

# Annual School Report

## 2018 School Year

**Mount St Patrick College, Murwillumbah**



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## About this report

Mount St Patrick College, Murwillumbah 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 and the achievements arising from the implementation of the school Improvement 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, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 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 6672 2340 or by visiting the website at [mspclism.com](http://mspclism.com).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of Mount St Patrick College, Murwillumbah 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, Murwillumbah 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Mount St Patrick College, Murwillumbah has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Was listed 48 times on the Distinguished Achievers List for students achieving a Band 6 result in a HSC subject. Seven of these students were Year 11 Accelerated students in Mathematics or Chemistry.
- Was ranked in the HSC for the 11th time since 2006 in the top 200 school list at 186.
- Achieved 12% of the HSC cohort receiving an ATAR over 90 ranking them in the top 10%. The top ATAR was 99.85.
- Had two students listed on The Premier's All Rounders List for achieving a Band 6 result in 10 units of their HSC subjects.
- The was represented by five teams at The NSW Catholic School's Debating Finals.

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 2018 the school:

- Participated in the Murwillumbah Festival of Performing Arts giving the opportunity for our musical students to perform publicly. In 2018 the College was represented in all categories which included; choir, vocal ensemble, jazz band, string group, pop/rock group and College Band.
- Students with an interest in social justice issues lend a hand to those in need through the College Vinnies Student Conference. Students take part in fund raising activities that support the various St Vincent De Paul focus areas such as the Vinnies Winter Appeal and Vinnies Christmas Appeal.
- Staff and senior students assisted a local charity called 'You Have a Friend'. The students and staff collect donated food from local businesses and assist other volunteers in providing food to those experiencing homelessness and financial hardship.
- Year 9 students participated in the Murwillumbah Wood Show Challenge. This event showcases practical work from Year 9 students across the state and takes place at during the Murwillumbah show each year.



- Students joined with other members of the community to volunteer their time to 'Meals on Wheels'. This organisation deliver food to elderly and incapacitated residents of Murwillumbah who struggle with mobility.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Open basketball. After a significant period in the wilderness, basketball re-emerged at MSPC. Student interest grew in the back half of 2017 and we trained, selected and entered the Diocesan Championships for the first time in over 15 years. To finish the year MSPC hosted a Basketball Invitational and invited XCC and SJC teams to play and the day was a huge success. This was used as a precursor to the 2019 season and was held mid December. Both boys and girls teams won games and are enthused about 2019.
- Junior Rugby League success. Our U13 Rugby League team won the cluster day for the Country Cup Competition held by the NRL. We advanced to the Regional Final and won that and advanced to the Northern Country finals at Coffs Harbour. While we were unsuccessful here this team has gone further than most MSPC Rugby League teams have done.
- Aussie Rules NRCC Champions. The growth of Aussie Rules here at MSPC has been fantastic, we have many talented players and can fill teams regularly very easily. The mid year NRCC day held at Cavanbah Centre Byron Bay saw MSPC triumph both in the boys and girls divisions.
- Supporting elite sports men and women. In 2018 we had elite snowboarders who had to take large chunks of school time off to train and compete. Systems were put in place to cater for them and staff were more than happy to send and receive emails to give and mark work to keep the students engaged in meaningful school work whilst away.
- Open Boys and Girls Hockey NSWCCC Championships After winning the Open Girls NSWCCC Title in 2016 we have sent teams that have been equally talented. The Open Girls teams have made the final 3 years in a row and the boys were narrowly knocked out of finals contention. The success is due to the time allowed to train and select and refine the team structure during sport 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 the school staff for all their generous efforts. Mount St Patrick College, Murwillumbah is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Paul Clohesy  
Principal

## 1.2 A Parent Message

P&F Report 2018

At the last AGM in 2018 the following office bearers were elected:

President – Mrs Karissa Ball  
Vice President – Mrs Nikki Clark  
Secretary – Ms Mary-Ann Thackray  
Treasurer – Mrs Cathy Cripps



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

Our College P&F is here to represent the whole parent body and strive to achieve parent engagement with the College 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. We always have the opportunity to ask questions or raise any issues.

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 Swimming Carnival, food stall at the Athletics Carnival and the running of the Debutante Ball.

