St Patrick's Marist College, Dundas
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Introduction

About the Annual School Report

St Patrick's Marist College is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2016 Annual School Report for St Patrick's Marist College, Dundas. The college is a family, focused on the formation of young people with strong minds and gentle hearts. Our quality teaching and learning experiences nurture and challenge each student to become an informed, thinking person who acts with the compassion of Jesus and the reflective heart of Mary in creating a more just world.

As a Catholic community we strive to develop, promote and sustain a dynamic and life giving relationship with God in Christ through knowledge and spiritual formation opportunities, in the Marist tradition. Faith formation in the Catholic tradition for staff and students is the foundation of our educational mission through intellectual and spiritual learning, experiences and celebrations.

The environment in which students interact with other students, staff, parents and friends of the college is warm and friendly, yet ordered and disciplined, where relationships are characterised by mutual respect.

At St Patrick's Marist College the students are our highest priority. Their safety, esteem and success drive everything that we do. The students are constantly challenged to do their best and this will only occur in an environment that is conducive to high achievement.

This year we proudly commenced work on our new High Support Needs class: a wonderfully designed series of learning spaces, and in and out door spaces, which will be completed in 2017.

Parent

Parent partnership is key to a successful school experience for students.

In 2016 several avenues existed for parents to be involved in the college. These included:

- Parents and Friends Association
- parent information evenings
- parent learning forums
- parent/teacher interview evenings
- volunteers for examination supervision
- volunteers for our college musical
- parent surveys
- parent working bees
- communication via newsletters, website and Skoolbag

Student

The defining features of the Marist school — family spirit, presence, simplicity, love of work, and the way of Mary — give St Patrick's Marist College its special values and culture as a genuinely Catholic Marist school. The students at St Patrick's are provided with many and varied opportunities that reflect these values and provide our students with opportunities to grow as young Christian men and women. Every opportunity is seen as a learning opportunity both within and outside the classroom.

Students, in 2016, were encouraged to become involved in activities in the college such as:

- social justice groups and programs
- formation opportunities such as a school-based Marist Youth Ministry program for students in Years 10, 11 and 12
- Marist Connect
- our Immersion program
- sport
- debating and public speaking
- the creative and performing arts
- collaborative study nights for seniors
- homework club
- design club

Our students helped to lead the direction of the college through:
- the Student Representative Council
- class captains and class vice-captains
- college senior student leadership positions
- peer support leaders
- student leaders facilitating groups in junior formation days and camps
- liturgy group
Who we are

History of the school

St Patrick's Marist College, Dundas, has a proud history dating back to the colonial era of Australia and has the distinction of being the oldest school in Australia under the charge of teaching brothers. St Patrick's Marist College was originally established in 1872 at The Rocks, Sydney, and in 1962 moved to its present site at Kirby Street, Dundas. During 2012 the college celebrated 50 years on the Dundas site.

The secondary school, catering for boys in Years 7 to 10 was officially opened on 2 October, 1966. Nineteen eighty five marked another historic year for St Patrick's Marist College when, not only were its first Year 11 students enrolled, but co-education was introduced in the senior school.

Many changes have taken place since 1872 but the college has valued and preserved the Marist traditions which are still associated with the name St Patrick, and strong connections to the Marist family Australia wide still exist today.

Location/drawing area

St Patrick's Marist College is a co-educational school located in Dundas and draws on students from localities surrounding Dundas. It serves the parishes of Rydalmere, Dundas and North Rocks. There are over 1,000 students enrolled at St Patrick's Marist College. The college hosts 36 homeroom classes for Years 7 to 12.
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>100</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>100</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>18</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>16</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>94.61</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>93</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The college had several whole-school liturgies during the year. These included the Commencement Mass, the St Patrick’s Liturgy, the Ash Wednesday Liturgy, Easter Liturgy, Mothers and Fathers Day liturgies, Graduation Mass and Advent Mass.

In 2016, as always, the college celebrated the feast days of Saint Marcellin Champagnat and Saint Patrick. Prayer was always part of each staff meeting and each college assembly. The school community recited the Angelus prayer each day at midday together and there were regular opportunities for students and staff to come together to pray the Rosary.

