2021
ANNUAL REPORT

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CONTENTS

REPORTING AREA 1
A MESSAGE FROM KEY SCHOOL BODIES

1.1 Principal's Statement

REPORTING AREA 8
POST SCHOOL DESTINATIONS

8.1 Post School Destinations 28

REPORTING AREA 1
A MESSAGE FROM KEY SCHOOL BODIES

1.1 PRINCIPAL'S STATEMENT

Welcome to the 2021 Annual Report of St Patrick's College for Girls, Campbelltown.

Despite the restrictions and challenges of the year due to the ongoing prevalence of COVID-19, the College used this year to embark on some significant review and improvement in its programs, processes and learning experiences for the girls.

Some key action research projects were launched, born out of the results of a very comprehensive survey that gathered feedback from all stakeholders. Learner engagement, academic groupings and student wellbeing were actively researched and unpacked with the help of a PhD student from the University of Wollongong.

In addition to these areas of interest, staff contributed to the development of a Year 7 transition program and a focus on improving the skills learning for girls in Stage 6, particularly as they sit the HSC.

Greater attention was afforded the partnership held between the College and the parents and several key documents were developed that celebrated and acknowledged the value of this fundamental relationship.

Restrictions and regulations punctuated the year, which staff and students actively worked to manage and navigate so that the students continued to have meaningful learning experiences and felt very much part of the community.

The College hosted the musical, Xanadu, open day, Year 5 workshops, Year 9 camp and the success of the HSC exams and Year 12 formal, which all provided the joy and connection across the year that lifted members of the community.

Building works to the front of the College progressed slowly, however, by the end of the year, the College had increased security onsite and a designated kiss and drop area on St John's Road. The project, which had been several years in the making, was finally complete.

Government leadership and strategies that provided safety and reduced risk were well received by school communities that continued to operate and support their stakeholders. The community supported each other and were grateful for the blessings we all had.

St Patrick's College never had to enact its cease of operations protocols due to COVID-19 onsite and no one in the College community suffered due to contracting the virus. We were very grateful for this across 2021.

1.2 CHAIR OF THE BOARD'S STATEMENT

The 2021 school year has been challenging like no other, however, St Patrick's College has continued to flourish. Against the difficulties of the ongoing pandemic and the necessity to move to remote learning for over 13 weeks, the College community has continued to provide quality support for the girls and their families.

It continues to be a great privilege to be the Chair of the Board of this wonderful community and witness the generous devotion of time and energy that many give, selflessly, to support the faith, learning and wellbeing of the girls.

Once again, the capability of the College community, leadership, staff, students, parents and the Board to adapt, adopt, refine and embrace new ways of working to support the provision of high-quality learning and teaching has been evident in so many ways. Inspired by the urge to respond to the needs of our College, the front of house works are now complete. The safety and security of the girls have been enhanced and the facility to pick up and drop off around the site has streamlined this option for parents.

Continued investment in the programs and processes in the classroom has seen an improvement in student engagement and participation in learning and activities across the College. The staff have again continued to be open to new and innovative priorities and invested in their professional growth, development and collaboration at a range of levels. Whilst the new ways of working have challenged us all, there are innovative practices that will have been taken forward into the future. The adaptability and resilience of our staff and students is something of which we should all be proud.

I wish to thank our Board Directors who give generously of their time to contribute to the leadership of the College. Late in 2021, we welcomed Dr Vicky McGahey, Ms Felicity Lewis, Mr Steven Testa and Mr Matthew McMartin to the Board. Sadly, Mr Greg Penman, Chair of the Finance, Risk and Audit Committee, stepped down, as did Mr Mario Majarich from the Building and Resources Committee and Mrs Jean Alim from the Sustainability and Community Engagement Committee. We are very grateful for these outstanding professionals who have contributed greatly to the College over their years of service.

Thank you also to the members of each of the Board's committees. In addition to the Finance, Risk and Audit Committee, the Building and Resources Committee and the Sustainability and Community Engagement Committee, the Board benefits from the contributions of the other committees, namely the Learning and Wellbeing Committee and the Governance and Nominations Committee. All of the committees are constituted by Directors, other skilled and committed individuals from the

The Board would also like to take this opportunity to acknowledge the great leadership of the College by Sue Lennox and the other members of the leadership team. Their tireless efforts, generosity of spirit, adaptability and enthusiasm to embrace the new and innovative ways of working, particularly through the period of remote learning, have been outstanding.

