



# **Annual School Report 2017 School Year**

**Mt St Patrick College  
Murwillumbah**

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## About this report

Mount St Patrick College is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on (02) 66722340 or by visiting the website at <http://mspc.lism.catholic.edu.au>



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of Mount St Patrick College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Mount St Patrick College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2017. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies and in the College Newsletter. Our focus was to continue to build on the reputation that Mount St Patrick College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2017:

- HSC students gained 78 Band 6 results.
- 15 students achieved ATAR scores of 90 or above.
- 3 HSC students were nominated for Art Express.
- All 5 debating teams made it to Sydney for the finals.
- The Year 7 Debating Team were State Champions.
- The Year 11 Debating Team were runners up State Champions.
- The College musical production 'All Shook Up' received outstanding reviews.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2017 the school:

- Participated in the Murwillumbah ANZAC Day March and Ceremony
- Participated, and performed exceptionally well, in the Murwillumbah Festival of Performing Arts
- Entered four teams into the Schools Kokoda Challenge fundraising event.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights in 2017:

- The College was awarded the inaugural NRCC Champions trophy.
- The College Junior AFL Team were regional champions in the Q Schools Cup.
- Year 8 student Sunny Steele excelled at state and international level in the sport of snowboarding.
- Students Chantal Luxton and Anthea Warne were part of the team that won a gold medal in a mannequin relay representing Australia in the U19 pool rescue championships in South Africa.
- Lily Perry-Swift won the NSW CCC U16 Girls Discuss.
- Elliott McGaughran won the NSW CCC U16 1500m then went on to win the NSW All Schools U16 3000m race in record time.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and school staff for all of their generous efforts. Mt St Patrick College is indeed blessed to have the support of such dedicated and enthusiastic people.

Paul Clohesy  
Principal



## 1.2 A Parent Message

The Mt St Patrick College Parents' and Friends' Association (P&F) meet twice a term on the Monday of weeks 3 & 7 at 5:30pm in the staff room of the College.

At the last AGM in 2017 the following office bearers were elected:

President – Mrs Karissa Ball  
Vice President – Mrs Fiona Fitzgerald  
Secretary – Ms Mary-Ann Thackeray  
Treasurer – Mrs Cathy Cripps

The P&F is an integral part of the College and provides a formal structure and support network for parents to participate in College activities and fund raising.

The College P&F were involved last year in several fundraising events. The cake stall at the swim carnival, food stall at the sports carnival and the running of the Debutante Ball. Parts of these funds were donated to the College Learning Support department in 2017.

Thanks to Parent Assembly and our members, we were once again able to host our Father's Day breakfast; it is great to see the fathers of our students enjoying breakfast with their children. There were additions made to our Parent Assembly library which is held in the College library for our parents to access.

The P&F is here to represent the whole parent body, strive to achieve parent engagement with the school and to support the College. Part of this partnership that the P&F has with the College is the principal, Paul Clohesy attending our meeting on a regular basis to give feedback on issues within the College. At these meetings there is always the opportunity for parents to ask questions on any issue.

Karissa Ball President  
Parents & Friends Association

## 2.0 This Catholic School

### 2.1 The School Community

Mt St Patrick College is located in Murwillumbah and is part of the Sacred Heart Parish which serves the communities of Murwillumbah, Tyalgum, Tumbulgum, Condong, Chillingham, Uki and Burringbar. School families are drawn from the towns and communities of those listed above as well as from Mullumbimby, Kingscliff, Casuarina, Tweed Heads, Terranora, Banora, Cabarita, Ocean Shores and Pottsville.

Last year the school celebrated 114 years of Catholic education.

The parish priest Fr Anthony Lemon is very involved in the life of the school.

Mt St Patrick College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- A monthly Youth Mass where students play an active role in the Parish's Saturday evening Mass
- Involvement in the Parish's St Patrick's Day Concert
- Involvement in the Parish Christmas Tableau
- Student attendance at the Thursday 8.30am Parish Mass
- Inviting and welcoming parishioners to College Masses.