All students in Years 11 and 12 attended a retreat. These retreats were held away from the school and focused on the students’ spiritual development.

Formation days were conducted for Years 7, 8, 9 and 10. Staff also contributed and participated in the liturgical life of the college with opportunities that included weekly prayer, Lenten programs and a reflection day where staff could reflect on their own spiritual journey.

Social Justice

The college had an active social justice committee that responded to various needs in the community:

- Members of the committee assisted at a local men's hostel each Friday evening.
- Students were also active in fund raising for people in need.
- All classes were involved in the Lenten Appeal which raised money for Project Compassion.
- In term 2 students continued to work in raising money for Marist Asia Pacific Solidarity (MAPS), which included projects in Papua New Guinea and the Solomon Islands.
- The college had an ongoing relationship with a sister Marist School in Trichy, India. As a community we raised funds to assist students in one of the poorest areas of India.
- Students in Year 11 travelled on an Immersion to Trichy program with the brothers in the primary school. This will continue in 2017.
- In term 4 all students were actively involved in collection of Christmas hampers. The hampers were given to St Vincent de Paul to distribute to the local community.
- Senior students supported the blood bank by regularly giving blood.
- Parramatta Mission each month
- Environment group

School home and parish partnerships

The college had active partnerships with the local parishes by assisting with youth groups and being involved in parish liturgies. Also the college collected items to be included in hampers that were given to the local St Vincent de Paul groups.

The college regularly communicated with our three local parishes. Our parish priests visited the college and assisted us with our Formation program.

Parents were invited and welcomed at all major college liturgies and celebrations. Our Parent and Friends group met regularly, had the opportunity to get and give feedback, organised parent events, assisted at open day and contributed to the improvement of our college facilities.

Opportunities for parents included:

- Parents and Friends Association
- parent information evenings
- parent learning forums
- parent/teacher interviews evenings
- volunteers for examination supervision
- volunteers for our college musical
- parent surveys
- parent working bees
- communication via newsletters, website and Skoolbag

**Religious Education**

St Patrick's Marist College Religious Education program was based on the Parramatta Diocesan syllabus, *Sharing Our Story*, and the Board of Studies course, Studies of Religion. The articulation of outcomes for each teaching unit in the program, coupled with the follow-up student assessment tasks, challenged the teacher and student alike to become more familiar with a sound knowledge of our Catholic tradition.

The Religious Education (RE) dimension of the college was further enhanced by the teaching of Catholic gospel values across the curriculum which complemented the Marist charism in the college in the formation of our students, and challenged each to become an informed, thinking person who acted with the compassion of Jesus and the reflective heart of Mary in creating a more just world.

**Professional Learning of staff in Religious Education**

All teachers of Religious Education had the opportunity to attend a variety of professional learning opportunities in addition to whole-school professional learning and staff twilights. Professional learning was provided at designated team meetings throughout the year and staff were invited to attend various courses offered by the Catholic Education Office and the Marist Ministries Office. As part of the curriculum, guest speakers regularly visited the college and this provided further opportunities for staff learning.

There was a focus on deeper learning about contemporary pedagogies for teachers. Staff teaching Studies of Religion attended courses run by the Board of Jewish Educators and the Islamic Sciences and Research Academy of Australia (ISRA) to support their teaching on Judaism and Islam.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>7</td>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>98</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>97</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>9</td>
<td>Grammar and Punctuation</td>
<td>93</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>94</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>86</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>95</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>95</td>
<td>96</td>
</tr>
</tbody>
</table>

The data indicated that the college was achieving well above the national average for the percentage of students in the top three bands across all areas.

The college has a targeted intervention program and the NAPLAN data assisted, along with other
The college has a targeted intervention program and the NAPLAN data assisted, along with other data, in determining our college literacy and numeracy goals.

**Record of School Achievement (RoSA)**

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school.

Eleven students requested a RoSA in 2016.

