



**St Patrick's College,  
GYMPIE**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

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<b>Contact person</b>	Mark Newton — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Patrick's College aims to teach, challenge and transform. The College's Vision for Learning is Fostering Talent, Providing Challenge, Pursuing Wisdom. St Patrick's College provides a rigorous academic program within a values-based education that fosters and applauds students' talents and potential. We aim to develop students' self-worth, social, academic and sporting skills, religious and ethical formation, so they can achieve their potential and live our motto 'Let your light shine'. We have been an integral part of the Gympie community for more than 125 years, during which students have achieved outstanding academic and sporting results as well as success in many other arenas. We offer a caring, family-oriented Catholic learning environment with dedicated and talented staff. Religious education is supported and enhanced through strong school, parish and community links. A wide range of academic and vocational options is offered to meet the current and emerging needs of our students.

Most of our students continue education and training after they complete school, university being the most common study destination. Extra-curricular activities include public speaking, musical productions, academic challenges, community outreach, sporting and cultural competitions, compulsory Driver Education and Community Service programs.

### School progress towards its goals in 2021

Goals	Progress
1. a focus on student performance and how we approach and improve our NAPLAN results at BCE as a critical measure of our performance	Partially achieved and an ongoing focus in 2022. The development of a data Literacy Plan was a recommendation of our NSIT External Review.
2: providing clarity and consistency of application and compliance with the Australian Curriculum	Achieved compliance and clarity is a continuing key focus in the 2022 Annual Plan.
3: a focused review on factors which are impacting on enrolments and development of a sustainable system and school response	The college active in promotion and advertising via the mainstream and social media. To ensure we can best meet the needs of our existing and emerging student cohorts we have strengthened our enrolment processes to ensure we are data informed on students prior to them beginning school at the college. This data includes performance, welfare, and student support information and enrolment processes are only complete with all required information.

4: a focus on budgeting and financial management which addresses sustainable school financial performance and addresses local school context	Each Line Manager has been given their own budget and are accountable for the resourcing of a Learning Area. The Principal and Business Manager meet formally, including with our Support Accountant to ensure that the Budget process is sustainable and that our resourcing aligns with the college Annual Plan.
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## Future outlook

### 2022 Annual Improvement Plan

Strategic priority	Goal	Success measures	Strategies for improvement
<b>Catholic identity</b>	Develop an action plan to deliver the recommendations from the Leuven (ECIS) Project to enhance our Catholic identity.	A broad engagement of community stakeholders involved in the Leuven Project by having most staff and students complete the survey as well as a significant number of families.	Undertake ECIS Leuven project in partnership with Brisbane Catholic Education and college community.  Discern report recommendations in collaboration with staff and publicise to the community.
<b>Learning and teaching</b>	Increased teacher understanding and practice of strategies to enhance clarity so that students know what success looks like.	Planning documents reviewed by Learning Middle Leaders to check for appropriate strategies. Strategies for clarity to be identified in planning documents – this is to be a focus when staff are released for planning time.  By the end of Term 1, complete the goal setting process with a focus on success criteria followed up in Term 4 to measure progress.  By end of Term 2, we have established Learning Walks and Talks that are regular, supportive and explicitly about Learning Intentions and Success Criteria.  By the end of Term 2, teachers seeking and using student feedback with College Leadership Team and Learning Middle Leaders to quality assure.  Quality assurance and professional conversations – focus of staff meetings and Twilights.  Teachers will gather feedback from students to check for understanding and to inform pedagogical practices. End of Term 1 and end of Term 3.  We are aiming for students to be able to clearly state “I know I am successful when I...”	Staff meetings will focus on teacher clarity to ensure staff understand and can articulate what this means and how it looks in the classroom. Planning documents to reflect the focus on clarity – Learning Intentions and Success Criteria (staff have been planning from these this year).  Middle Leaders and College Leadership Team to conduct Learning Walks and Talks to ensure understanding of clarity translates into practice within the classroom.  Teachers’ clarity linked to all teaching professional development plans which will also reflect areas for development.  Students and parents will be informed of the focus, it will be emphasised within the College via assembly, email and newsletter.  All stakeholders will be collectively responsible for implementing these strategies.

Strategic priority	Goal	Success measures	Strategies for improvement
		All teaching staff have undertaken teacher goal planning with a focus on Success Criteria and have reviewed progress at a follow up meeting.	Engagement with BCE Education Officers for support initiation phase and in implementation phase.

# Our school at a glance

## School profile

St Patrick's College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	474	255	219	25

Student counts are based on the Census (August) enrolment collection.

St Patrick's College has experienced a significant increase in enrolments over the last five years. Our students come from diverse geographical areas across the region, including the Mary Valley, Kilkivan and Curra, to urban Gympie and the coastal towns of Rainbow Beach and Tin Can Bay. We now draw students from most of the 16 Regional Primary Schools.