It is a privilege to assist in the education of these young women and our appreciation goes to their parents and carers who make sacrifices to enrol their daughter at St Patrick's. We take seriously that obligation to do all we can to encourage the development of strong, independent and compassionateF1 10.98 Tf

1.3 PARENTS AND FRIENDS ASSOCIATION STATEMENT

The Parents and Friends Association had limited activity through 2021. The girls were thrilled to once again engage in a College dance in term 1, however, the onset of restrictions meant there were no further dances across the year.

The Mother and Daughter High Tea was a great success, however, the Father and Daughter Dance sadly had to be cancelled due to government regulations.

The College P&F did not finance an improvement or acquisition for the College this year as levies were not collected in the previous year.

The Parents and Friends Association are very keen for a new year when they can once again host a number of events that engage parents and build community.

We would like to acknowledge and thank the committee for 2021:

President – Claire Montgomery
Vice President – Erin de Rooy
Secretary – Stephanie Alchin
Treasurer – Damian McGovern

1.4 STUDENT REPRESENTATIVE COUNCIL STATEMENT

This year, COVID continued to be a challenge for all our girls, though with our experiences from last year, we had more understanding of how to use technology in an offline world to adapt the usual activities of the school. Our wider choice of applications allowed us to explore different ways to meet the same goal from a virtual perspective. We believe, in this way, it has made us more resourceful, particularly because a larger part of this year was devoted to remote learning in comparison to last year.

With the example set for us by the student leaders of 2020, we continued to find ways to connect the community and to build the confidence of our girls. The aim of the SRC is always to use the idea of stewardship and continue to make St Patrick's College a place for strong women to grow. We believe community spirit is the key to this goal and we endeavoured to foster this in the offline and online worlds of the College.

We started the year by delivering packaged Valentine's Day lollipops to all the girls. We had music playing as we delivered them to each girl in the College. This gift was a symbol of our connection with all the girls and a nice way for the SRC to start building relationships by showing a positive presence.

Considering the needs of countries less fortunate than ours, we actively participated in Project Compassion by raising awareness and financial support for those in need. Additionally, we continued to promote the social justice initiatives of the College and provide opportunities for our girls to be involved in ways to champion equity in our world.

This year we had more than a term and a half in the remote learning environment. The SRC created the *Connected Assembly* events, where we had competitions like the 'Zoom Comp Comp'. In this competition, homerooms got together and themed their Zoom backgrounds and costumes. The whole school got involved in the competition and it was a fun event for all. This was just one of the many *Connected Assembly* events we hosted to continue to boost school spirit and connectedness in this challenging time for our world.

Fundraising events have always been important to the St Patrick's community. One of the highlights of the SRC fundraising efforts was the St Vincent de Paul hamper drive. We managed to gather over 60 Christmas food hampers to donate to our neighbouring community who have, no doubt, been struggling during these uncertain times. We presented the hampers at our Advent liturgy and visually saw the generosity of St Patrick's College in full flight.

The Student Representative Counsellors in each year group worked hard, under the leadership team's guidance, to find ways to bring their year groups together. They worked with their Year Coordinators to inform them of the specific needs of the girls in their grade. During pastoral lessons, they found opportunities to lift the wellbeing habits of their fellow students.

Because Good Samaritan Education was established by the Sisters of the Good Samaritan of the Order of St Benedict, we share a vision of Catholic education that is:

Impelled by the Parable of the Good Samaritan (Luke 10:29-37)

- to be neighbour, especially to the excluded and disenfranchised
- to respect all persons and all creation as sacred vessels of the altar (RB31:10)
- to stand with and be a voice for those who are voiceless
- to seek peace through justice

Guided by the Rule of St Benedict (RB)

- to create safe, welcoming communities where everyone has a place (RB53; RB4)
- to value community that challenges and nurtures, where the strong have something to strive for and the weak have nothing to run from (RB64:9)
- to cultivate a love of learning and beauty so that in all things God may be glorified (RB57:9)
- to seek wisdom through prayerful discernment, listening with the ear of the heart (Prologue 1)

Inspired by the Sisters of the Good Samaritan

- to exercise leadership with particular attention to the voice and experience of women
- to recognise need and respond generously and creatively
- to be nourished and challenged by the Gospel
- to be informed by contemporary educational theory and pedagogy
- to foster talents and abilities so that all students are fully engaged in their learning

