

Annual School Report

2020 School Year

Mount St Patrick College, Murwillumbah



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mspclism.com

About this report

Mount St Patrick College is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of 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 2021 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.



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, physical and spiritual formation. Mount St Patrick College offers students a quality secondary Catholic education based on Christian principles and values, in the Presentation tradition, 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 College mission was lived out daily in the life of the school.

2020 was a year of firsts for me personally. My first year as Mt St Patrick Principal saw the College confront a variety of challenges; smoke from the bushfires, flooding and then, of course, the COVID-19 pandemic. I was overwhelmed at the strength and richness of the Mt St Patrick College community. The staff welcomed me to the College and quickly demonstrated their care and dedication to the students. Teaching is a constantly evolving profession that puts pressure on staff to shift with new practices and methods. At Mt St Patrick College, the staff embrace change that benefits the students and challenge it if it doesn't. The manner in which they attacked the blended/remote learning was evidence of this. Their passion and talent was inspiring.

The College Leadership team provided direction for the College. I found them to be a passionate and open-minded group, who both reacted quickly to the circumstances of the year and also looked to the future with vision.

The following staff completed their contracts at the College at the end of 2020. We thanked them for their service and wished them well in their future endeavours: Pearl Lacey, Michelle Boyle, Cindy Clarke, Cassidy Baker, Jimmy Keogh, Mackenzie Togo and Isaac Wareham.

Two longstanding staff members retired at the end of 2020. Catherine Ord, a former Mt St Pat's student who taught for 33 years at the College, provided excellent leadership in the TAS and VET departments for many years. Adele Williams had been a teacher's aide at the College for 18 years assisting students with great devotion. Both Cath and Adele have provided outstanding service to the College community for many years and we wished them well in their much-deserved retirement.

The education of our students is underpinned by the excellent support staff at the College and I thanked them for the care they give to our students. The College administration team are the welcoming face of the College and their tireless work is much appreciated.

Each year the Student Representative Council (SRC), in conjunction with our Leader of Student Welfare, work on a theme for the year. For 2020 the students came up with 'See the good/ Be the good'. It was a great theme to tap into our College values. It also encouraged us to be positive in our outlook, identifying the good in our lives and acting with generosity for those in need. In 2020 with the world in turmoil, it was very grounding and practical. The students of the College are welcoming and friendly, they met the challenges of the year with good grace and kept their expectations high throughout. We will continue to build the College as a place where they belong and are cared for.

We were lucky to have our Swimming Carnival and overnight Retreats completed before restrictions came into play. It seems funny now to think we were worried about rain at the Swimming Carnival with all what was to follow. The Swimming Carnival was my first big whole school event and it was a terrific day of colour and competition under foreboding skies. It is a testament to the spirit of the College with high attendance against an adverse forecast. Tim Whitney continues to lead sports at the College with passion and practicality, ensuring students have a wide range of opportunities to represent and participate in. He displayed innovation in hosting a virtual Cross Country while students were studying from home.

There were many events that were unable to run in 2020, such as the Big Day Out, camps and both small and larger masses that usually occur. These are important in building the culture of the College and we hope to be able to offer these again in 2021. One of the highlights of the year for me was the "Write a Book in a Day" which saw teams of students working together in the Library under Michael Lill's tutelage. It is great for growth to have students being challenged in different modes. I had some great discussions with the teams as they developed their stories.

Our Year 12 Graduation was streamed live with only the graduates and some staff present for the event. The expertise of Jim Keogh and Mackenzie Togo was instrumental in producing this event to students in classrooms and parents and families at home. The Irish Blessing organised by Vanessa Bowe was terrific. The blending of our tradition around the circumstances of 2020 was outstanding.

We felt obligated to include parents in the Year 12 Formal after they were not able to attend the graduation and could not have been prouder of the efforts of staff and students to present our open-air Formal under the stars. It was a magical night and I am sure it will be a highlight for the students. It will stay with me forever.

The Sacred Heart Parish, led by Father Anthony Lemon and supported by Mary-Ann Thackray and Beth Gordon, continue to provide guidance and direction for the three Murwillumbah Catholic schools. This tight bond is crucial to the Catholic culture of the College.

A final thank you to all the parents and carers of our students for your continued support. Your trust in us is something I hold dear and we will always aim to give our students the best education possible in a caring environment.

