



SCHOOL PROFILE

School name St Patrick's College

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Principal's foreword

The story of St Patrick's College is a great one. We have the good fortune to belong to a school community with a strong history and tradition, consistently outstanding academic results, a pastoral care program that works with families to challenge and nurture students, and a commitment to our faith as a Catholic community. These strengths support our efforts to realise our college motto: Let your light shine; and to achieve our vision for learning: Fostering Talent, Providing Challenge, Pursuing Wisdom. St Patrick's aspires to be a community based on the Gospel values of love, forgiveness, compassion, respect, sensitivity and justice, expressed through the Catholic tradition.

We strive to:

- *Foster a deepening personal commitment to God.
- *Witness to Gospel values and the Christian way of life in our dealings with each other and the wider community.
- *Promote spiritual, intellectual, emotional, social and physical development.
- *Recognise and foster the talents and potential of each of our College community.

School facts

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

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 403 Girls: 195 Boys: 208

Characteristics of the student body

St Patrick's College is a Parish based Catholic College for Years 7 to 12 in a coeducational setting. In 2017, 403 students were enrolled at the College.

Our students come from diverse geographical locations ranging from rural locations (Mary Valley, Kilkivan, and Curra), urban areas (Gympie) and coastal areas (Rainbow Beach and Tin Can Bay). Our students are actively involved in all aspects of College life, that is, spiritual, social, physical and academic. Students engage with the wider community through active volunteering and a commitment to the community in which we live. The student body expresses a strong care and concern for others through Student Representative Council activities and participation in Social Justice Programs and initiatives.

Social climate

The College maintains a family-like atmosphere with close connections to St Patrick's Parish and St Patrick's Primary School. 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 Middle Leaders who oversee the care of students in that House.

The College values positive authentic relationships that respond to others in a Christian way. Students are guided through and reminded of the College's expectation of respectful relationships, including online social behaviour. During the enrolment interview, applicants and their families are lead through the College's processes and responses regarding relationships. St Patrick's College is an active participant in awareness programs in the community.

Curriculum - our distinctive offerings

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 (Japanese). 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), Business, Sport and Recreation, and LOTE (Japanese). 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, Health & Physical Education. The subjects follow the Australian curriculum guidelines, available at the Australian Curriculum, Assessment and Reporting Authority website.

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.

Curriculum - our extra curricula activities

A number of co-curricular activities form part of the College program. In 2017 the program included:

- Spiritual: Retreats (Yr 7 – 12), Social Justice Projects.
- Academic: Homework Club, National English, Science and Mathematics competitions, Maths Team Challenge, Readers Cup, University Headstart programs, TAFE courses, School-Based Traineeships.
- Pastoral: Camp (Yr 7 & 9), Driver Education (Yr 11), Volunteering Program, Work Placement, Planeteers: Environment Club, Heinz Bash.
- Cultural: Intra/Inter-school Public Speaking, College Musical, Arts Council performances, College Choir, Art Club, Theatre Sports, Eisteddfod.
- Sport: School [House Swimming, Athletics, Cross Country] & Inter-school/District Representative options [Soccer, Surfing, Netball, Touch, Cricket, Tennis, Volleyball, AFL, Futsal, Rugby Union, Rugby League, Equestrian].

Parent, student and teacher satisfaction

Students, parents and staff are regularly encouraged to provide feedback to the College Leadership Team. These responses are shared and discussed with our students, families, staff, Parish community and College Pastoral Board via meetings, the newsletter and the College website. In addition, exit interviews are conducted with students and families when leaving the College community and staff who leave (including contract and permanent positions) are surveyed for satisfaction feedback. Predominantly, the feedback to the College has been overwhelmingly positive. Our community is engaged and enthusiastic and feels a real sense of belonging to our College family.

Parent engagement

There are many avenues used to involve parents in their child's education. The College newsletter is the most regular form of communication. It is distributed via email every Friday or accessed via the Parent Portal or the website at <http://www.spcgympie.qld.edu.au>. Hard copies are available at the College Office or at the St Patrick's Catholic Parish Church.