2.2 CHARACTERISTICS OF THE STUDENT BODY

In 2021, St Patrick's College for Girls had a student population of 672

The following table provides a comparison between the school's average in 2021 and the average achieved in all NSW schools:

3.2 2021 HIGHER SCHOOL CERTIFICATE

In 2021, 82 students presented for the Higher School Certificate test in 27 subjects delivered at the College and eight

STUDENT	ATAR
Georgia Josif	97.85
Angelina Sokolsky	96.05
Sarah Paparo	93.65
Angelina Dooley	93.55
Siena Hartmann	93.45
Ashley Clissold	93.40
Amadee Thotawatta	

2021

3.3 2021 RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a cumulative credential issued to students in Years 10, 11 and 12 leaving school prior to the Higher School Certificate. RoSA grades are submitted to NESA at the end of Year 10 and Year 11 in the form of an A to E grade by course.

In 2021, students completed Stage 5 of their education at the College. Students followed a e Qigo74 TmS3c0 1

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REPORTING AREA 4
SENIOR SECONDARY OUTCOMES

4.1 SENIOR SECONDARY OUTCOMES

In 2021, 19% of the Year 12 cohort participated in vocational or trade training acquiring a VET qualification

QUALIFICATION / CERTIFICATE	PERCENTAGE OF STUDENTS
Higher School Certificate	100%
Life Skills credential	0
Pathways	0
VET qualifications	19%

REPORTING AREA 5
PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 QUALIFICATIONS OF TEACHING STAFF

CATEGORY		NUMBER OF TEACHERS
Teacher education qualifications	Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	63
Bachelor degree qualifications	Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	Nil

REPORTING AREA 7
STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

7.1 STUDENT ATTENDANCE

Student attendance is recorded according to the requirements of the Education Act. Average student attendance has been calculated as follows:

STUDENT ATTENDANCE 2021	ATTENDANCE RATE
Year 7	94.5%
Year 8	93.3%
Year 9	92.4%
Year 10	91.2%
Year 11	92.2%
Year 12	93.5%
Whole school (Years 7–12)	92.9%

7.2 MANAGEMENT OF NON-ATTENDANCE

Student attendance matters are managed at various levels within the College's academic care structure. Day-to-day roll marking and non-attendance follow up are carried out by the pastoral advisor, under the guidance of the relevant Year Coordinator or Assistant Principal Students.

In 2021, the College had online roll marking in pastoral time each morning, including the registering of late students, and period by period marking. This has allowed staff to have instant access to attendance patterns of the students and recognise any anomalies or concerns in regard to individual students.

In 2021, with a more extended period5.32 841.92 reW*nBT/F1 10.98 Tf1 0 0 1 231d.9BT/F1 10.98 Tf1 0 0 1 95.3

CONTINUING ENROLMENT

A student's enrolment at the College is conditional upon the student demonstrating commitment to the College ethos and adherence to the Student Conduct Policy, as well as parents satisfactorily meeting the requirements of the School Fee Policy.

10.3 SUMMARY OF POLICY FOR ANTI-BULLYING

All members of the College are committed to creating a safe and positive environment, which promotes personal growth and positive self-esteem for all. The prevention of and responses to incidences of bullying, inappropriate use of technology and disrespectful behaviour in the College is achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Those who exhibit bullying behaviour are given the opportunity to change their behaviour and are encouraged to choose more acceptable and respectful ways of behaving.

This policy is based on the principles of procedural fairness and includes parents in this process for the more serious breaches of this policy.

The location of the full text of the policy for anti-bullying – the Personal Protection and Respect Policy – is available on the College website

REPORTING AREA 12
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

12.1 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

St Patrick's College continues to actively promote respect and responsibility across all areas of College life. Benedictine values, together with the charism of Good Samaritan Education, explicitly and implicitly underpin the formation and implementation of College policies, procedures and programs.

As a Catholic college, we explicitly teach the values of compassion and justice contained in the Scriptures and through our Benedictine values. We support our students in bringing meaning and purpose to the story of the Good Samaritan.

The wellbeing of the students is integral to all we do at the College and is the focus of our Academic Care model. This model has the concept of right relationships at its core and so is instrumental in our policies and procedures and, in turn, all the initiatives we undertake to promote respect and responsibility.

The pastoral program of St Patrick's College is underpinned by the Benedictine values of Good Samaritan Gid000008871 0 595.32 841.92 reW*nBT/F1 10.98 Tf1 0 0 1 56.7 35(c)-6(ies)5. 10.98 Tf1 0 0 1 138.

