

St Patrick's College Mackay

2018 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Mrs Janelle Agius

Address

Corner River and Gregory Street

Mackay

4740

Total enrolments

442

Year levels offered

Years 11 and 12

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

- The College is a Catholic Senior College catering exclusively for Year 11 and 12 students. The College offers both Tertiary (OP) Year 12 and Vocational Education and Training pathways. The College has a strong Catholic ethos and tradition; compulsory subjects are Study of Religion, Certificate III in Christian Ministry and Theology or Religion and Ethics. The College also offers school-based traineeships, apprenticeships and structured workplace experiences.

Extra Curricula Activities

- Sporting teams include: Hockey, Basketball, Netball, Cricket, Australian Rules, Soccer, Rugby Union, Rugby League, Volleyball, Table Tennis, Tennis and Futsal.
- Netball and Rugby League teams participate in the QISSN and Confraternity Shield Carnivals annually.
- The Boys Basketball team competes in Queensland Champion Schools Carnivals.
- The College participates in interschool athletics and cross country carnivals.
- The College has a Stage Band, Choir, Handbell Ensemble and Percussion groups.
- A College Dance troupe has been formed who perform in the local Rock Pop Mime competition and other community events.
- There are drama groups, annual cultural productions and biennial musicals and cultural tours. Students participate in the Queensland Youth Shakespeare Festival and annual Comedy Night.
- Debating teams, public speaking groups and youth competitions include Lions Youth of the Year, Rostrum Voice of Youth and Zonta Young Women in Public Affairs.
- The English department runs St Pat's Writes, a week long celebration of writing including short stories and poetry, culminating with the performance from Shake n Stir Theatre Company.
- The College participates in the annual Mackay Eisteddfod, Festival of Arts and Whitsunday Voices Literature Festival. Students participate in the annual Choral Festival.
- Students from the College participate in the Constitutional Convention and Youth Parliament.
- The Christian Leadership group supports social justice initiatives and visits homes for the elderly.
- Students and staff have participated in overseas tours to Germany and Russia, India, China, South Africa, Peru and the United States of America.
- The College hosts a number of exchange students from around the world.
- Students participate in a wide number of fundraising and action initiatives for charity.
- Year 11 students participate in a three day Foundations of Learning Camp.
- There is a Semi-formal for Year 11 and a Formal for Year 12.
- Students from the College participate in local Anzac Day and Rats of Tobruk ceremonies.
- Year 11 and 12 retreats are held with guest presenters.

Social Climate

Strategies to Promote a Positive Culture

- The College puts great emphasis on treating our students as young adults. The atmosphere of the College reflects the notion of partnership with students and their parents to achieve students' goals.
- The College has a Counsellor, a Pastor and a Campus Minister. Masses are celebrated regularly.
- Liturgies and prayer form a consistent part of College life.
- The College has a culture of excellent participation in Community Service.
- Positive relations between staff and students are actively encouraged through the College pastoral care program which includes programmes for drug awareness involving visits from Sgt Nigel Dalton and Y2K Drug Awareness presentations. Pastoral Care sessions are held on: dealing with bullying; anxiety; depression; relationship breakups; risk taking; accepting difference; leadership; cyber-bullying; and literacy – the latter through the "ReadingPlus" for both Year 11 and 12.

Cyber Safety and Anti-Bullying Strategies

- Our College has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The College regularly communicates to parents and the College community about cyber safety issues.

We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our College has a number of social/emotional learning programs in place to assist students in guarding against bullying at the College. The College community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis.

- The introduction of SchoolTV.me as an online resource for empowering parents is featured regularly in our College newsletter. Triple P Parenting is another online resource which offers many different ways to get free positive parenting help for our parents and is also featured in our College newsletter.
- All staff members engage annually in Student Protection Training.

Strategies for involving parents in their child's education

- Parents are encouraged to attend a number of evenings including parent/teacher nights and information evenings. Information meetings begin in the six months prior to enrolment.
- The College reports three times a year on student progress. Year 12 also receive an Exit Statement and Reference.
- There are fortnightly newsletters, regular Facebook posts and a regularly updated website which includes an individual assessment planner.
- Communicating with teachers is encouraged, via diary note, phone or email.
- Parents are involved in the College Board and Parents & Friends and can also assist in the tuckshop, library and with sporting or cultural groups.
- Administration members are always available to speak with parents.