Be the Good and God Bless

Paul Reidy

The students' achievements and accomplishments were showcased throughout 2020. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2020 the school:

- Received excellent HSC results. College students were named 36 times in the Distinguished Achievers List which acknowledges marks over 90 (a Band 6) in the HSC Examination. These



Band 6 results were across many subjects. Industrial Technology: Multimedia and Legal Studies students achieved five Band 6 results, respectively.

- Had a number of Year 11 students choose to accelerate in HSC Mathematics and/or Chemistry. These students achieved five Band 6 results in Mathematics and two Band 6 results in Chemistry.
- Despite the challenges of COVID-19 on HSC subjects with practical components, College students received one nomination for ENCORE (Music); one nomination for ONSTAGE (Drama) and four nominations for INTECH (Industrial Technology: Multimedia).
- Had nine students (three Stage 4, four Stage 5 and two Stage 6 students) receive High Distinctions in the Australian Geography Competition.
- Had a Year 8 girl and a Year 11 girl shortlisted for the National Mathspace Transformative 20 Awards. The same Year 11 student was also invited to participate in the National Mathematics Summer School held in early 2021. The Year 8 girl ultimately received one of the 20 Mathspace Transformative Awards which was a great credit for her hard work and passion for Mathematics.

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 2020 the school:

- Had staff and senior students who assisted a local charity called 'You Have a Friend' on Tuesday evenings in Knox Park, Murwillumbah. Due to COVID-19 restrictions this outreach was only able to occur during the beginning of Term 1.
- Had a revitalized Vinnies Student Conference that supported local social justice initiatives by fundraising for the Vinnies Winter and Christmas Appeals. COVID-19 measures meant that the collection of non-perishable food items, toys and blankets for hampers was not possible. However, the Vinnies students were able to make a sizeable monetary donation to the local MacKillop SVDP Conference due to some innovative fundraising.
- Despite restrictions on large gatherings of people in indoor venues, skilled Entertainment and Multimedia College students and staff were able to record and edit live performances of 'The Real Christmas Story' performed by primary students from our local feeder schools. A link to the final 'polished' production was shared with College and Primary parents and the Sacred Heart Parish Community in preparation for Christmas.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2020:

- The sporting year was disrupted significantly by restrictions caused by COVID-19. There were limited Carnivals and sporting opportunities for College students. Following the Term 1 lockdown it was a challenge to provide students with socially-distanced non-contact sports. However, our ingenious Sports Co-ordinator was able to utilize the 'Bolt for Gold' app to run 'virtual' Cross Country and Athletics Carnivals in Term 2.
- The Annual College Swimming Carnival was held on 7th February at TRAC with Loreto House winning the overall point score on the day. A small but talented group of swimmers represented the College at the Diocesan Carnival in Lismore on 5th March. A Year 11 student took out the Open Girls Age Champion with some determined swims. She qualified to represent Lismore at CCC Level but unfortunately that Carnival was cancelled.
- Just before weekend sport and school lockdowns took affect in Term 1, the College sent junior and senior boys and girls teams to Byron Bay to compete in the Queensland Schools Cup, a competition for Australian Rules Football. The students performed very well and Mt St Patrick had the Junior boys qualify for the Regional Finals which again, were cancelled.



- A Year 9 girl attended the NSW Country Basketball High Performance Program in early October in Maitland. She was subsequently selected in the Under 17s Basketball NSW Shootout Program which targets potential players for the Under 18s State Team.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Paul Reidy
Principal

1.2 A Parent Message

The Mount St Patrick College Parents' and Friends' Association is an integral part of the College and provides a formal structure and support network for parents to participate in College activities, fundraising and future planning. For most of 2020 the College P and F were only able to hold meetings via zoom at 5.30pm on Mondays in Weeks 3 and 7 of each term, due to COVID-19 restrictions about visitors coming into the school premises.

A highlight of the meetings was the Principal's Report, given by Mr Paul Reidy, outlining significant events occurring at the College and asking for parent input into future planning and providing opportunity for questions or to raise issues. In Term 4 Mr Reidy asked Mrs Narelle Sherrah (the Curriculum Co-ordinator) and Mrs Louise Shields (the Student Welfare Co-ordinator) to make short presentations to the meeting outlining their vision for their roles in nurturing College students.