Thanks to Parent Assembly and our representatives we were once again able to host our Fathers' 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 book library that are held in the College library for our parents to access.

Thank you to all of our P&F committee for a great year and looking forward to the New Year ahead.

Karissa Ball  
President  
Parents & Friends Association

## **2.0 This Catholic School**

### **2.1 The School Community**

Mount St Patrick College, Murwillumbah is part of the Sacred Heart Parish Murwillumbah Parish which serves the communities of Murwillumbah, Tyalgum, Tumbulgum, Condong, Chillingham, Uki, Burringbar, Mullumbimby, Kingscliff, Casuarina, Tweed Heads, Terranora, Banora Point, Cabarita, Ocean Shores and Pottsville, from which the school families are drawn.

Last year the school celebrated 92 years of Catholic education.

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

Mount St Patrick College, Murwillumbah 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:

- The College promoting a youth Mass on the first Saturday night of each month. Students from the College are involved in the music and they also take on other roles such as reading, offertory procession and Eucharistic Minister at each youth Mass.
- Entering a variety of acts in the St Patrick's Day Parish Concert which results in the students, families and parishioners joining together to celebrate this special occasion.
- Being heavily involved in the Parish fund raising Christmas Tableau with students, staff and families attending, helping run activities and making up the band for the nativity play.



- Involvement in the Parish debutante balls. While this event is open to any member of the Parish, nearly all students who participate are from Mount St Patrick College. The event is attended by students, staff and families of the college along with many parishioners.
- Participating in school masses throughout the year to celebrate various occasions. Parishioners are invited and attend these masses with our staff, students and, at times, families.

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

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2018	TOTAL 2017
<b>Male</b>	79	49	55	58	49	57	347	347
<b>Female</b>	71	74	63	66	76	61	411	409
<b>Indigenous</b> <i>count included in first two rows</i>	5	6	4	5	3	1	24	20
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	2	0	0	0	0	0	2	8

## 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 or their delegate. 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 2018 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>	91.1%	89.7%	88.0%	89.0%	90.4%	92.2%	90.1%

## 2.4 Teacher Standards and Professional Learning

<b>Teacher Qualifications / Staff Profile</b>		<b>Number of Teachers</b>
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	70
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	10
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	27

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.39%. This figure is provided to the school by the CSO.

In 2018 Mount St Patrick College welcomed six new teachers and three new trainees. The most significant of these changes was the retirement of a long-serving staff member in the area of student learning support. To replace this staff member we created the role of Learning Support Coordinator



and filled this position with an experienced educator from a neighbouring Catholic secondary school. The additional teachers were employed as a result of increasing student numbers, existing staff moving to part-time status under the Flexible Working Arrangements agreement, a teacher taking a year's leave without pay and one other teacher obtaining employment elsewhere.

## 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 2018 students were involved in a range of outreach activities, including weekly volunteering with local charities You Have a Friend and Meals on Wheels where students and staff assist with feeding the homeless and those who are not mobile enough to shop and cook. Students, families and staff contribute generously to social justice appeals, including St Vincent de Paul, Caritas, our Solomon Islands project and our family hardship fund.
- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. The College's values of acceptance, commitment, community, compassion, forgiveness and justice are known by the students, staff and families and form the basis of our student welfare and management system.
- The College's student welfare system is based on clearly stated rights and responsibilities that are detailed in the student diary. The stated rights of all members of our community are the right to learn, the right to feel safe and the right to respect. A clear set of responsibilities are attached to each of these rights. The right to learn is accompanied by the responsibility to complete work to the best of one's ability, allow teachers to teach and students to learn and to actively participate in learning. The right to feel safe comes with individual responsibilities to follow safety procedures, follow school rules, eliminate bullying and harassment and keep the environment clean. The right to respect includes the responsibility to contribute positively to the Catholic ethos of the school, be respectful of others, care for property and be honest, compassionate and forgiving.
- Respect and responsibility is on display through the immersion programs offered, promoted and celebrated at the College. A strong relationship exists between Mount St Patrick College and two schools in the Solomon Islands. In 2018 a group of 32 students and staff from the Solomon Islands visited our College and were cared for by our staff and families. A significant number of Year 10 students visited the Solomon Islands in August to further strengthen the relationship. A second immersion trip we conducted in 2018 was to St Therese Catholic Primary School in Wilcannia. A selection of Year 9 students were exposed to the hardships faced by the Aboriginal community living in Wilcannia and the students were able to assist the students from St Therese mainly through providing friendship and a positive role model. Despite not all students being able to attend the immersion trips or host visitors, the entire school community are part of the programs through being exposed to the culture and assisting with the fundraising. The message communicated to all students through our immersion trips is that the need for respect, compassion and understanding extends beyond our school community and the local community.
- Throughout 2018 and each year a variety of guest speakers and presenters are invited into the school to assist us in teaching the students about respect and responsibility. In 2018 Jesse