Reducing the school's environmental footprint

- The College has successfully installed Solar Panels under the National Schools Solar Fund. The College reduces air conditioning during winter months to reduce overall consumption. The lecture theatre within the College has been designed with energy efficiency as a priority.
- Formation of the Reef Guardians group which voices concerns and actions from all students in ways we can help the College environment to be more sustainable.

Characteristics of the Student Body

- According to the 'Next Step' survey conducted in 2018, 73.4% of students who completed Year 12 in 2017 at St Patrick's continued in some recognised form of education and training in the year after they left college. The most common study destination was a Bachelor Degree (44.4%).
- A further 21.5% transitioned directly into paid employment and no further study.

Average student attendance rate (%)

93.4 %

Management of non-attendance

- Daily SMS Messages to parents asking for explanation.
- Regular checks by Pastoral Care Coordinators for unexplained absences. Students interviewed and parent contacted.
- Assistant to Principal and Pastoral Care Team make contact with parents and interview students with unexplained absences

Year 10 to 12 Apparent Retention Rate

N/A

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	24	1
Full-time equivalents	38.70	19.09	0.79

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	7.5 %
Bachelor Degree	82.5 %
Diploma	10 %
Certificate	

Major Professional Development Initiatives

Bishop's In-service Day, Religious Education PD, Monitoring and Verification, Protective Behaviours, QCAA Conferences, Catholic Leadership Conferences, VET Conferences, Curriculum and Diocesan Leadership Conferences, Subject Association Conferences, First Aid courses and QELI Educational Leadership courses; Child Protection in-services.

As every staff member at St Pat's teaches Year 11, all staff members participated in QCAA online training modules as well as the training days for the implementation of the new syllabus.

A college-wide focus on the research methodology and key findings of John Hattie continued in 2018. Two days witnessed the completion of a series of six days of training, four days of which had been completed in 2017. The Visible Learning into Action (presented in January and March 2018 by Corwin) finalised the series. This series was then complemented by a full day workshop in September (presented by James Anderson) the focus of which was on Carol Dweck's work on Growth Mindsets

The percentage of teacher participation in professional development was
100 %

Total funds expended on Professional Development

\$ 134,500

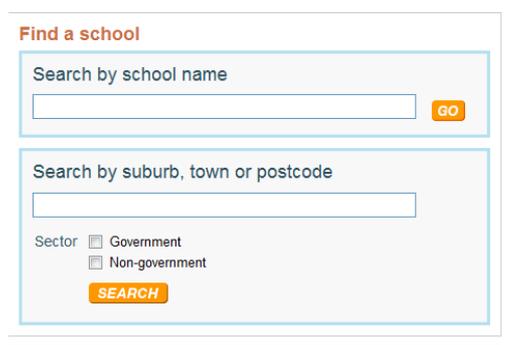
Average Staff Attendance and Retention

96.48 %

Percentage of teaching staff retained from the previous school year was
90.63 %

School Income

School income broken down by funding source is available via the My School website at www.myschool.edu.au.
(The School information below is available on the My School web site).



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there are two radio button options for "Sector": "Government" and "Non-government". At the bottom of the second section is a "SEARCH" button.

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 7 and 9 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2018	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Statement	254
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	224
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	82
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	21
Number of students receiving an Overall Position (OP)	186
Percentage of OP eligible students with an OP 1-15	78.8%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.	93.7%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	93.2%

Strategic Improvement: Progress and Next Steps

Strategic progress in 2018

- Prioritise staff and parent preparation for the new QCE system.
- Allocation of additional time for staff to develop TLAP's and acquire sources for new syllabi.
- Reformulation of all College documentation (specifically relating to information packs, course offerings, subject choices) that reflect the new QCE.
- Continue to implement a College wide framework to improve the quality of teaching and learning through encouraging teachers to adopt research-based teaching practices.
- Encourage staff to regularly solicit student feedback through a more consistent and regular use of formative assessment to determine the impact and effectiveness of their teaching
- Continue to develop a generic and widely accepted lesson preparation strategy that embeds and institutionalizes the shift in approach.
- Creating a more collaborative culture among staff through increasing the frequency of classroom observations by supervisors and peers.