The parish school uses the mandated Diocesan Religious Education Curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of Religious Education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This framework underpins



all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

## 2.2 School Enrolment

Mt St Patrick College caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

|   | 7  | 8  | 9  | 10 | 11 | 12 | TOTAL 2017 | TOTAL 2016 |
|---|----|----|----|----|----|----|------------|------------|
| <b>Male</b>   | 79 | 49 | 55 | 58 | 49 | 57 | 347        | 346        |
| <b>Female</b>   | 71 | 74 | 63 | 66 | 75 | 60 | 409        | 399        |
| <b>Indigenous</b><br><i>count included in first two rows</i>  | 5  | 4  | 3  | 3  | 2  | 3  | 20         | 22         |
| <b>EALD</b><br><b>(Language background other than English)</b><br><i>count included in first two rows</i> | 2  | 2  | 1  | 1  | 1  | 1  | 8          | 6          |

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2017 is shown in the following table.

|   | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|---|--------|--------|--------|---------|---------|---------|-----------|
| <b>Average Student Attendance rates</b> | 90.3   | 88.5   | 88.6   | 88.3    | 88.9    | 92      | 89.4      |



## 2.4 Teacher Standards and Professional Learning

| Teacher Qualifications / Staff Profile |   | Number of Teachers |
|--|---|--------------------|
| 1.                                     | Those having formal qualifications from a recognised higher education institution or equivalent.  | 63                 |
| 2.                                     | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.      | 0                  |
| 3.                                     | Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge. | 0                  |
| 4.                                     | Teachers with recognised qualifications to teach Religious Education.   | 9                  |
| 5.                                     | Number of staff identifying as indigenous employed at the school.   | 2                  |
| 6.                                     | Total number of non-teaching staff employed at the school.  | 29                 |

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97%. This figure is provided to the school by the CSO.

The College's overall staffing increased due to a larger student population. Mt St Patrick College welcomed five new teachers while only three left. Those who left included one teacher taking 12 months leave and one teacher retiring.

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

During 2017 students and staff were involved in numerous outreach activities that clearly modelled the College's commitment to teaching students about respect and responsibility. Students were given the opportunity to assist with feeding the homeless by attending You Have a Friend on a weekly basis. Student and staff volunteers helped with Meals on Wheels and donated blood.

The College made a considerable donation to the St Vincent de Paul Winter & Christmas Appeals and continued to raise money to assist with projects we undertake with our sister schools in the Solomon Islands. For the first time we had two past students volunteer to run a literacy program for staff and students in the Solomon Islands and they spent six months there undertaking this enormously beneficial program.

Again in 2017 we had a group of Year 12 students travel to Nepal for their 'Schoolies' trip where they took part in a number of social justice experiences.

## 2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Each year the College is part of the Diocese of Lismore School Improvement Strategy where data is gathered from all staff, all students and a random sample of parents. The data provides



information about levels of satisfaction across all areas of schooling. The data generated from these surveys informs the College's future school improvement priorities.

- Extra feedback was gathered from staff and students throughout 2017 as part of the College's involvement in the Building Cultural Capacity program. Staff and students were given opportunities to indicate areas across the school that were seen as strengths as well as those that were opportunities for improvement.

### **3.0 Teaching and Learning**

#### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 24 Higher School Certificate (HSC) courses and 3 extension courses.

The parish secondary school's curriculum includes the following features:

- A commitment to run HSC classes despite small numbers of students selecting the subject to ensure an acceptable breadth of subject choices is maintained.
- An ongoing refinement of non-ATAR pathways to enable all students to see their schooling as relevant and preparing them for future endeavours.
- An increased focus on improving literacy and numeracy levels across the College through tier two interventions in both areas.
- The introduction of Project Based Learning in Year 7 Religious Education. The aim is to extend this to Year 8 in 2018.
- The introduction of a Homework Club to support students who find completing homework at home difficult. This could be due to their academic ability or other circumstances at home.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- Public speaking
- Debating
- A wide variety of regional and diocesan sporting competitions
- Music festivals and competitions in the wider Tweed and Gold Coast region
- Student evangelisation events within the Lismore Diocese
- Our Solomon Islands project that includes sister school relationships with 2 schools in the Solomon Islands.

#### **3.2 Student Performance in National Testing Programs**

##### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 146 students presented for the tests while in Year 9 there were 121 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to sit the HSC. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12.



At Mt St Patrick College, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of Mt St Patrick College students in each band compared to the State percentage.

