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 2017 and gives information about the 2018 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 2017 Annual School Report for St Patrick's Marist College, Dundas. We have had a very successful year across all areas of College life.

The college is a family, focused on the formation of young people with strong minds and gentle hearts. We share the intuition that 'to bring up children properly, we must love them, and love them all equally'.

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 and is underpinned by our college's Vision for Learning that promotes:

- a culture of learning
- learning that is student centred
- exemplifying excellence
- building strong relationships

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, self belief and success drive everything that we do. The students are constantly challenged to do their best and to believe that they can continually grow and improve with hard work and persistence. This will only occur in an environment that collaborates and that is conducive to high achievement for all.

Parent

Parent partnership is the key to a successful school experience for students. We are very blessed to have a strong and active Parents and Friends group.

In 2017 the parent group assisted the college in the refurbishment of the basketball courts and the Technological and Applied Studies (TAS) space CG12. The group was also very supportive of our annual college Walkathon that supported both the college and our sister school in Trichy, India.

In 2017 several avenues existed for parents to be involved in the college. These included:

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

As staff at St Patrick's Marist College we are extremely proud of our students and in 2017 we witnessed their ongoing development in all areas including their generosity of spirit and warm heartedness, always looking to be people for others while striving to build strong positive relationships within our local and wider Marist communities.

Students, in 2017, 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
- 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 at 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.

In 2017 we were very excited to expand our college to include Wiyanga, an outstanding contemporary learning space for our High Support class.

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 from a wide area with many of our students from localities surrounding Dundas. It serves the parishes of Rydalmere, Dundas and North Rocks. There are approximately 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>79</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>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>20</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>15</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>94</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Prayer, liturgy and faith in action are foundational elements of our Catholic school in the Marist tradition.

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

In 2017, as always, the college celebrated the feast days of St Marcellin Champagnat and St 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:

- Students were 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 2018.
- In term 4 all students were actively involved in the collection of Christmas hampers. The hampers were given to St Vincent de Paul to distribute to the local community.
- Parramatta Mission was supported each month.
- There was an environment group.
- Jesuit Refugee Service was supported with a foodbank drive.
- The Marist Ministry Group focused on social justice activities.

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 with our Formation program.

Parents were invited and welcomed at all major college liturgies and celebrations. Our Parents and Friends group met regularly and had the opportunity to get and give feedback, organised parent events, assisted at Open Day and contributed to the improvement of our college facilities through Saturday working bees.
Opportunities for parents 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

**Religious Education**

St Patrick's Marist College Religious Education program was based on the Parramatta Diocesan syllabus, *Sharing Our Story*, and the NSW Education Standards Authority (NESA) 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 2017. 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>NAPLAN RESULTS 2017</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>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</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>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>89</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</td>
<td>88</td>
</tr>
<tr>
<td>Reading</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</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. In 2017 four students applied for a RoSA.

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>2017</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>80</td>
</tr>
<tr>
<td>English Standard</td>
<td>82</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics</td>
<td>93</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>100</td>
</tr>
</tbody>
</table>

Students at the college achieved highly commendable results in 2017. Seventy seven per cent of all subjects were above state average. Strong performances were again evident in all subjects and these results reflected 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. The college was ranked 140 in the state, with 20% of students achieving an Australian Tertiary Admission Rank (ATAR) over 90. We also recognise the outstanding success of the whole cohort, with 91% bands 5 and 6, one first in the state; four 'all-rounders' and 35% (55 students) names on the distinguished list.

School curriculum
The college offered a comprehensive curriculum that was underpinned by our *Vision for Learning*. Students had the opportunity to learn, using a variety of pedagogies, including enquiry learning - project-based and flipped learning.

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 subjects.
- 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 support 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

Respect and responsibility underpinned all of our actions and interactions with one another here at St Patrick's Marist College. We had a number of initiatives help to promote these:

- Learning to Learning program
- Growth Mindset
- Anti-bullying program
- ANZAC Day and Remembrance ceremonies
- pastoral care programs
- student leadership structure and program
- St Vincent de Paul Christmas Appeal
- Lenten collections for Project Compassion
- Peer Support program
- Social Justice Committee
- Marist Youth program
- Learning Awards
- Immersion program

Professional Learning

Professional learning was an important activity in the college and was a blend of internal and external opportunities.