The College P and F were involved in two fundraising events in 2020: a cake stall at the annual Swimming Carnival held at TRAC on 7th February and operating the bar at the Year 12 Formal Evening held outside the Gilbey Centre on 20th November. The inaugural College P and F Online Trivia Night was held on Saturday evening 19th September as a 'fun-raising', community activity and the Association made a \$200 donation to defray the costs of the presenter of 'You Choose' - a powerful youth road safety message given to Year 10, 11 and 12 College students.

Simone Wong
President
Mount St Patrick College Parents and Friends Association

2.0 This Catholic School

2.1 The School Community

Mount 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, Burringbar, Mullumbimby, Kingscliff, Casuarina, Tweed Heads, Terranora, Banora Point, Cabarita, Ocean Shores, Bilambil and Pottsville., from which the school families are drawn.

Last year the school celebrated 94 years of Catholic education.

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

Mount 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:

- Encouraging staff and students to attend the Parish Mass at 8.30am on Thursdays and organising two Year 7-10 College classes to attend Mass on Fridays at 12.15pm. Fr Anthony, the College Chaplain, encourages students to actively participate in the liturgy by explaining the parts of the Mass to them. At times during 2020 these Masses were not able to be attended due to COVID-19 restrictions.
- Having Year 9 and 10 Youth Ministry classes assist with primary students Sacramental Retreat Days.
- Supporting the local Mary MacKillop St Vincent de Paul Conference by asking families to make monetary donations only for the annual Winter and Christmas Appeals, due to COVID-19 restrictions.
- Inviting everyone to support the presentation of the Nativity Tableau in late November and purchasing tickets in the Carnival Raffle to support the Parish. In 2020 the Christmas Carnival was cancelled but the Tableau was recorded by College and Primary staff and students and the link sent to parents and parishioners prior to Christmas.

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 two and a half 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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 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 2020	TOTAL 2019
Male	87	60	71	75	44	45	382	349
Female	76	72	84	64	67	59	422	428
Indigenous *	8	4	5	6	5	5	33	32

EALD *	6	0	3	1	0	0	10	2
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* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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, staff monitor attendance each day as a part of their duty of care. 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 2020 is shown in the following table.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
93.9%	92.2%	92.1%	92.0%	93.2%	92.5%	92.3%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 82 teacher(s); Provisional 93 teacher(s); Proficient 946 teacher(s); Highly Accomplished 1 teacher(s); Lead 2 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 80 teacher(s) accredited with NESA, 12 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 31 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.0%. This figure is provided to the school by the CSO.

At the end of 2020 two long-serving staff members retired. Ms Catherine Ord, who was herself a Mt St Pat's ex-student, completed 33 years of teaching in the TAS, VET and RE Faculties at the College. Cath also provided excellent leadership as the TAS and VET Co-ordinator for many years.

Mrs Adele Williams had been a Teachers' Aide at the College for 21 years and decided she was ready for retirement. Adele always showed great devotion and care of the students. Both women will be greatly missed at the College.

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 Term 1, 2020, students were involved in outreach activities, including weekly volunteering with local charities 'You Have a Friend' and 'Meals on Wheels' where students and staff spent time speaking with and delivering food to the homeless and those unable to shop and cook for themselves.
- Students and staff contribute generously to social justice appeals, including Caritas and St Vincent de Paul.
- 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 College values by newsletter items, assembly messages and by the nature of our interpersonal relationships.
- Leaders of Wellbeing, ran Anti-Bullying sessions with Year 7 during Term 1, 2020.
- Leaders of Wellbeing met with each Year 7 student, either individually or in a small group, to monitor their transition and to identify areas of need.
- Police Liaison Officers engaged to speak with individual students regarding rights and responsibilities.
- Leaders of Wellbeing reviewed the steps and stages of the discipline and consequences flow chart. This was discussed at executive level and disseminated and discussed at whole staff level.
- The Student wellbeing program was modified and implemented in a more regular basis. Each Year Group met with their Leader of Wellbeing and Homeroom teacher three times per term for education and guidance.
- Our afternoon detention and suspension work that the students complete involves a restorative justice process where the students complete a lengthy and detailed reflection which considers the implication to others and how this may affect them. The Leaders of Wellbeing and in fact, all staff have been encouraged to deal with any incidents in a fair and respectful manner but also to facilitate restoring fractured relationships in a restorative manner. Staff have had professional learning opportunities for this at staff meetings, staff days and after school PD opportunities.
- Local Police Liaison Officers visited the College during the year to address students regarding their responsibilities in relation to the use of digital technology and 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.

