

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

2017



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Principal

Miss Elizabeth Denny

ABOUT THIS REPORT

St Patrick's College Sutherland is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools (SCS), 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 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 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. 2017 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 2017, the Parent Advisory Council welcomed two new members of the parent community to the Committee. With a newly elected Chairperson, the Council continued to support the College Executive on various initiatives and act as a conduit for parent/family feedback to the College.

The members of the Parent Advisory Council constituted this year of twelve members with at least two parents representing each year group in the College. Meetings were held monthly during term time and both the Principal and Assistant Principal attended these meetings with guest appearances from relevant staff including the Director of Pastoral Care and Well Being.

The Parent Advisory Council has worked closely with the Executive by representing parents on a range of committees and projects. In 2017 these included: finance, enrolments, interview panels, presentation nights, the Year 7 Welcome evening and World Teachers Day morning tea. To promote awareness of safe partying, the Thomas Kelly 'Take Kare' program was a focus.

The Parents Advisory Council appreciates the partnership that exists between parents and teachers at St Patrick's College and it congratulates the College staff on an outstanding year.

Student Body Message

The staff at St Patrick's College encourage the students to give feedback on the teaching methods and materials used through an online surveys and course evaluations.

Our student leadership positions includes class captains for each year group. The Senior Leadership Team of Year 12 captains represent various portfolios at the College. They meet regularly with the College Executive and a staff Leadership Facilitator supports the student leadership and encourages student voice. In 2017, the senior team led the College in awareness raising of those whose lives are a struggle. This included fundraising events, information sessions and student led initiatives.

A strength of the College is the relationship between staff and students. There is high staff involvement in student led activities and rapport with the teachers encourages a safe learning environment where students are prepared to take risks with their learning.

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.

This year we have continued 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.

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 2017:

Girls	Boys	LBOTE*	Total Students
620	640	354	1260

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 95% completed Year 12 in 2017.

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 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](#). 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 2017 was 93.15%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.60%
Year 8	92.21%
Year 9	91.94%
Year 10	91.57%
Year 11	93.79%
Year 12	94.81%

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 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	37%
% 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, 2017 Graduating Class	89%	4%	2%	5%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
93	31	124

* This number includes 71 full-time teachers and 22 part-time teachers.

Percentage of staff who are Indigenous	1%
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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 developments days this year with areas of focus as follows:

Term 1	'Know Your Student" Data day and the ways to inform our teaching practice.
Term 2	Summative and Formative Assessment
Term 3	Staff Retreat Day - Understanding the Edmund Rice - Pillars of Faith.
Term 4	Pastoral Care - Strengthfinders. Dan Hardy and associates.

Staff identified opportunities for professional learning aligned with the Annual Improvement Plan and their Performance Growth in Action (PGIA) plans. Two staff meetings per term were used to further develop the big themes addressed in the staff development days. Planning and timing of PD opportunities for each term with the Director of Teaching and Learning continues to be 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 two categories

determined by the NSW Education Standards Authority (NESA):

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	88
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	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 Archdiocesan Religious Education Curriculum is the focus for all Stage 4 and Stage 5 learning. For Stage 6, students study either Catholic Studies, the NSW Education Standards Authority, (NESA) 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 groups and College assemblies also begin with a prayer and 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.

2017 saw the introduction of student participation in the pilot program of Thomas Kelly Foundation "Take Kare" initiative. Students, Parents and Staff accompanied Volunteers for the foundation at safe areas in Sydney on Friday evenings. The students then returned to share their experiences with their year group about the importance of safe partying and looking out for one another.

The 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 2017, over 400 students participated in the Australian Catholic Youth Festival. A great opportunity to connect with the church.

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	29.82

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) 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. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

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). 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), 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 Loftus, Gynea, St George, Randwick and Enmore TAFE Colleges. The College also has students enrolled at the St Yon Trade Training Centre at Bankstown, which offers Electrotechnology and Automotive Services.

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 2017 Newman was again 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	30.00%	28.70%	6.00%	18.90%
	Reading	29.00%	29.10%	3.00%	16.20%
	Writing	28.00%	16.60%	12.00%	28.40%
	Spelling	44.00%	33.00%	5.00%	15.70%
	Numeracy	50.00%	32.90%	4.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	25.00%	19.40%	12.00%	25.30%
	Reading	28.00%	21.00%	8.00%	21.30%
	Writing	17.00%	15.40%	20.00%	36.90%
	Spelling	31.00%	22.20%	9.00%	21.90%
	Numeracy	38.00%	24.00%	5.00%	15.90%

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>					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion I	66%	51%	58%	49%	57%	50%
English (Standard)	15%	8%	30%	13%	39%	16%
English (Advanced)	67%	58%	79%	61%	78%	64%
Mathematics General 2 BDC	43%	26%	33%	25%	33%	26%
Mathematics	61%	52%	50%	52%	65%	54%
Construction Exam	70%	19%	69%	13%	80%	19%
Design and Technology	75%	36%	50%	40%	100%	43%
Drama	7%	42%	70%	42%	100%	42%
Industrial Technology	86%	27%	78%	25%	90%	22%
Legal Studies	35%	41%	54%	42%	61%	44%
Mathematics Extension 1	93%	84%	58%	79%	67%	82%
Visual Arts	78%	54%	78%	54%	85%	55%

The Higher School Certificate results of the 2017 cohort were solid and continue to build on the academic tradition at the College. 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 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 2017 the number of students issued with a RoSA	7
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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 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. There were no changes made to the policy.