In 2017 these opportunities included:

- literacy and numeracy courses attended by staff
- analysing and using data to inform practice
- 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 Teaching and Educational Standards (NESA) 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
- emerging leaders programs
- professional learning communities - action research projects
- English Mathematics Stage 4 (EM4)
### School Improvement

#### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve the representation of Stage 4 students in Progressive Achievement Tests in Reading (PAT-R) from the 6 to 8 stanines into the 7 to 9 stanines in reading by moving up one stanine from October 2016 to October 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Data identified that students were consistently represented in the middle bands of achievement in NAPLAN: 48.3% of students were in the 25th-75th percentile ranges with 29% in the 75th and above range. In PAT-R where 43% of students were in the 130-139 stanine, we identified that students had difficulty with the questions in the test requiring them to ‘interpret explicit information’ and ‘interpreting by making explicit inferences’.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These were:  
- 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 |
<p>| Status of priority 1 | Achieved |</p>
<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) indicated 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 were still struggling with solving problems in the following areas: volume, percentages, ratios, equations and probability.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These were:  
- to develop students' capacity to solve word problems, using Polya’s problem solving process  
- accountable talk strategies  
- Stage 4 participating in completing word walls and literacy activities to help interpret word problems  
- Stages 4 and 5 students undertaking NAPLAN style warm-up activity (a minimum of 10 minutes) twice/cycle  
- students engaging in open-ended challenging tasks  
- Progressive Achievement Tests in Mathematics (PAT-M) used in terms 1 and 4 across Years 7 to 10 to monitor growth |
<p>| Status of priority 2 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>As we were entering into the third century of Marist education, we considered it was important for our students and staff to understand that the Marist way of being Christian is to share in the ways of Marist life and mission, inspired by St Marcellin. As Marists we are called 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.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>They included:</td>
</tr>
<tr>
<td></td>
<td>- involvement in immersion experience</td>
</tr>
<tr>
<td></td>
<td>- social justice activities</td>
</tr>
<tr>
<td></td>
<td>- Champagnat Service Awards</td>
</tr>
<tr>
<td></td>
<td>- engaging with the Marist program for refugees and asylum seekers</td>
</tr>
<tr>
<td></td>
<td>- formalised Service program for students in Year 10 and above</td>
</tr>
<tr>
<td></td>
<td>- staff participating in, and leading, aspects of formation days and retreat</td>
</tr>
<tr>
<td></td>
<td>- Religious Education (RE) teachers explicitly teaching of Marcellin in Year 7 Catholic Studies connections within RE units of work</td>
</tr>
<tr>
<td></td>
<td>- professional learning</td>
</tr>
<tr>
<td></td>
<td>- Marian lecture series</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Achieved</td>
</tr>
</tbody>
</table>
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve Stage 4 and Stage 5 students’ achievement in writing (band 8 NAPLAN) through explicit teaching of the Purpose Audience Learning Structure (PALS) strategy, measured by a common teacher writing rubric (peer and self rubric) for pre and post informal tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>NAPLAN data, 2017, reflects a trend that some students in Years 7 and 9 are not reaching their expected growth. This trend is particularly evident in the top two bands in both Stage 4 and 5.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | - to engage in various types of writing in each learning area as outlined in PALS:  
  - explore tier 2 language – deliberate use of words for impact  
  - model mentor texts using PALS  
  - embedding the verb  
  - paragraph structure/signposting - Topic Sentence, Explain, Evidence and Example, Link (TEEL)  
  - linking ideas - cohesion  
  - grammar rules - complex punctuation  
  - referencing sources  
  - editing, planning, peer editing  
  - quality feedback  
  - to support teacher professional learning |
### Priority 2