The Aboriginal and Torres Strait Islander enrolment is at 5.4% and Students with a Disability at 7.5%. The student cultural diversity is reflective of the diversity of our wider regional community. A range of family structures are represented and while many families have generational links with the college, new families are relocating to the Gympie region, and are seeking a Catholic secondary education for their children. Student growth and engagement is evidenced by the exit data and of note is the increasing demand for Vocational Education. The Student Representative Council is very active within the college community and ensures a voice across all aspects of the life of the college. The students can engage in an extensive co-curricular program with an emphasis on supporting each other. The student body reflects the College's emphasis on Pastoral Care as they volunteer, express care and concern for others and instigate and participate in Social Justice Programs and initiatives.

## Curriculum overview

Approach to curriculum delivery

- Students in Years 7 to 10 study the core subjects of Religious Education, English, Mathematics, Science, History or Humanities, Health & Physical Education and Life Skills.
- Years 7 and 8 students are introduced to the Arts (Art, Music and Drama), Technology (Home Economics, Industrial Technology & Design), and LOTE (Italian).
- Year 9 students choose three electives from a range of subjects in the Arts (Art, Music and Drama), Technology (Home Economics, Graphics, Industrial Technology & Design, Media, Film and Television and Digital Technologies), Business, Sport and Recreation, and LOTE (Italian).
- As part of their preparation for senior QCAA subjects, Year 10 students choose six semester-length electives. This gives them a greater understanding of the individual subjects as well as allowing them to develop knowledge and skills in those areas. These electives include subjects from the Arts, Technology, Sciences, English, Maths, Philosophy, and Health & Physical Education.
- The subjects follow the Australian curriculum guidelines, available at the Australian Curriculum, Assessment and Reporting Authority website, and layer this with the Catholic Perspectives required by Brisbane Catholic Education.
- Students in Years 11 and 12 can access a wide range of QCAA Authority and Authority-registered subjects, as well as Vocational Education certificates. There are strong industry partnerships, giving students access to diverse career pathways. Most students continue

education and training after they complete school, with university being the most common study destination. While at the College, there are opportunities to undertake school-based apprenticeships and traineeships as well as to access TAFE courses and School of Distance Education subjects.

### **Extra-curricular activities**

In 2021 the regular co- curricular program was impacted by Covid 19 restrictions but still included:

- Spiritual: Retreats (Yr. 7 – 12) proceeded in a modified form. A Covid safe outreach program was implemented in conjunction with our parish to support the elderly citizens of our community.
- Academic: Homework Club proceeded as did the various TAFE courses, School-Based Traineeships, Work Experience. Several academic inter school programs were cancelled due to Covid 19.
- Pastoral: Camp (Yr. 7), Driver Education (Yr. 11), Volunteering Program, Work Placement, Planeteers: Environment Club, Lunchtime support Group.
- Sports: College carnivals went ahead with Covid 19 safe plans restrictions, and some representative sports were held depending on the QLD Covid restrictions at the time.

### **How information and communication technologies are used to assist learning**

- Each student at St Patrick's College is issued a digital device for their curriculum use. Year 7, 8 and 9 used a Chromebook device, which is replenished with a Windows capable PC in Year 10, 11 and 12 to ensure the specific ICT requirements of the New QCE subjects can be met in the classroom
- The College as a whole, operates from a Microsoft platform and utilizes wireless infrastructure across the College site. A collection of interactive workspaces allows students to engage in curriculum learning beyond scheduled class time in a safe sharing space. The platform used for online classrooms is Microsoft TEAMS. Curriculum digital tools accessed by students for their learning include a variety of software programs, databases, and electronic textbooks.
- For specific subjects, including AutoCAD and Film & TV & New Media, two rooms are fitted out with specialised computers. These rooms are also used by other subject areas periodically, such as Design.
- Most learning environments in the College have interactive whiteboards with remaining classrooms fitted with suspended data projectors and sound systems. There is the capacity for most classrooms to utilise independent sound systems with roaming microphones to assist students with auditory difficulties as well as for students to use whilst orally sharing their learning.

## **Social climate**

### **Overview**

The College maintains close connections to the St Patrick's Parish, St Patrick's Primary School and the wider community. The College is highly regarded throughout the Gympie region. The College is organised through a vertical pastoral care structure with home room groups including students from each year level. Groups of five homerooms form a House group (Chisholm, Horan, McAuley and Rice) under the care of House Coordinators who have responsibility for the initial needs of the students in their care. The College values positive, authentic relationships that respond to others in a Christian way. St. Patrick's College is a PB4L school and uses processes and systems that support this framework. Students are guided through and reminded of the College's expectation of respectful relationships. During the enrolment interview, applicants and their families are guided through the College's processes and responses regarding relationships. St Patrick's College is an active participant in awareness programs in the community.

## Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	91.5%
School staff demonstrate the school's Catholic Christian values	91.5%
Teachers at this school have high expectations for my child	92.7%
Staff at this school care about my child	91.2%
I can talk to my child's teachers about my concerns	87.7%
Teachers at this school encourage me to take an active role in my child's education	86.0%
My child feels safe at this school	89.5%
The facilities at this school support my child's educational needs	86.8%
This school looks for ways to improve	85.1%
I am happy my child is at this school	92.9%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	60.1%
I enjoy learning at my school	82.5%
Teachers expect me to work to the best of my ability in all my learning	93.4%
Feedback from my teacher helps me learn	90.3%
Teachers at my school treat me fairly	75.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	60.4%
I feel safe at school	86.4%
I am happy to be at my school	78.6%

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	88.7%
School staff demonstrate this school's Catholic Christian values	96.8%
This school acts on staff feedback	77.2%
This school looks for ways to improve	93.5%
I am recognised for my efforts at work	80.6%
In general students at this school respect staff members	96.8%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community engagement

St Patrick's College regularly communicates with families on student progress via formal and informal reporting. The newsletter is a consistent and regular form of communication with families, updating them and keeping them informed across all aspects of their child's schooling. It is distributed via email and the [school website](#) every Friday. 'My St Patrick's College' Facebook page is increasingly used by the college to communicate and advertise news about college life. The interactivity of the online space is extremely popular among the families of the College and the wider community. St Patrick's College invite families to be actively involved through attendance at information evenings, parent/teacher interviews and gatherings such as Founders Day. Parents are invited to nominate for positions on the college Pastoral Board where they can provide input and feedback on strategic initiatives. Information evenings are held for each year group to discuss educational and pastoral priorities. House groups host formal and informal occasions to encourage parent/student/teacher interactions. Parents are invited to attend monthly masses, welcoming breakfast, QCS breakfast and farewell rituals.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' and 'Search website' buttons are at the top, and the 'View School Profile' button is below the search results area.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' in a dark font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows the navigation bar of a school profile on the My School website. It contains several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



# Our staff profile

## Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	44	31
Full-time Equivalents	41.3	20.1

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate diploma etc.**	5
Bachelor degree	29
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The opportunities for staff to engage in Professional Development in 2020 were compromised due to Covid 19 restrictions. The total funds expended on teacher professional development in 2020 was \$12,756.

The major professional development initiatives are as follows:

- Leadership formation for College Leadership members
- Middle Leader role clarity and functions
- NCCD preparation and moderation
- Early Career Teacher Program.

The proportion of the teaching staff involved in professional development activities during 2019 was 100% including the mandatory BCE compliance modules.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 71% of staff was retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.4%

Average attendance rate per year level			
Year 7 attendance rate	93.0%	Year 10 attendance rate	90.3%
Year 8 attendance rate	90.7%	Year 11 attendance rate	91.2%
Year 9 attendance rate	90.6%	Year 12 attendance rate	92.8%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	98.2%

### Description of how non-attendance is managed by the school

- Home room teacher marks roll at the start of day
- Classroom teacher marks the roll each lesson
- In the case of unexplained absences an SMS is sent to parents
- An SMS is sent to parents if a student signs in unexplained late to school
- The parent is then contacted by the House Leader or Homeroom teacher if there is no contact within 3 days
- The office staff are proactive in monitoring student absences and advising House leaders and / or College Leadership Team of unresolved issues or concerns around late arrivals etc. A daily email is sent to House leaders and College Leadership.
- The House Middle Leaders contact parents / guardians regarding unexplained absences.
- Students are required to sign in or out electronically if arriving late or departing early.
- The College fosters and promotes the Engage strategies and processes in relation to attendance.
- Attendance Matters information is published regularly in college newsletter and around the College grounds.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	46
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	46
Number of students awarded a Queensland Certificate of Individual Achievement.	NA
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	36
Number of students awarded a VET Certificate II or above.	31
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	83.6%
Number of students receiving an ATAR	26
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	24

As at April 2021. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

### Early leavers information

Students who departed from St Patrick's College prior to the completion of schooling left for a variety of reasons. Most students relocated, commenced traineeships/apprenticeships or were began working. St. Patrick's college leadership members in partnership with families and the Flexi Network team leadership also facilitated some student relocations to the Marlene Moore – Edmund Rice Flexi Network in Gympie.

For all student exits there is a formal process which includes consultation with the student and families and leads to an exit interview. All relevant college stakeholders are included in this process.