Manibusan, an American musician and speaker, challenged Year 7 students to make a big difference in their world. We also had 'Courage to Care' present in the school in 2018. This presentation included the personal story of a holocaust survivor who delivered a clear message that respect for all people at all times is required and it is not alright to stand by and watch injustice occur. Our local Police Liaison Officer regularly speaks to our students about respect and responsibilities in conjunction with the law and other presenters with a focus on digital technology responsibilities and responsibilities around bullying and harassment.

## **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.

- In 2018 Mount St Patrick College initiated more regular parent forums. These forums had a specific area of focus and provided an opportunity for parents & carers to attend, listen, ask questions and contribute their ideas.
- A random selection of parents/carers, all staff and all students completed Diocese of Lismore School Improvement Surveys (DOLSIS) in 2018. The results from these surveys are documented in a comprehensive report that makes up part of the College's school improvement process.
- As part of the College's building cultural capacity program, all students in the school were given the opportunity to contribute their answers to survey questions that covered all aspects of their schooling experience. The answers to these questions were used to help determine improvement priorities.
- In 2018 Mount St Patrick utilised the services of Shane Weekes from the Catholic Schools Office to run focus groups with students with the aim of getting feedback on the provision of pastoral care at the College. This feedback provided another sources of data for our Student Wellbeing Action Team to use to determine improvement priorities.
- Each year a student survey is completed by all students in the College. The survey forms part of our response to bullying. In 2018 the survey was refined to include questions relating to wellbeing more broadly rather than just bullying. The responses to the survey questions are used to determine improvement priorities and individual responses are also followed up on to ensure student wellbeing and safety is prioritised.

## **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 4 extension courses.



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

Mount St Patrick College offers inclusive schooling to all students with diverse learning needs, including students with a disability, additional needs and high potential learners. Students are challenged to reach their individual potential in a supportive environment. The Learning Support Team collaborates with teachers and parents to develop a Personalised Plan, ensuring all students can successfully access the curriculum, participate fully in College life and develop confidence and independence. Disability provisions are available to eligible students for examinations and assessments; with some students undertaking a Life Skills pattern of study. Mount St Patrick's College embraces three tiers of intervention, outlined in its Response to Intervention Plan. Quality teaching and learning for differentiation caters for the needs of most students, with small group intervention and targeted 1:1 intensive instruction offered to those identified as below benchmark. Assistive technology is used to help students with literacy difficulties in the classroom.

Enrichment activities are included in Teaching and Learning Programs to ensure students are extended to their level of expertise. An accelerated learning program for Science, Mathematics and Geography challenges the student to work above their cohort and complete the HSC in one or more subject one or two years ahead. This provides students with a challenging experience and extra time for their study in the final Year 12 year as well as giving them the experience of studying for one HSC subject before the remainder of their suite of subjects. Extension activities such as Debating, Tournament of Minds, Water Rocket Challenge, coding, Money Matters competitions, Mathematics and Science Competitions, National Youth Science Forum and Mathematics Summer Camp are opportunities that can be taken up by the students. The students can also participate in The College Musical, Festival of Performing Arts choirs and bands to assist in their cultural development.

Vocational Education and Training subjects offered at the College include:- Fitness, Entertainment, Business Services and Hospitality. The students can also access TVET at the TAFE in various courses.

Numerous Literacy and Numeracy initiatives have been applied in the College to improve the skills of the students. Learning Gains is a program implemented to ensure the transition of students from primary into secondary school without showing a negative growth. A cross curricular approach to numeracy and literacy has been coordinated to ensure the reinforcement of skills, in particular writing. NAPLAN data informs the College of areas that require development.