Staff Satisfaction

Thirty-six teachers responded to the survey on the drivers of student learning.

On a scale of 0-10, with 10 indicating a strong agreement, teachers scored teaching strategies, inclusive school, data informing practice and learning culture at 8 and above. Collaboration between staff and technology scored 7, whilst parent involvement was the lowest at 5.5, which is a neutral position.

The challenges of the year required some necessary adjustments. Staff were located across the site to limit staff gathering together. Care packs were delivered to staff during remote learning and again once they returned to the site when numbers of COVID cases were still quite high in the community.

Fatigue was felt by many staff as they managed classes, their own family demands and the risk of the virus. Holiday breaks were adjusted so that staff and students had three weeks' holidays at the end of term 3 and term 4 was extended so that no learning/teaching days were lost.

Staff complied with vaccination requirements and followed the necessary requirements with diligence. The College did not have to cease its operations due to a COVID case, which was a good outcome.

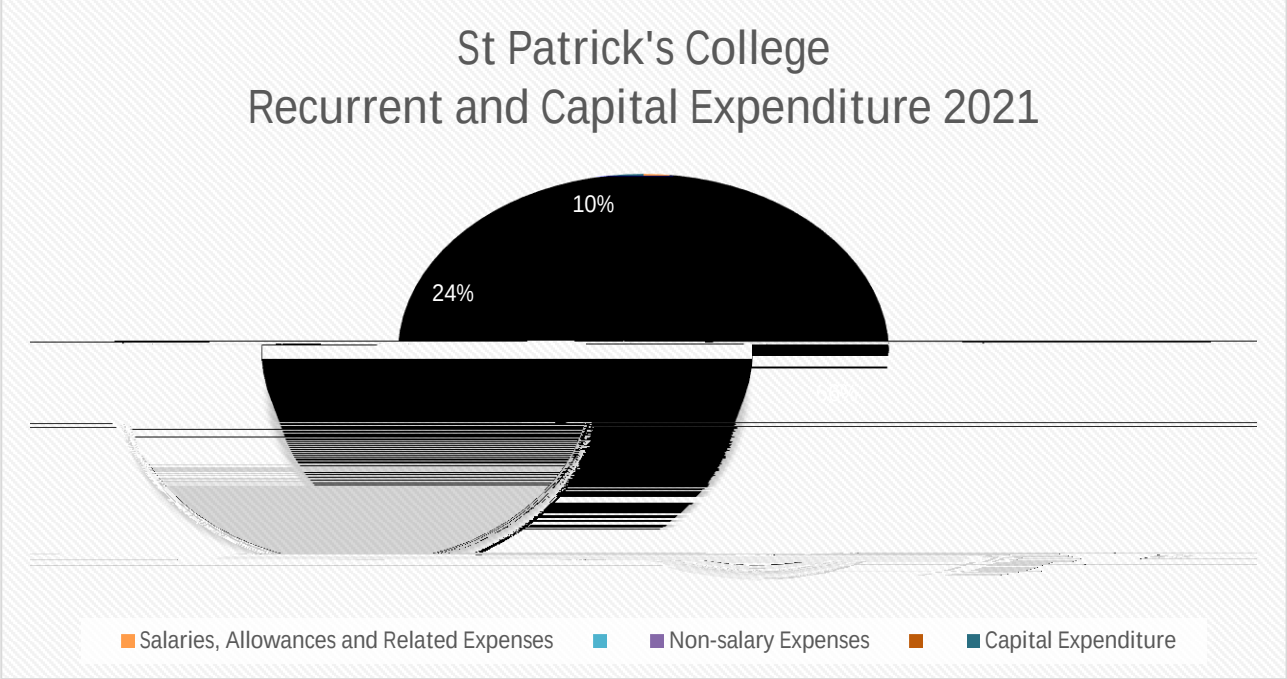
REPORTING AREA 14
SUMMARY FINANCIAL INFORMATION

14.1 RECURRENT AND CAPITAL INCOME

In 2021 the College received income for recurrent expenditure from the following sources:

SOURCE	AMOUNT	PERCENTAGE

14.2 RECURRENT AND CAPITAL EXPENDITURE

For 2021 recurrent and capital expenditure was as follows:

SOURCE	AMOUNT	PERCENTAGE
Salaries, Allowances and Related Expenses	$10,508,353	66%
Non-Salary Expenses	$3,887,241	24%
Capital Expenditure	$1,574,882	10%
Total	$15,970,476