The College made satisfactory progress on some goals for 2018 by

- Allowing three full days professional development for all teaching staff.
- Two of these were the completion of a series of six days of training, four days of which had been completed in 2017. The Visible Learning into Action (presented in January and March 2018 by Corwin) finalised the series. This series was then complemented by September workshops (presented by James Anderson) on Carol Dweck's work on Growth Mindsets.
- Releasing staff from weekly Assembly on a rotational basis in order to allow additional time for staff to develop TLAP's and acquire resources for the new QCE
- Achieving higher levels of inter-departmental collaboration was however supplanted by the urgency preparation and planning for the new QCE. It does however remain an important strategic objective.

Strategic priorities for 2019

The unique configuration of St Patrick's as a Year 11 and 12 only school requires that every member of staff will be responsible for the introduction of at least one Year 11 curriculum. This will require a significant challenge for staff as all staff will need to balance the requirements of the new curriculum while continuing to do justice to the outgoing Year 12 cohort.

- The College has made considerable investments in re-training an already experienced staff in the latest High Impact Teaching Strategies (HITS) during the course of 2017 and 2018. A strategic priority will be ensuring that these practices are incorporated into, and are amalgamated with, the lesson preparation for the new syllabus. This is not an insignificant observation because many of the new syllabuses are content laden. Consequently there is a concern that evidence-based pedagogical practices, which place great emphasis on teachers knowing their impact, could be compromised. This is because even the most reflective practitioner might feel compelled to race in order to cover examinable content. Effective teaching has only taken place if there is evidence of effective learning. Unfortunately, the amount of content that needs to be covered, particularly in certain subject areas, may mitigate against this as some teachers might feel compelled to continue 'covering the syllabus material' even in the face of evidence which demonstrates that insufficient learning has occurred.
- Following on from above, there might also be a need to review the suitability of the existing timetable schedule. This is against the backdrop of an ever-growing staff understanding of the demands and requirements of ATAR and whether the existing timetabling schedule suits HITS that rely so heavily on acquiring feedback from students. The benefits of frequency of teacher-student contact needs to be weighed against the benefits of lesson duration. This discussion needs to occur against a backdrop of existing research has not identified a correlation between different scheduling models and student achievement. (*Optimal Scheduling for Secondary School Students 2014 Hanover Research*) The possibility of introducing a level of subject flexibility in the transition from Unit 2 to 3 is also an issue that will require discussion, investigation and consensus.

- Notwithstanding the preparation that occurred in 2018 in the formulation of TLAP's, the opportunity to 'road-test' the Instrument Specific Marking Guides (ISMGs) in 2019 means that adjustments and modifications and the reformulation of existing TLAPs will be an ongoing requirement. In our view, there can be little doubt that, in some subjects, the new curriculum requires students to display significantly enhanced levels of competence in higher order thinking than the syllabus it replaces. The emphasis on Cognitive Verbs will necessitate increased departmental and teacher-to-teacher contact and collaboration with our feeder school.
- The need to evaluate the extent to which the College is developing the higher order thinking of its student body will see the introduction of the Test of Everyday Reasoning (TER). This is an objective measure of the core reasoning skills needed for reflective decision making concerning what to believe or what to do. The TER is widely used by public and private high schools, and a wide array of American and European International Schools. It's our plan that this information be provided to staff so that they can triangulate the data from this together with their classroom observations and formative testing.
- 2019 will also witness the introduction of ACER's Student Perception of Teaching Quality (SPTQ). Much of the emphasis of the last two years of teacher re-training has entailed deepening staff understanding and appreciation of the central role student feedback plays in assessing the impact and effectiveness of one's teaching.

Parent, teacher and student satisfaction with the school

St Patrick's College continues to have strong and supportive relationships between staff, students and parents.

In the most recent school survey, conducted in 2018, the importance of maintaining the Catholic nature of the school was emphasized by parents. The desire of the parent body to seek guidance from the school in ways they can continue to support their children was also clearly evident in this survey. In the first independent National School Improvement Tool (NSIT) School Review Report, conducted by ACER in June 2016, the College achieved a 'High' rating (in all four categories) in the ninth criteria entitled: 'School-community partnerships. In internal reviews conducted since then, students continue to attest to the view that the school 'treats students like young adults' and that this continues to be one of the College's attractions. Students also attest to appreciating that St Pat's, for many students, constitutes a 'fresh start' and that they are able to separate themselves from roles and behaviours that surfaced in the junior secondary phase of their schooling. Parents are very happy with the high quality education provided to their students. In its latest school review, the review team commended the College on its positive welcoming atmosphere, the high esteem in which the College is held by members of the wider community, its efforts to develop open communication between the College, Board and the P & F, and the inclusion of the P & F and Board in decision making processes