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To improve Stage 4 students’ achievement in higher order problem solving skills and word problems through the use of a balanced diet program facilitated by ‘Student accountable talk’ which will be measured using pre and post tests across Stage 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason for Priority 2</th>
<th>School data (NAPLAN, summative and formative assessments) indicate a need to address problem solving skills related to multi-step, multi-strand and word-based numeracy problems. The school-based inquiry project about Student Accountable Talk has shown that there is positive growth on students' achievement in numeracy when it is implemented along with a balanced diet program.</th>
</tr>
</thead>
</table>

| Steps to be taken to achieve Priority 2 | Students will:  
- develop the ability to solve word problems by using Polya’s problem solving process  
- in Stage 4 participate in completing word walls in class and writing these words in their workbooks  
- undertake a NAPLAN style warm-up activities regularly  
- be engaged in open-ended challenging tasks for a minimum of one or more per topic  
- be engaged in finding best strategies when playing purposeful games and puzzles  
- be involved in EM4 |
| --- | --- |

### Priority 3

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>In the Year of Youth, to build the capacity of students and staff to deepen their connection with the person of Jesus through the experience of reflection</th>
</tr>
</thead>
</table>

| Reason for Priority 3 | *We strive together with a REFLECTIVE heart, constant and persevering in our daily work as Mary reflected her experience of her Son Jesus, in her heart.* 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.  

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. |
| --- | --- |

| Steps to be taken to achieve Priority 3 | Understanding who we are through the use of reflection by:  
- using the *Values in Actions* survey for students to reflect on their individual strength eg deepening the connection within the person and Jesus through reflection  
- explicit use of three senses in the Religious Education (RE) curriculum - eg participation in student led prayer groups, run by the SRC  
- exploring ourselves and our relationship with God and others - eg connecting reflection to all areas of learning within the college |
| --- | --- |
Community Satisfaction

Parent satisfaction
During 2017, 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 believed that the college had a strong focus on learning. 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 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 and engaging students more fully in making decisions about their learning. They would also like better feedback on their own practices and to develop stronger partnerships with parents. Staff also indicated there was strong improvement in clarity, learning and engagement and would like 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](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>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>
<tr>
<td>2017</td>
<td>513</td>
<td>480</td>
<td>993</td>
</tr>
</tbody>
</table>

Enrolments numbers continue to be maintained. Year 10 2016 into Year 11 saw an increased number of students leaving school after acquiring apprenticeships.

**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>95</td>
</tr>
<tr>
<td>Year 8</td>
<td>93</td>
</tr>
<tr>
<td>Year 9</td>
<td>94</td>
</tr>
<tr>
<td>Year 10</td>
<td>94</td>
</tr>
<tr>
<td>Year 11</td>
<td>93</td>
</tr>
<tr>
<td>Year 12</td>
<td>96</td>
</tr>
<tr>
<td>School average</td>
<td>94</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>516</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>31</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...
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 89%.

There continues to be a high retention rate into Year 11. In 2017 there was an increase in the number of students acquiring apprenticeships or moving to trade training schools at the end of Year 10, which is fully supported and encouraged 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.

| Percentage of Year 12 students who undertook vocational training while at school | 28 |
| Percentage of Year 12 students who undertook training in a trade while at school | 0 |
| Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification | 100 |

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.

| Destination of students leaving Year 12 | % |
| University | 87 |
| Technical, and Further Education (TAFE) | 11 |
| Workforce | 1 |
| Other/Unknown | 1 |
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 aimed to provide a strong sense of wellbeing, belonging and safety, that affirmed 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 relate to:

- attendance at school
- punctuality
- medications
- security
- banned items
- uniform expectations including hair and grooming
- acceptable use of technology
- use of mobile phones and mobile devices
- anti-bullying
- code of conduct at representative sport
- complaints handling

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 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 8841 7900. Students and parents are expected to read and sign the diary each year to indicate they have read and understood the policies.

The policies stated in the diary and on the website were updated at the end of 2017 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 2017.
Section Eleven: Financial Statement

Income

- Commonwealth (54.6%)
- Capital (0%)
- State (17%)
- Fees (26.1%)
- Other (2.3%)

Expenditure

- Capital (20%)
- Salary (59.3%)
- Non-Salary (20.7%)

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$8,476,372</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$2,635,922</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$4,043,953</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$356,980</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$15,513,227</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$3,492,000</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$10,363,807</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$3,616,190</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$17,471,997</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.