Our website and College facebook page 'My St Patrick's College' is increasingly used by the community to advertise and access news about College life. Parents are actively involved in the College via gatherings and the Pastoral Board. Information evenings are held for each year group to discuss issues that impact on that cohort. House groups also host formal and informal occasions for parents, students and teachers to interact. Parents and students are invited to events including the monthly parish mass at the College, the Welcome Breakfast, Open Day, the QCS Breakfast, Awards Night and the Year 12 Farewell Morning Tea.

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

In 2017, the College focused on improving student literacy skills within a context that nurtures their faith and wellbeing whilst building the technical capabilities of our staff.

The College demonstrated a commitment to improving student literacy skills through connected professional learning opportunities with other system schools. This collaborative approach improved the pedagogical practices of staff in collecting and analysing data and curriculum planning and directly reflected our College strategic goals. We celebrated the achievements of each of our students through a 'Remarkable Students' Day.

Future outlook

We aspire to increase the capabilities of our students, with particular attention to our Year 8 students in the writing of paragraphs, using paragraph structures, sentencing, subject terminology and cohesion. This will be measurable through PM writing tool responses in a range of subjects as class tasks with teachable feedback. Our intention in 2018 is to improve the capability of the cohort to 70% demonstrating capability scores of 20 or above.

In addition, we aspire to increasing the level of participation of staff and students in faith activities with parishioners and to revitalise our learning spaces to promote student engagement. Our focus on preparations for the introduction of the Senior Curriculum Framework 2019 is also a priority.

STUDENT OUTCOMES

Whole school attendance rate	94.00 %
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Prep attendance rate	%	Year 7 attendance rate	94.00 %
Year 1 attendance rate	%	Year 8 attendance rate	94.00 %
Year 2 attendance rate	%	Year 9 attendance rate	93.00 %
Year 3 attendance rate	%	Year 10 attendance rate	95.00 %
Year 4 attendance rate	%	Year 11 attendance rate	94.00 %
Year 5 attendance rate	%	Year 12 attendance rate	93.00 %
Year 6 attendance rate	%		

Management of non-attendance

Process for Monitoring Absences: -Homeroom teacher marks rolls in morning Homeroom, Classroom teacher marks the roll each lesson -Unexplained absences – SMS sent to inform parents, Parent contacted if there has been no parent contact after a student absence for 3 days -Office staff monitor absences process -House MLs contact parents/guardians in regards to unexplained absences -Students sign in or out electronically if arriving late or departing early.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading				
Writing				
Spelling				
Numeracy				

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	548.95	544.70	576.68	580.90
Writing	495.76	513.00	538.18	551.90
Spelling	543.90	549.60	573.02	581.50
Numeracy	550.35	553.80	573.27	592.00

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	91.0 %
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	60
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	56
Number of students awarded one or more Vocational Educational Training (VET) qualifications	51
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	12
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	44
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	77.3 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98.3 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	97.4 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
6	14	14

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
3	57	12

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	36	23
Full-time equivalents	33.56	14.64
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	8
Post Graduate Diploma/ Certificate	3
Bachelor Degree	23
Diploma/Certificate	1

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 34300 .

The major professional development initiatives were as follows:

Professional development in curriculum and student wellbeing specifically in the areas of - Introduction of Senior Curriculum Framework 2019, Collaborative Learning Spaces, Effective Learning and Teaching Strategies, Vocational Education and Training, Positive Behaviour for Learning, First Aid and Emergency safety. Additional professional learning in analysing data and the use technology as a learning resource were a priority.

Average staff attendance rate The staff attendance rate was 97.03 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 100.0 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

To access our school income details, click on the My School link above. You will then be taken to the My School website with the 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.

Find a school **Search website**

Go

<p>School sector ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Government <input type="checkbox"/></p> <p>Non-government <input type="checkbox"/></p>	<p>School type ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Primary <input type="checkbox"/></p> <p>Secondary <input type="checkbox"/></p> <p>Combined <input type="checkbox"/></p> <p>Special <input type="checkbox"/></p>	<p>State ^</p> <p>All <input checked="" type="checkbox"/></p> <p>NSW <input type="checkbox"/></p> <p>Vic <input type="checkbox"/></p> <p>Qld <input type="checkbox"/></p> <p>SA <input type="checkbox"/></p> <p>WA <input type="checkbox"/></p> <p>Tas <input type="checkbox"/></p> <p>NT <input type="checkbox"/></p> <p>ACT <input type="checkbox"/></p>
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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.