to Year 10. At St Patrick's, gifted students are identified and 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. There is a comprehensive professional development program for staff who teach in the Newman program.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

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.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	30.45%	31.00%	11.52%	17.10%
	Reading	37.60%	27.80%	7.85%	17.10%
	Writing	25.21%	16.10%	20.66%	29.90%
	Spelling	36.63%	34.10%	7.00%	15.70%
	Numeracy	36.78%	31.10%	8.68%	14.60%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	24.15%	20.90%	17.39%	20.30%
	Reading	33.17%	21.70%	8.78%	17.90%
	Writing	20.29%	14.20%	30.92%	38.90%
	Spelling	23.19%	26.40%	12.56%	20.00%
	Numeracy	41.18%	28.30%	5.39%	14.50%

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.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion I	58%	49%	57%	50%	35%	37%
English (Standard)	30%	13%	39%	16%	37%	15%
English (Advanced)	79%	61%	78%	64%	88%	63%
Mathematics General 2 BDC	33%	25%	33%	26%	45%	27%
Mathematics	50%	52%	65%	54%	65%	52%
Drama	70%	42%	100%	42%	82%	42%
English Extension 1	100%	94%	100%	94%	100%	38%
English Extension 2	100%	79%	100%	78%	100%	17%
History Extension	100%	80%	100%	80%	100%	24%
Mathematics Extension 2	100%	85%	100%	84%	100%	33%

The Higher School Certificate results of the 2018 cohort were very good and aligned with past results. All of the courses indicated in the table have scored Bands 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 continue to be 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 2018 the number of students issued with a RoSA without finishing the HSC	10
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Student Welfare Policy

Pastoral Care and Wellbeing 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 Sydney Catholic Schools 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 wellbeing. 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. No changes were made to this policy this year.

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 wellbeing 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.

Anti-Bullying Policy

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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 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 SCS 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS 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 10 students participated in the Prevent Alcohol and Risk Related Trauma in Youth program held at St George Clinical Skills Centre and 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 Rocky Biasi (Year 7 induction — Big Fish Little Fish), Brett Lee (Cybersafety) and the Police School Liaison Officer to address students on ways to behave responsibly in regards to the use of drugs and alcohol and mental health awareness. Students are made aware of the access they have to many opportunities in their own lives to achieve 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 ant-bullying.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

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 *New Horizons: Inspiring Spirits and Minds*. 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 2018

Key improvements, outlined in the Annual Improvement Plan, achieved this year are listed below:

- Opportunities provided for students to engage with Year of Youth faith formation activities such as World Youth Day Panama 2019 and archdiocesan initiatives.
- Further consolidated and developed the RE curriculum with a focus on the revised Catholic Studies program.
- Writing across the school program continued to improve literacy in Stage 5 and and promoted learning growth.
- Formative assessment practice was developed and integrated the NSW Education Standards Authority (NESA) assessment principles in Stage 6.
- Guidelines for Child-safe communities were implemented.
- Staff wellbeing was fostered through professional development and community building activities.
- Maintenance of teacher accreditation and processes was clarified.
- Formation of a committee and community consultation undertaken to inform the College Master plan and a vision for the precinct.
- Ongoing refurbishment of classrooms to create contemporary learning spaces.

Priority Key Improvements for 2019

The following key improvements were identified as priorities for next year:

- Provision of opportunities for students to engage with Year of Youth faith formation activities such as the Australian Catholic Youth Festival 2019 and archdiocesan initiatives.

- Teaching and learning programs and resources are authentic, reflect a range of formative and summative assessment practices and are accessible to the range of students.
- Explicit teaching of writing strategies are embedded into teaching and learning programs
- Further development of strategies to foster staff wellbeing.
- Developing a culture of peer observation to improve teaching.
- Undertake the the SCS Inquiry and Review process with a focus on ongoing school improvement.
- Execution of Stage one of the College Masterplan.

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 of Year 12 students and the Parent Advisory Council acknowledged the following as areas of strength;

- The standard of teaching is high at the school.
- Students with above average ability are provided with extra opportunities.
- Students feel safe at the College.
- Students are happy to attend school.
- There is a positive school spirit amongst the students.
- Parents feel welcomed at the school.
- The college is preparing life-long learners.
- HSC students are well supported.
- Co-curricular opportunities are extensive.

Areas commented by parents for further exploration for improvement included:

- Regularity and consistency of homework and realistic expectations.
- Career guidance to students in later years.
- School facilities support the growth of enrolments at the College.

Student Satisfaction

Students in Year 7 were given a transition survey at the end of Term 1 in 2018. Students were asked about the transition into high school and made the following comments regarding their satisfaction with the College:

- Sport on Fridays and being able to use our computers in class.
- The chance to meet new people and new classes.
- Meeting new people and having more independence.
- Being a part of a big school, having different teachers for every subject and knowing that I'm welcome here.

Year 12 students completed exit surveys in Term 3 in 2018. The following areas received strong support from the students:

- My teachers know a lot about their subjects and are well prepared for their lessons.
- Teachers make good use of technology in class and assessments are returned on time

with feedback that helps me learn.

- This school challenges me to do my best academically.
- I have felt safe at this school.
- I have a good relationship with the teachers at this school and Teachers treat students with respect at this school.

Teacher Satisfaction

Feedback from staff was sought through consultation and anecdotal feedback. Together this information suggests that there is teacher satisfaction in the following areas:

- The charisms of the College are emphasised during prayer, liturgies and communications with parents, staff and the wider community and Catholic life and mission is a strength of the College.
- Each Key Learning Area is supported and well-resourced.
- The workplace is safe and supportive.
- Professional expectations are made clear at the College.
- Students feel safe at the school.
- Staff wellbeing is supported.
- The school works hard to prevent bullying behaviours.
- Co-curricular activities are a strength of the College.
- Administration and support staff make a positive contribution to the College.
- Staff enjoy working at the school.
- There is a community atmosphere at the College.

SECTION ELEVEN: FINANCIAL STATEMENT

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$9,878,943	Capital Expenditure ⁶	\$2,336,152
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$13,961,468
State Recurrent Grants ³	\$2,925,303	Non-Salary Expenses ⁸	\$5,166,585
Fees and Private Income ⁴	\$6,958,695	Total Expenditure	\$21,464,205
Other Capital Income ⁵	\$10,856		
Total Income	\$19,773,797		

For the 2018 year the St Patrick's College Sutherland received \$16,956 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. Commonwealth 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.