**Higher School Certificate (HSC)**

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>63</td>
</tr>
<tr>
<td>English Standard</td>
<td>79</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics General 2 BDC</td>
<td>98</td>
</tr>
</tbody>
</table>

Students at the college achieved highly commendable results in 2016. Eighty nine per cent of all subjects were above state average. Strong performances were again evident in most subjects and these results reflect the college's and staff's ongoing commitment to the learning outcomes of all students to maintain and continue to improve on the achievement of excellent HSC results. With 20% of students achieving an Australian Tertiary Admission Rank (ATAR) over 90, we also recognise the outstanding success of the whole cohort, with 60% band 5 and 6s, 89% in the top three bands of all individual subjects undertaken, and 60% of students with an ATAR over 80.

**School curriculum**

The college offered a comprehensive curriculum. Students had the opportunity to learn, using a variety of pedagogies, including project-based learning and flipped classrooms.

The following were additional teaching and learning programs:
- extension students were identified and placed in advanced classes
- there were accelerated programs in Mathematics
- extra classes were held for students studying extension
- teachers held additional special supervised study sessions each week
- all Year 12 students participated in the HSC revision program held in term 3
- a senior study night and homework support were held weekly after school for students who required extra support
- learning enrichment operated to assist those students who experienced learning difficulties
- literacy and numeracy teams operated to coordinate and implement literacy and numeracy programs within the college.

**Initiatives to promote respect and responsibility**

These included:
- Growth Mindset
- Anti-bullying program
- ANZAC Day and Remembrance ceremony
- Pastoral Care program
- student leadership structure
- St Vincent de Paul Christmas Appeal
- Lenten collections for Project Compassion
- Peer Support program
- Social Justice Committee
- Marist Youth program
- commendation notes and awards
- Immersion program

**Professional Learning**

Professional learning is an important activity in the College and is a blend of internal and external opportunities.

In 2016 these opportunities included:
- literacy and numeracy courses attended by staff
- analysing data
- technology as a tool in the classroom, including iPad and Google applications
- staff spirituality opportunities
- developing professional learning communities
- pastoral care courses
- first aid courses
- Work Health and Safety (WHS)
- Self Administered Legal Training (SALT)
- developing personalised plans
- HSC and Board of Studies, Teaching and Educational Standards (BOSTES) Results Analysis Package (RAP)
- national curriculum
- various administration courses
- Key Learning Area (KLA) related courses
- contemporary pedagogies - Project Based Learning (PBL)
- vision for learning development
# School Improvement

## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve the capacity of all students in Year 9 to read for meaning through the use of inferential skills in reading which will be reflected in the two Year 9 Progressive Achievement Test in Reading (PAT-R) results by increasing the 150 band by 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>The 2015 <em>Literacy Action Plan</em> focused on students' summarising skills and building the capacity of teachers to incorporate strategies and skills around text types and reading for meaning. The developed writing policy built a common language for teachers to ensure all students approached summarising using the same strategies. Building on this work, using NAPLAN, PAT-R and anecdotal data revealed some 25 to 30% of students in Year 8 required further skills and support in accessing texts.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | These included:  
- explicit teaching of thinking note keys, annotation of text, pre-reading skills and summarising  
- using scaffolds to support the students in the development of targeted skills  
- tiered language - using correct and appropriate terminology with the students  
- language focus each lesson  
- gradual release model, think aloud and accountable talk strategies  
- program for targeted students and staff  
- ongoing professional learning including English Mathematics Stage 4 (EM4)  
- data walls  
- case conferencing |
<p>| <strong>Status of priority 1</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To improve problem solving skills related to word-based problems of students in Year 8 and accelerate the improvement of the targeted Year 8 students - with particular focus on providing students with more opportunities for solving word-based problems by explicitly teaching them the skills and strategies to interpret and decode worded problems and to apply their learnings to other situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Data, NAPLAN, in-school testing and Mathematics Assessment Interviews (MAI) testing indicated a need to address the problem solving skills related to word based numeracy problems</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These included:  
- identification of new subject specific words related to each lesson and asking a different student to write them on the word wall  
- guiding students on the completion of word walls  
- guiding students in deciphering questions that are worded using Polya's Problem Solving Strategy  
- EM4 project  
- developing students' capacity to solve open-ended questions  
- professional learning on literacy/problem solving  
- teachers continuing to target Year 8 students who were not at national minimum standards |
<p>| Status of priority 2 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To deepen our understanding of Catholic social teachings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Both the Religious Literacy Assessment (RLA) and Quality Catholic Schools (QCS) data reflected a need to strengthen our understanding and awareness of our core Catholic teachings, which also aligned with our work on the Year of Mercy.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These were:  
- aligning strategies with Catholic social teachings  
- immersion and social justice experiences  
- exploring corporal and spiritual works of mercy during RE lessons and college assemblies  
- connecting with World Youth Day journey  
- direct instruction in all key learning areas on Catholic social teachings  
- establishing Champagnat Service Awards  
- providing opportunities for the Sacrament of Reconciliation  
- celebrating the Year of Mercy through prayer, action and learning  
- staff professional learning |
| Status of priority 3 | Achieved |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve the representation of Stage 4 students in PAT-R from the 6 to 8 stanines into the 7 to 9 stanines in reading by moving up one stanine from Oct 2016 to Oct 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Data identifies that students are consistently represented in the middle bands of achievement in NAPLAN - 48.3% of students are in the 25th-75th percentile ranges with 29% in the 75th and above range. In PAT-R where 43% of students are in the 130-139 stanine, we identified that the questions in the test requiring students to ‘interpret explicit information’ and ‘interpreting by making explicit inferences’, proved challenging for them and are the skills needing most development.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | These will be:  
- explicit teaching of thinking note keys, annotation of text, pre-reading skills and summarising  
- using scaffolds to support the students in the development of the targeted skills  
- tiered language - using correct and appropriate terminology with the students  
- language focus development  
- gradual release model used, think aloud and accountable talk strategies  
- program for Stage 4 staff  
- ongoing professional learning including English and Mathematics Stage 4 (EM4)  
- data walls  
- case conferencing |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To have all students improve a minimum of one band in growth from their previous NAPLAN assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>Data (NAPLAN and in-school testing) indicates a need to address the problem solving skills, related to word-based numeracy problems. NAPLAN results from Stage 4, 2015 and 2016, indicated that students are still struggling with solving problems in the following areas: volume, percentages, ratios, equations and probability.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | These will be:  
- to develop students' capacity to solve word problems, using Polya’s Problem Solving Process  
- accountable talk strategies  
- Stage 4 students participating in completing word walls and literacy activities to help interpret word problems  
- Stages 4 and 5 students undertaking a NAPLAN style warm-up activity (a minimum of 10 minutes) twice/ cycle  
- students engaging in open-ended challenging tasks  
- students undertaking Pat-M assessments in terms 1 and 4 across Years 7 to 10 to monitor progress |
| Priority 3 | To awaken in students an understanding of three pivotal historical events in the life of Marcellin Champagnat of Montagne (reflection), Fourviere (Mission) and Lavalla (Community) to inspire students to become Marists who are Christ centred, mission driven and community orientated |
| Reason for Priority 3 | Entering into the third century of Marist education, it is important for our students and staff to understand the Marist way of being Christian is to share in the ways of Marist life and mission, inspired by St Marcellin. This year celebrates the 200th Anniversary of Marist Education. Marists are to be a people who are Christ-centred, mission driven and community orientated; and to be this presence in the life of the church in Mary’s way |
| Steps to be taken to achieve Priority 3 | They will include:  
- involvement in immersion experience  
- social justice activities  
- Champagnat Service Awards  
- engaging with the Marist program for refugees and asylum seekers  
- formalised Service program for students Year 10 and above  
- staff participating in, and leading, aspects of formation days and retreat  
- Religious Education (RE) teachers explicitly teaching of Marcellin in Year 7 Catholic Studies connections within RE units of work  
- professional learning  
- Marian lecture series |
Community Satisfaction

Parent satisfaction
During 2016, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school.

The QCS data and other parent surveys collected throughout the year and reported showed that parents were very positive about our school and the Catholic culture within the school. They felt we continued to have a very strong focus on student learning and provided a consistently safe environment for our students, where they had good connections and strong peer relationships. Parents were very happy with the reporting and curriculum processes.

They would have liked, however, to see more stimulating learning to encourage engagement and greater motivation, and ways for more parent involvement.

