

School Name St Patrick's College

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## Principal's Foreword

### Introduction

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 Profile

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 406 Girls 207 Boys 199

## 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 2015, 406 students are enrolled at the College.

Our students come from diverse geographical locations ranging from rural locations (Mary Valley, Kilkivan, 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.

## Our distinctive curriculum 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.

## Extra curricula activities

A number of co-curricular activities form part of the College program. In 2015 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.
- 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].

## How Information and Communication Technologies are used to assist learning

Each student of St Patrick's College is issued a digital device by the College for their curriculum use. The College operates from a Windows platform and utilizes wireless infrastructure across the College site easily. A collection of interactive workspaces allows students to engage in curriculum learning beyond scheduled class time in a safe sharing space. In addition, the College has computer 'labs' for specialist subjects, including AutoCAD and Film & TV & New Media. These labs are also used by other subject areas.

Curriculum digital tools accessed by students for their learning include a variety of software programs, databases, and electronic textbooks.

Most of the learning environments in the College have interactive whiteboards and all classrooms have suspended data projectors and sound systems. Independent sound systems with roaming microphones to assist students with auditory difficulties as well as for students to use whilst orally sharing their learning are available in most classrooms.

## Social climate inclusive of pastoral care and our response to bullying

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 Coordinators 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.

## Parent, student and teacher satisfaction with the school

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 involvement in their child's education

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 website at <http://www.spcgympie.qld.edu.au>. Hard copies are available.

The 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, the QCS Breakfast and the Year 12 Farewell Morning Tea. Parents are encouraged to volunteer their gifts and talents to many areas of the College.

## Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	33	20
Full-time equivalents	31.25	13.71
Aboriginal and Torres Strait Islanders	0	

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	1
Masters	9
Post Graduate Diploma/Certificate	4
Bachelors Degree	19
Diploma/Certificate	0

## Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 47595

The major professional development initiatives were as follows

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- Curriculum Workshops/Professional Learning
- Digital Learning
- Numeracy Initiatives (separate to this funding)
- Professional Learning Teams
- Visible Learning
- Delivering Excellent Teaching & Learning

## School Income by Funding Source

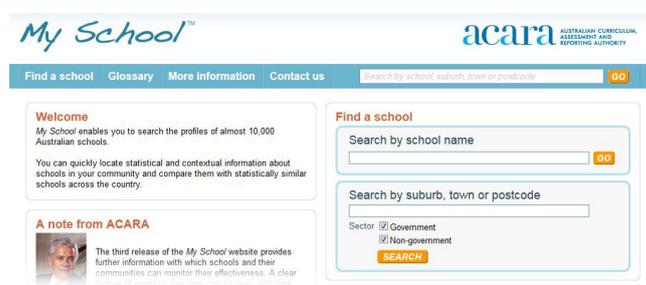
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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 following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



## Average staff attendance rate

The staff attendance rate was 98.53 % in 2015.

## Proportion of staff retained from the previous school year

From the end of the 2014 school year, 98.0 % of staff were retained by the school for the 2015 year.

## Key Student Outcomes

Whole School Attendance Rate	92.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	93.00 %
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	91.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	92.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	91.00 %
Year 6 Attendance Rate	%		

## Policy and practice to manage student attendance

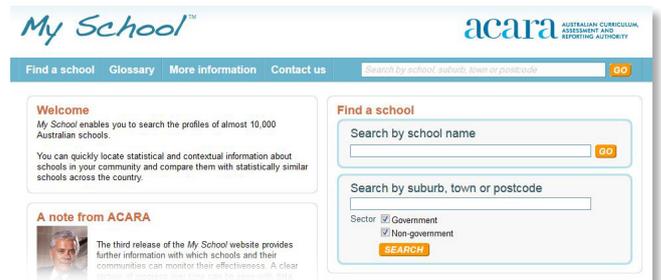
### Process for Monitoring Absences:

- Homeroom teacher marks rolls in morning Homeroom
- Unexplained absences – SMS sent to inform parents
- Rolls marked every period of the day
- Office staff monitor absences
- Parent contacted if there has been no parent contact after a student absence for 3 days
- House sent weekly updates of absences for monitoring
- House MLs contact parents/guardians in regards to unexplained absences
- Students sign in or out electronically if arriving late or departing early

## Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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## Attainment and Achievement – Year 12

### Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.	95.0 %
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## Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	68
Number of students awarded a Queensland Certificate Individual Achievement.	2
Number of students receiving an Overall Position (OP).	46
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	5
Number of students awarded one or more Vocational Educational Training qualifications.	49
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	56
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	93.0 %
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.	90.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100.0 %

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
15	16	12	2	1

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
43	15	3

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.