The students are issued a lap top computer and technology is implemented across the curriculum. Teachers have been provided with professional development opportunities to improve their own IT skills. Teachers utilize Google classroom, Moodle and interactive whiteboards to assist with the delivery of collaborative learning strategies.

Throughout the 2018 school year, the College focused on supporting staff to develop skills and understanding of pedagogy and curriculum design to improve student engagement and critical thinking.

The Religious Education department continued its implementation of Project Based Learning (PBL) into Year 8. The implementation of PBL allowed for teachers to use a pedagogy that engages students in learning that is contextual to the real world and develops career-focused skills for the future. These skills include critical thinking, communication, connectivity, collaboration, culture and creativity.

The English Department convened a 'Write a Book' in a day challenge which involved students working in teams to draft, create and publish a book for a primary aged student. This experience engaged students in writing and literacy while fostering collaboration, critical thinking and a design process.



The school continued to evolve and implement a 7-12 approach to writing in English to further develop students' ability to compose writing of a high standard.

The Mathematics Department continued its lunchtime help room which was extended to two rooms due to the high demand of students attending. A pleasing outcome of the Mathematics help room was students supporting one another with their learning.

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

- In each year level attending evangelisation events run by the College and the Lismore Catholic Schools Office. The College ran NOVO evenings, a family mass, lunchtime groups and Sisterhood/ Brotherhood nights. At the diocesan level, Mount St Patrick College students attend retreats with students from the other Lismore Diocese Catholic Secondary Schools and also help facilitate retreat days for the local Catholic Primary School students.
- A variety of camps and retreats including the Year 9 Snow Trip, Year 10/11 Solomon Islands immersion, Year 9 Wilcannia immersion, Year 7 Currumbin Wildlife Park high ropes day challenge, Year 10 three day retreat and Year 12 three day retreat.
- The Northern Rivers Catholic Colleges sporting competition. This competition gives students the opportunity to represent their school in a wide variety of sports including; Rugby League, Rugby Union, Netball, Volleyball, Touch Football, AFL and Cricket.
- Debating. Students at Mount St Patrick College are given the opportunity to develop their debating skills by joining one of the College's debating teams. In 2018 we had four teams compete in country and state finals.
- A coding club runs weekly and gives students the opportunity to develop their coding skills. In 2018 the coding club gave students the opportunity to design an experiment and collect data on the International Space Station using modules from a company called Cuberider.

## **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, 168 students presented for the tests while in Year 9 there were 118 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 receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.



At Mount St Patrick College, Murwillumbah, 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 Data Analysis workshops.

The following data indicates the percentage of Mount St Patrick College, Murwillumbah 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										
<b>Reading</b>	11.8	14.9	18.9	19.0	27.2	29.8	24.6	28.6	12.0	6.5	4.6	1.2
<b>Writing</b>	3.7	2.4	14.9	12.6	20.7	22.2	27.2	30.5	22.9	24.0	6.3	3.6
<b>Spelling</b>	12.7	14.4	23.0	21.6	25.9	24.6	22.2	26.3	9.5	9.6	5.7	3.6
<b>Grammar and Punctuation</b>	14.8	15.6	15.4	13.2	26.5	30.5	22.1	24.6	14.0	12.0	5.9	4.2
<b>Numeracy</b>	13.5	9.1	17.7	23.0	28.7	34.5	25.3	24.8	11.7	7.9	2.2	0.6

## 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										
Reading	8.2	14.5	16.6	16.2	30.1	33.3	25.6	27.4	14.2	7.7	5.2	0.9
Writing	5.3	7.6	12.8	5.9	30.0	35.6	36.0	30.5	9.3	16.1	6.5	4.2
Spelling	17.4	5.9	20.8	21.2	29.5	33.1	19.3	29.7	8.1	8.5	5.0	1.7
Grammar and Punctuation	21.8	7.6	14.4	20.3	25.7	39.8	16.0	18.6	15.6	11.9	6.4	1.7
Numeracy	13.4	8.5	19.1	15.4	29.3	38.5	23.6	31.6	11.6	6.0	3.0	0.0

The 2018 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 Mount St Patrick College 2018 NAPLAN results:

- Year 7 Spelling results were slightly lower than the State average in three out of six Bands, although improvement is evident from the 2017 tests, particularly in the highest Band (up 9%). Students continued to show growth in the Reading assessment, particularly in the top two bands (up a combined 6%). Numeracy results were reasonably consistent with previous years, with the main concern being a slight increase in the number of students receiving a Band 5 (up 5%). The area of Writing continues to present the most significant challenges, where our results are below the State average in the top two Bands. Analysis of this result revealed the need for the College to continue to design and implement a whole-school based approach to writing improvement.
- In Year 9, there were pleasing signs as Numeracy results improved across the board, particularly in Bands 5 (down 7%) and Band 10 (up 6%). This could be due in part to a range of individual and small group Numeracy interventions put in place in 2018. Analysis of Writing data demonstrates a need to better support students who are achieving results in the middle two Bands (67% of all students). Although our Reading results are consistently above State levels, students continue to be supported with small group interventions where necessary.
- NAPLAN trends over time indicate that Writing and aspects of Numeracy 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: Percentage of students in Bands 4, 5, 6**

	2016		2017		2018	
	School	State	School	State	School	State
<b>Studies of Religion 1</b>	93%	76%	85%	81%	84%	71%
<b>English Standard</b>	71%	50%	67%	54%	66%	50%
<b>English Advanced</b>	100%	91%	100%	91%	100%	91%
<b>General Mathematics</b>	75%	52%	59%	50%	73%	53%
<b>Mathematics</b>	64%	77%	78%	74%	66%	78%

The HSC results for 2018 were outstanding. DeCourcy Analysis indicates that all subjects achieved above the expected range or within the range. The Acceleration program in Mathematics and Chemistry continues to produce exceptional results and leads to students having more time for the rest of their subjects. A comprehensive program in English has reaped exceptional results in all English courses. Continual development of a Non-ATAR program has ensured that all students have suitable subject choices and this ensures success for most students

The following subjects have consistently achieved above average results in the HSC -: Biology, Physics, Senior Science, Earth and Environmental Science. The HSC results in Science are due to the progressive pedagogy in the junior school. An emphasis on inquiry based learning and experimental method. The teachers have an extensive knowledge of the intent of the syllabus and inspire the students to aim high. Practical subjects such as Industrial Technology Multimedia have produced outstanding major works. This is due to the dedication of the teacher and extensive feedback and workshopping.

### 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

<b>Senior Secondary Outcomes Year 12, 2018</b>	% of students undertaking vocational training or training in a trade during the senior years of schooling.	14%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Mount St Patrick College continues to be recognised as the top Academic school in the Region by the wider community. The College offers a varied curriculum that caters for both highly academic students aiming for an exceptional ATAR and successfully entering academically demanding



University courses and Non-ATAR students along with the full continuum between the extremes. The College is renowned for students achieving their goals. The College has added to its suite of VET subjects over the last five years enabling students to leave secondary school equipped with a Certificate 2 or 3 which is advantageous in a competitive job market.

### 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 Year 12, 2018 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	20%	6%	26%	48%

### 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 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Staff Spirituality Day	30/04/2018	Internal Staff
Catholic World View & Differentiation	23/07/2018	Internal staff
BCC Action Team Workshops	15/10/2018	Internal Staff

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>
SCOUT Training	5	Simon Holder
COI Assistance	18	Ryan Campbell
Texthelp	7	Simon Holder
NAPLAN Numeracy Results Analysis	10	Susan Hoy
Learning Intentions & Success Criteria	9	Ryan Campbell
Improving Writing Standards through Effective Evaluation	15	Michael Lill
CPR Session 1	29	Fay Gleave



CPR Session 2	28	Faye Gleave
Learning Intentions & Success Criteria - Formative assessment focus	5	Ryan Campbell
Gymnastics Workshop	7	Simone Kendrick
Introducing Google Stream	15	Natalie Webster
Accelerus	5	Michelle Gill
Introducing Google Stream Session 2	11	Natalie Webster
English as an Additional Language or Dialect	4	Angela Finkel
How to make effective use of the library	4	Greg Culnane
Introducing Google Stream Session 3	14	Natalie Webster
Navigating the Ipad Effectively	2	Katie Pinkstone
Cross Curricular 3D CAD for Digital Fabrication	3	Daniel Keogh
Sport Coaching	4	Josh McCormack
SMART to SCOUT	8	Simon Holder
Clickview Annotations	7	Simone Kendrick
Lifeskills	12	Angela Finkel
Dyslexia Workshop	18	Simone Kendrick
Discipline Without Damage	12	Louise Shields

The professional learning expenditure has been calculated at \$7634 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**

##### **4.1 Enrolment Policy**

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian



principles” (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at Mount St Patrick College, Murwillumbah 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

#### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

#### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

#### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

#### **4.5 Complaints and Grievance Policy**

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the school's website.