### Year 7 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 4 to 9

| BAND                    | 9     |        | 8     |        | 7     |        | 6     |        | 5     |        | 4     |        |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|                         | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading                 | 11.8  | 8.9    | 18.8  | 15.8   | 29.6  | 45.2   | 23.5  | 23.3   | 11.1  | 6.2    | 5.2   | 0.7    |
| Writing                 | 5.4   | 4.0    | 15.9  | 12.1   | 21.6  | 25.5   | 27.3  | 32.2   | 21.1  | 24.2   | 8.7   | 2.0    |
| Spelling                | 14.3  | 4.7    | 27.0  | 23.5   | 26.9  | 31.5   | 17.3  | 26.2   | 9.8   | 12.8   | 4.7   | 1.3    |
| Grammar and Punctuation | 12.8  | 10.1   | 17.3  | 10.1   | 30.2  | 41.6   | 21.5  | 23.5   | 10.5  | 12.8   | 7.8   | 2.0    |
| Numeracy                | 17.1  | 11.2   | 17.8  | 21.7   | 29.0  | 35.7   | 22.2  | 28.0   | 11.6  | 3.5    | 2.4   | 0      |

### Year 9 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 5 to 10

| BAND                    | 10    |        | 9     |        | 8     |        | 7     |        | 6     |        | 5     |        |
|-------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|                         | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading                 | 7.6   | 6.6    | 17.1  | 17.4   | 33.7  | 44.6   | 21.1  | 21.5   | 14.9  | 7.4    | 5.6   | 2.5    |
| Writing                 | 7.3   | 3.3    | 10.7  | 13.9   | 27.2  | 29.5   | 20.0  | 20.5   | 18.7  | 18.0   | 16.1  | 14.8   |
| Spelling                | 9.1   | 4.9    | 22.0  | 14.8   | 24.0  | 23.8   | 25.8  | 34.4   | 12.8  | 15.6   | 6.2   | 6.6    |
| Grammar and Punctuation | 11.1  | 4.9    | 13.7  | 13.9   | 26.7  | 33.6   | 24.6  | 24.6   | 15.3  | 16.4   | 8.5   | 6.6    |
| Numeracy                | 12.1  | 2.5    | 17.7  | 15.0   | 28.7  | 35.0   | 25.9  | 34.2   | 14.6  | 12.5   | 1.0   | 0.8    |

2017 NAPLAN data highlighted a number of trends for the College. We used these trends to develop targeted intervention strategies to assist student development.

The following dot points indicate some of the main trends revealed through an analysis of the Mt St Patrick College 2017 NAPLAN results:

- Year 7 Spelling & Numeracy results were considerably lower than state average in Band 9. The most notable change from 2016 was a significant increase in the number of students who achieved Band 6 in Numeracy. This percentage rose from 19.5 in 2016 to 28 in 2017. Analysis





of this result revealed the need for the College to implement intervention strategies focussed on this group of students.

- In Year 9 Writing and Spelling along with Band 10 Numeracy s results were identified as areas of most concern. The Year 9 NAPLAN results from 2017 have resulted in a targeted literacy program being implemented with one English class in Year 9.
- NAPLAN trends over time indicate that Writing and Spelling need to be areas of focus going forward.

### 3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6

|                       | 2015   |       | 2016   |       | 2017   |       |
|-----------------------|--------|-------|--------|-------|--------|-------|
|                       | School | State | School | State | School | State |
| Studies of Religion 1 | 88%    | 76%   | 93%    | 78%   | 85%    | 76%   |
| English Standard      | 69%    | 43%   | 71%    | 42%   | 67%    | 50%   |
| English Advanced      | 100%   | 92%   | 100%   | 91%   | 100%   | 91%   |
| General Mathematics   | 55%    | 51%   | 75%    | 51%   | 59%    | 52%   |
| Mathematics           | 67%    | 82%   | 64%    | 81%   | 78%    | 77%   |
| Industrial Technology | 63%    | 54%   | 92%    | 53%   | 57%    | 47%   |
| Legal Studies         | 79%    | 69%   | 82%    | 70%   | 85%    | 74%   |

- HSC results at Mt St Patrick College were very pleasing again in 2017 with 15% of the cohort achieving ATAR scores of 90 or above.
- DeCourcy analysis showed that 8.7% of subjects had students achieve results significantly above expectations and 91.3% were in the expected range. These statistics were very pleasing as they revealed a positive academic culture within the school and a continuing trend of students achieving at or above expectations.