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 12 Blood Bank Ambassadors were again this year, 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 Youth Safe representatives, Black Dog Institute educators 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' *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 *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 2017

Key Improvements achieved at St Patrick's College, Sutherland in 2017 are outlined below:

- Increased number of students completing the revamped Senior Student Ministry Program and gaining accreditation.
- Over 400 students from Year 9 and Year 10 attended the Australian Catholic Youth Festival. Students participated in formation activities before the event and students benefited from exposure to the wider church in Sydney.
- Staff and students continued to immerse in the St Patrick's 'Pillars of Learning and Teaching'. The focus was writing and deepening the use of learning intentions and success criteria.
- Data analysis and tracking of students was further embedded into the teaching cycle.
- Further alignment of Pastoral Care and Wellbeing with effective teaching and learning principles.
- St Patrick's College achieved accreditation as an e-smart school rolling out the modules for students in Years 7 - 10. This reflected the professional learning and use of the National Safe Schools Framework.
- Further development of the College Master Plan with an increased number of refurbished learning and recreational spaces.
- Further development and roll out of the new syllabi in Preliminary Courses.

Priority Key Improvements for 2018

Key areas for improvement in 2018 are to:

- provision opportunities for students to engage with Year of Youth faith formation activities such as World Youth Day Panama 2019 and archdiocesan initiatives

- further consolidate and develop the RE curriculum with a focus on the revised Catholic Studies program
- continue to deepen the writing across the school program to improve literacy schools in stage 5 and promote learning growth
- develop a K - 12 perspective for Newman Selective Stream with nominated primary feeder schools
- continue to focus on formative assessment practice and integrate NSW Education Standards Authority (NESA) assessment principles in Stage 6
- further implement the guidelines for Child safe communities
- develop and foster staff wellbeing
- ensure maintenance of teacher accreditation and clarify processes at the College
- deepen a culture of peer observation
- continue to develop the College Master plan and a vision for the precinct
- continue to refurbish classrooms to create contemporary learning spaces
- Identify and implement sustainability solutions.

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

Feedback from parents was sought at regular events throughout the year. These included meetings, interviews and surveys. The Parent Advisory Council is used as a consultative forum to gain feedback from parents. There is a high degree of trust in the College from the parent community and this is reflected in the council. This group of parents gave direct feedback about the operational aspects of the College. They identified that communication with parents could be streamlined with alignment of information from the College newsletter, website and skoolbag application.

Satisfaction amongst the parent community is very high. At enrolment information evenings, parents are given the opportunity to provide reasons for wishing to enrol their child at the College. The reasons include the strong reputation of the College in the wider community, catholic identity, the quality of pastoral care and the broad range of educational opportunities offered at St Patrick's.

Attendance of parents at information evenings and parent teacher interviews is extremely high.

Student Satisfaction

Feedback from Year 7 students about their transition to secondary school, and Year 12 exit surveys; along with interviews and consultations with students in regards to the development of the school wide pedagogy were conducted. In the surveys students endorsed the following:

- the story and traditions of Nano Nagle and Edmund Rice are well known to them
- the many social justice opportunities at the College
- there are clear expectations and standards for students at the College
- that students are not afraid to ask questions if they do not understand the work
- the teachers have in depth knowledge about the subjects they teach
- teachers do a professional job
- assessments are well designed and students learn a lot from them. Students have a clear understanding of the expectations of assessments
- the many co-curricular activities at the school provide students a balanced view of learning inside and outside the classroom. They understood the meaning of being a life long learner.

Teacher Satisfaction

Teacher feedback is gathered throughout the year through Contract Renewal processes and evaluation of the Annual Improvement Plan. Discussion and regular evaluation occurs at staff meetings, studies, co-ordinators meetings and pastoral care meetings.

Collaboration amongst staff and a high level of collegial support are rated strongly by staff. A high level of relational trust exists at St Patrick's. There is a strong degree of satisfaction around the provision of teaching resources and technology. Staff retention rates at the College indicate satisfaction with the College community.

Teachers acknowledge that there are many opportunities to teach students to about Catholic social justice, a deep appreciation of 'the other' and the promotion of peace amongst all nations. Teachers acknowledge the excellent support from the administration staff who make a positive contribution to the College.

Staff refer to the school as the St Patrick's family with many of the staff sending their own children to 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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$9,328,726	Capital Expenditure ⁶	\$2,382,845
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$12,778,581
State Recurrent Grants ³	\$2,835,393	Non-Salary Expenses ⁸	\$4,345,279
Fees and Private Income ⁴	\$6,509,271	Total Expenditure	\$19,506,705
Other Capital Income ⁵	\$468,733		
Total Income	\$19,142,123		

For the 2017 year the St Patrick's College Sutherland received \$26,926 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.