## 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <p>In 2018, Mount St Patrick College worked closely with the School Evangelisation and Catechetical Services team at the CSO Lismore to continue the permeation of Catholic World View through the curriculum.</p> <p>A family Mass was held in our Gilbey Multi Purpose Centre in order to strengthen the link between school, Parish and home.</p>	<p>Catholic Identity and Mission</p> <p>In 2019 the aim is to make the link between mission/service and our Catholic Identity through more targeted student &amp; family preparation and reflection before and after events take place.</p>
<p>Organisation and Co-Leadership</p> <p>2018 saw the continuation of the Building Cultural Capacity program at Mount St Patrick College. Action teams in the areas of Learning &amp; Teaching, Staff Confidence and Student Wellbeing were established. These teams met regularly to develop plan and implement actions to address improvement in these areas.</p> <p>Internal leader advisers were also selected by the staff to provide regular feedback to members of the College Executive. The aim of this process is for individuals holding senior leadership positions to be more reflective on their own performance and use the feedback to improve.</p>	<p>Organisation and Co-Leadership</p> <p>In 2019 the BCC process will continue. Action teams will continue to implement the identified initiatives to improve performance in their focus area and a new School Improvement Team will be elected with the primary role of overseeing the work in each action team and providing accountability around the improvement process.</p>
<p>Teaching and Learning</p> <p>The Teaching and Learning Action Team worked with staff throughout 2018 to clearly identify specific areas in need of improvement. The process undertaken by the action team enabled all staff to undertake a thorough evaluation of the teaching and learning that takes place at Mount St Patrick College. Through this evaluation specific improvement target areas were established and will be implemented in 2019.</p>	<p>Teaching and Learning</p> <p>The focus for 2019 in the area of teaching and learning will be the implementation of clear and specific learning intentions, success criteria and collective teacher efficacy. John Hattie's work on visible learning will form the basis of a trial implementation in Year 7. The overall objective is to engage and involve students more in their own learning.</p>

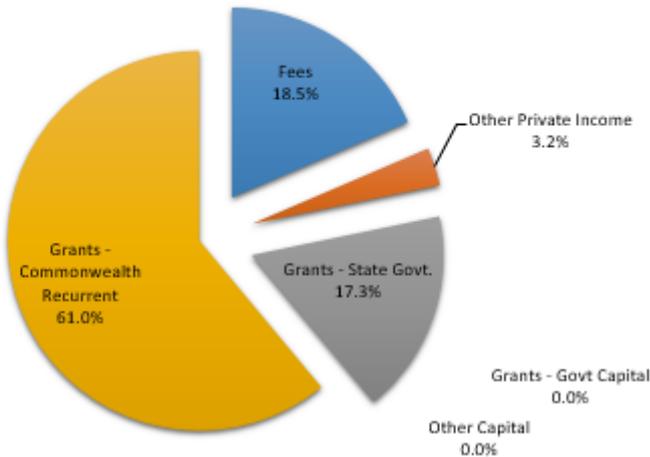
<p><b>Community and Relationships</b></p> <p>The Student Wellbeing Action Team worked with staff throughout 2018 to clearly identify specific areas in need of improvement. The process undertaken by the action team enabled all staff to undertake a thorough evaluation of the current situation regarding community and relationships at Mount St Patrick College. Through this evaluation specific improvement target areas were established and will be implemented in 2019.</p>	<p><b>Community and Relationships</b></p> <p>Throughout 2019 the focus in regards to community and relationships will be a clear and specific focus on building better relationships with students and families which will then improve all aspects of the school experience for students. Professional learning along with a new homeroom focus are both part of the 2019 plans for this important area.</p>
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**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 2018 is presented below:

**2018 INCOME - Mount St Patrick College  
MURWILLUMBAH**



**2018 EXPENSE - Mount St Patrick College  
MURWILLUMBAH**