### 3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

#### Senior Secondary Outcomes

|  |  |      |
|--|--|------|
| Senior Secondary Outcomes<br>Year 12, 2017 | % of students undertaking vocational training or training in a trade during the senior years of schooling.                           | 44%  |
|  | % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

### 3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

|  |                   |                                      |                        |                                 |
|--|-------------------|--------------------------------------|------------------------|---------------------------------|
| <b>Destination Data<br/>Year 12, 2017<br/>Graduating Class</b> | <b>University</b> | <b>TAFE / Other<br/>institutions</b> | <b>Workforce entry</b> | <b>Destination not reported</b> |
|  | 18%               | 6%                                   | 26%                    | 50%                             |

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2017 were:

| <b>Staff Professional Learning Activity</b> | <b>Date</b>             | <b>Presenter</b>        |
|---|-------------------------|-------------------------|
| HSC New Syllabus Curriculum Day             | 7 <sup>th</sup> April   | Leaders of Learning     |
| Staff Spirituality Day                      | 24 <sup>th</sup> April  | Michael O'Donohue       |
| School Improvement Team Training            | 28 & 29 June            | Dr Peter Hart           |
| Building Cultural Capacity Staff Day        | 9 <sup>th</sup> October | School Improvement Team |

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

| <b>Activity</b>                        | <b>Staff numbers</b> | <b>Presenter</b> |
|--|----------------------|------------------|
| HSC RAP Analysis                       | 10                   | Narelle Sherrah  |
| Revision of Formative Assessment Tools | 8                    | Jane Egan        |
| STEM at MSPC                           | 17                   | Daniel Keogh     |
| Google Classroom for Beginners         | 10                   | Natalie Webster  |

The professional learning expenditure has been calculated at \$7,096.00 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

### 4.0 School Policies

All school policies relevant to the wider college community are easily accessible via the College corporate website.

#### 4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

| <b>Policy name</b> | <b>Status in 2017<br/>(No change, new policy, changes<br/>made)</b> | <b>Access this policy at:</b> |
|--------------------|---|-------------------------------|
| Anaphylaxis Policy | No Change, review 2019  | Website, Parent Handbook      |



|  |                               |         |
|--|-------------------------------|---------|
| Aboriginal & Torres Strait Islander Policy               | No Change, review 2019        | Website |
| Accelerated Progression Policy                           | No Change, review 2019        | Website |
| Anti-Bullying Policy                                     | No Change, review 2019        | Website |
| Assessment Policy  | Reviewed 2017 No changes made | Website |
| Attendance Policy  | Review scheduled 2018         | Website |
| Critical Incident Management Policy                      | Reviewed & updated in 2017    | Website |
| Child Protection Policy                                  | Reviewed 2017 – No changes    | Website |
| Complaints and Grievances Policy                         | No Change, review 2018        | Website |
| Computers Information Communications Technologies Policy | No Change, review 2018        | Website |
| Staff Computer Network Policy                            | No Change, review 2018        | College |
| Dispensing Medication in the School                      | Review scheduled 2019         | Website |
| Enrolment Policy   | Review scheduled 2019         | Website |
| Emergency Evacuation                                     | Review scheduled 2019         | College |
| Electrical Policy & Procedure                            | No change, review 2019        | College |
| Electrical equipment testing and tagging policy          | No change, review 2019        | College |
| Excursion Policy & Procedures                            | Review 2018                   | College |
| Overnight Excursion Policy                               | No change, review 2018        | College |
| First Aid & Health Policy                                | No change, review 2018        | Website |
| Gender Equity Policy                                     | No change, review 2018        | College |
| Gifted & Talented Student Policy                         | No change, review 2019        | Website |
| Natural Disaster Guidelines (floods)                     | No change, review 2019        | Website |
| Harassment Policy  | No change, review 2018        | Website |
| Hazardous Substances Policy                              | No change, review 2018        | College |
| Homework Policy  | No change, review 2018        | Website |
| Inclusion Policy (disability)                            | No change, review 2019        | Website |
| Identification of Students with Additional Needs Policy  | No change, review 2018        | Website |
| Learning Support Policy                                  | No change, review 2018        | Website |
| School Lockdown Procedure                                | No change, review 2018        | College |
| Literacy Policy  | No change, review 2019        | Website |
| Maintenance Policy                                       | No change, review 2018        | College |
| Multicultural Policy                                     | No change, review 2019        | Website |
| New Scheme Teacher Policy                                | Review 2018                   | College |
| Procurement Policy                                       | No change, review 2019        | College |
| Professional Development of Staff Policy                 | No change, review 2018        | College |
| Privacy Policy   | No change, review 2019        | Website |
| Risk Management Policy                                   | No change, review 2018        | Website |
| Student Diary Policy                                     | No change, review 2019        | Website |
| Sun Smart policy   | No change, review 2019        | Website |
| Work Health & Safety Policy                              | Review scheduled for 2019     | College |
| Student Welfare Policy                                   | No change, review 2018        | Website |

#### 4.2 Enrolment Policy

Every new enrolment at Mt St Patrick College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.



Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

#### **4.3 Pastoral Care Policy**

The Catholic Schools Office Lismore established a Pastoral Care working party. This working party developed a comprehensive Pastoral Care Framework that was launched in 2017. Mt St Patrick College has adopted this framework as the corner stone of pastoral care at the school.

The Pastoral Care Framework highlights the all-encompassing role of the Catholic Worldview and the central place of Pastoral Care in the educational context. A critically important feature of the Framework is its interconnectedness and dynamic nature. The Catholic Worldview encompasses and influences Pastoral Care. In turn, Pastoral Care is linked with relationships and the mutual recognition of others, experienced most deeply through being cared for, respected and valued. Thus, the life-giving potential of the Catholic Worldview, and of authentic Pastoral Care enacted through relationships, permeates the systems, structures and everyday domains of practice in schools so as to ensure that the human dignity and wellbeing of every person is of paramount importance. With such influences and practices in place, the student who is at the heart of our endeavours, is afforded every opportunity to experience and choose the fullness of life.

#### **4.4 Discipline Policy**

At the outset it must be noted that the school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The College's Student Welfare policy and procedures incorporates both pastoral care and discipline with the aim of developing the full potential of each student in our care. Mt St Patrick College is a school built on co-operation, friendliness and integrity.

The Student Welfare Policy aims to develop a caring and just community and is based on the following rights and responsibilities:

##### **RIGHTS**

I have a right to learn  
I have a right to feel safe  
I have a right to respect

##### **RESPONSIBILITIES**

I have a responsibility to complete my school work to the best of my ability, to allow teachers to teach and others to learn and to actively participate in learning.  
I have a responsibility to follow safety procedures, to obey College rules, to eliminate bullying and harassment and to keep the environment clean.  
I have a responsibility to contribute positively to the Catholic ethos of the College, to be respectful of others, to care for property (others', mine and the College's), to be honest, compassionate and forgiving.

The discipline procedures at the College include a range of punitive sanctions as well as rewards and merits. At the heart of any discipline issue is repairing the damaged relationships that occur as a result of conflict.

An important aspect of student welfare is the Anti-Bullying Policy. Mt St Patrick College aims to create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing and enables the College to engage a diverse range of learners including those with a disability.

The dot points below list the key elements of the College's response to bullying:

- [A1] Use an Anti-Bullying Response Pathway when we become aware of incidents. The Pathway assists with a regulated and thorough response. (Appendix A)
- Will implement an Anti-Bullying Action Plan as part of the Response Pathway.



- Will keep a written record of any bullying investigation.
- Want students, staff and parent/carers to report bullying and cyber-bullying to the class teacher or directly to the principal.
- Will investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Will appoint a nominated person to co-ordinate strategies for the resolution of specific bullying incidents reported in this school.
- Will notify parent/carers of bullying incidents involving your children.
- Will notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Will maintain records of bullying incidents and related interventions in accordance with the Catholic Schools Office Compliance manual. At our College this written record is maintained by the Deputy Principal. As a staff we will review the record at regular intervals to see if any patterns are emerging.
- Will survey students at least once a year on various matters and include questions about bullying, cyber bullying, safety and wellbeing.
- Will regularly review and evaluate this Anti-Bullying Policy and the responsible use of technology procedures to ensure they are working effectively.
- Will involve parents in this review through communication at Parent Forum and Parents' and Friends' Association meetings.
- Will purchase Anti-Bullying resources and support material for students, staff and parents and ensure easy access to this material for all staff, parents and students.

#### 4.5 Complaints and Grievance Policy

The aim of this Policy is to expeditiously resolve a complaint whilst ensuring that parents and students are not victimised and that the rights of teachers are not prejudiced. Mt St Patrick College will deal with complaints sensitively, promptly and confidentially. Matters will be resolved as soon as possible and in a way which treats all parties with dignity and respect. The spirit of this Policy is one of equity and justice.

Where more serious complaints are received the Parish Priest and the Catholic Schools Office Human Resources department would be informed immediately.