Student satisfaction
The QCS data showed our students continued to feel very safe and connected to their peers at school and saw learning as a strong focus in the school. They felt that they had a high level of motivation and confidence in their learning but they would have liked to experience learning that engaged, motivated and gave them greater autonomy in their learning.

Teacher satisfaction
The QCS data for teachers showed an improvement across all areas of the survey. Teachers felt very strongly that the processes the school had for student management and curriculum were working well, assisted by the consistent approach taken by staff. They rated student behaviour and student motivation highly. They indicated, however, that they needed to continue their work on more engaging practices; would like better feedback and develop stronger partnerships with parents. Staff also indicated a need to continue with the increased focus on providing clarity and further opportunities for involvement in decisions relating to their teaching.
Student Profile

Enrolment Policy

St Patrick's Marist College follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>520</td>
<td>494</td>
<td>1014</td>
</tr>
<tr>
<td>2015</td>
<td>531</td>
<td>476</td>
<td>1007</td>
</tr>
<tr>
<td>2016</td>
<td>510</td>
<td>481</td>
<td>991</td>
</tr>
</tbody>
</table>

Enrolments at the college continue to be strong. A significant number of our Year 7 students come from our three local Catholic primary schools St Mary's Primary School, Rydalmere; Christ the King Primary School, North Rocks and St Bernadette's Primary School, Dundas Valley.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.48</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.90</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.42</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.45</td>
</tr>
<tr>
<td>Year 11</td>
<td>94.74</td>
</tr>
<tr>
<td>Year 12</td>
<td>95.08</td>
</tr>
<tr>
<td>School average</td>
<td>93.93</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>131</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>32</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences.
through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

**Student retention rates**

The retention rate of students for Year 10 to Year 12 was 92%.

The majority of our students continued into Year 11. A small number of students moved to TRADE training schools and apprenticeships. This was fully supported by the college.

**Senior secondary outcomes**

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

<table>
<thead>
<tr>
<th>Percentage of Year 12 students who undertook vocational training while at school</th>
<th>25.71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 12 students who undertook training in a trade while at school</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification</td>
<td>100</td>
</tr>
</tbody>
</table>

**Post school destinations**

Each year St Patrick’s Marist 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 of students leaving Year 12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>72</td>
</tr>
<tr>
<td>Technical, and Further Education (TAFE)</td>
<td>9</td>
</tr>
<tr>
<td>Workforce</td>
<td>4</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>15</td>
</tr>
</tbody>
</table>
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Pastoral care is central to our ethos and identity and has a high priority in the college. It is based on a deep respect for the dignity and uniqueness of the individual person. We aim to provide a strong sense of wellbeing, belonging and safety, that affirms students in their dignity and worth, assisting students to achieve their full potential as a human person, physically, socially, intellectually, emotionally and spiritually.

Welfare and student management policies of St Patrick's Marist College are stated in the college student diary and on the college website. The policies covered related to:
- attendance at school
- punctuality
- medications
- security
- banned items
- uniform expectations
- hair and grooming
- acceptable use of technology
- use of mobile phones and mobile devices
- anti-bullying
- code of conduct at representative sport
- complaints handling

All students were issued with the college's policy and expectations in relation to the use of technology. This form is signed each year before students are able to use the college's equipment and network system.

The college diary also outlined information concerning the following:
- the stages and procedures of discipline
- the election of student leaders
- the merit award scheme
- the procedures for examinations and assessments
- the conditions for enrolment

The full text of student management/welfare and discipline policies can be obtained by referring to the student diary. The student diary is issued to all students at the beginning of each year, or can be obtained by contacting the college office on 9638 5644.

The policies stated in the diary and on the website were updated at the end of 2016 and will continue to be reviewed annually.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central

The college policy was reviewed and updated in 2016.
Section Eleven: Financial Statement

Income

- Commonwealth (48.9%)
- Capital (0%)
- State (15.4%)
- Fees (25.8%)
- Other (9.9%)

Expenditure

- Capital (17.9%)
- Salary (61.9%)
- Non-Salary (20.2%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$7,627,412</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$2,409,013</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$4,021,415</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$1,547,862</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$15,605,702</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td>$2,942,191</td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$10,203,448</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$3,329,685</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$16,475,324</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.