#### 5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

| Key improvements achieved this year   | Key Improvements for next year  |
|---|---|
| Catholic Identity and Mission <ul style="list-style-type: none"> <li>• Permeation of Catholic Worldview in stage 4 or 5 in all faculty areas.</li> <li>• Increase in the number of opportunities for staff to deepen their faith and spirituality.</li> </ul> | Catholic Identity and Mission <ul style="list-style-type: none"> <li>• Continuation of the permeation of Catholic World View.</li> <li>• Addition of a family Eucharist to begin NOVO event.</li> </ul> |
| Organisation and Co Leadership <ul style="list-style-type: none"> <li>• Implementation of Building Cultural Capacity program.</li> </ul>  | Organisation and Co Leadership <ul style="list-style-type: none"> <li>• Staff elected Action Teams will focus on implementing strategies to address improvement priority areas.</li> </ul>              |
| Teaching and Learning   | Teaching and Learning <ul style="list-style-type: none"> <li>• Full implementation of the Cycles of Improvement goal setting procedure.</li> </ul>  |



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Participation by all in at least 1 literacy and numeracy program designed to improve their skills in these areas.</li> <li>• An increased emphasis on engaging students in the classroom.</li> </ul>      | <ul style="list-style-type: none"> <li>• Development of a clear and transparent professional learning policy that includes procedures and accountabilities.</li> </ul>   |
| <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Implementation of small group resilience workshops.</li> <li>• Addition of a Student Welfare Coordinator position to the pastoral structure of the College.</li> </ul> | <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• A review of the current behaviour management policy and procedures will take place.</li> <li>• Implementation of parent forum events to increase parent involvement in the College.</li> </ul> |

### **Catholic Identity and Mission**

- To enhance the quality of the authentic Catholic education we provide. Staff introducing students to the teachings of Christ through ongoing permeation of the Catholic Worldview.
- To Increase the number of opportunities for staff, students and parents to express and deepen their faith as part of a Catholic community

### **Organisation & Co Leadership**

- Staff wellbeing will be enhanced at the College by ensuring there is a shared common purpose surrounding their roles and responsibilities and that there is clarity and transparency surrounding policy, procedures and decision making.

### **Teaching and Learning**

- Teaching and Learning at Mt St Patrick College will be underpinned by quality teaching and engaging practice

### **Community and Relationships**

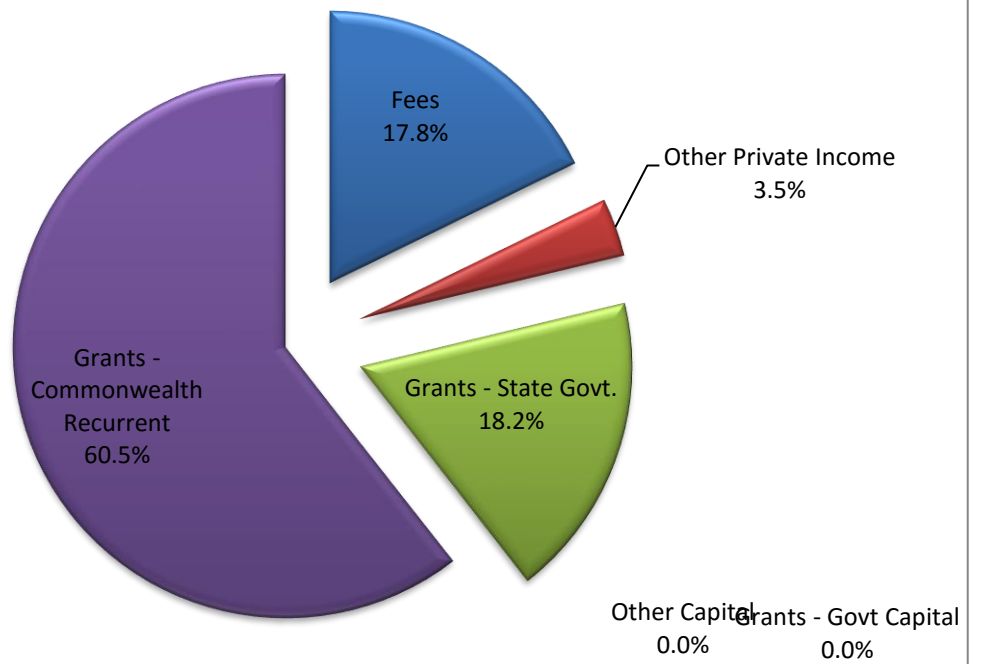
- Students at Mt St Patrick College will be managed in an agreed and transparent manner that ensures their wellbeing is central.

## **6.0 Financial Information**

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2017 is presented below:

## 2017 INCOME - Mount St Patrick College MURWILLUMBAH



## 2017 EXPENSE - Mount St Patrick College MURWILLUMBAH