Leaders of Wellbeing regularly communicate with parents of students in their House/Year, via email or phone, to gauge how students are faring, to work together and seek back up from parents. When the College was in COVID-19 lockdown in 2020, protocols were put in place for teachers, teachers' aides and welfare staff to regularly check-in with students, and, if necessary, with parents.

During the period of blended remote learning, parents were added to the Google Classroom, to enable the child's learning activities to be visible. Contact was made either via email or phone for any student

who was absent from their online lessons or not completing assigned work. This provided an informal means to gauge how students were coping academically. The timetable was modified to allow for catch-up lessons, where no new work was assigned. This also assisted staff with their workload. Careful planning and consideration during the transition back to face-face teaching was made to ensure staff were not only delivering in one mode. Staff were kept up to date throughout this time, and their voice was taken into account with each stage of planning.

Student Focus Groups created at the end of 2019, following a survey completed by all students regarding the Mission, Welfare, Curriculum and Pedagogy of the College, were followed up and re-interviewed in early Term 1 2020 with assistance from a CSO Pastoral Care Officer. This was to clarify some of the comments and generalizations made by students and to seek their response to, and resonance with, the overall findings.

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 23 Higher School Certificate (HSC) Courses and 4 Extension Courses.

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

Improving Literacy and Numeracy continues to be prioritized across the College with a whole school approach designed to add value to all students' learning. A focus on students being able to write a structured PEEL paragraph has been implemented across the College. This structured whole-school writing-focused program, where all teachers share responsibility for writing improvement will continue to be expanded. This approach is supported by current research that shows that "... positive student attitudes to writing can be cultivated, e.g. through low stakes writing opportunities that build confidence and enjoyment, including those that provide authentic audiences and purposes." This strategy has provided students with strategies for planning, editing and revising their own and each other's writing, and this has provided students with opportunities to learn from collaborating.

A comprehensive 'Response to Intervention Plan' includes three tiers of Learning Support intervention and learning provisions for all students. These are providing differentiation and Teacher Aide support within and outside the classroom; small group and targeted 1:1 instruction as well as Disability Provisions to eligible students for examinations and assessments, with some students able to undertake a Life Skills pattern of study.

Small group and 1:1 intervention programs targeting students with Literacy and Numeracy weaknesses including MAQLIT, Literacy in Levels and Mathematics small group interventions assist students to develop literacy and numeracy skills in a non-threatening environment.

The College continues to work towards developing 21st century visible learners. The staff have entered into a coordinated professional development program to provide a consistent approach to pedagogy in the College. The students are provided with learning intentions and success criteria to inform their learning. High Potential Learners can access the opportunity to accelerate in Chemistry, Mathematics, Investigating Science and Geography. This enables the students to be challenged and the added bonus of completing the HSC for one subject early to benefit from the experience and also have additional time to focus on the remaining subjects.

Additional classes have been added in Mathematics and English to allow for smaller targeted classes to cater for exceptional students and those requiring additional help. Various enrichment activities are provided for the students to inspire their learning. Examples are: Write a Book in a Day, Debating and Tournament of Minds. Tutorials in HSC subjects are provided before and after school.



Maths and Literacy help is available at lunchtimes for students to obtain extra advice on their assessments and class work. A homework centre enables students to continue their study outside school hours in a supportive environment.

Access to internal VET subjects including Fitness, Hospitality and Entertainment Industry. Senior students can also access TAFE courses externally.

Mount St Patrick College continues to work towards developing 21st Century pedagogy with a focus on visible learning with the continued focus on learning intentions and success criteria. This pedagogy underpins learning across the school. The College continues to develop and implement student-centred, inquiry-based programs and assessments that are targeted at improving student outcomes for both mixed ability and extension classes for Stages 4-6.

A key aspect of 2020 was the shift to remote blended learning towards the end of Term 1. A school wide approach was adopted where weekly overviews, planned Zooms and catch up lessons were provided. Throughout this period of time a focus on quality learning tasks centred on the essential learnings for each KLA were provided, with the awareness that technology was not the focus of the pedagogy but rather the means to deliver the learning.

The College focuses on using learner-centred instructional strategies to foster curiosity, independent learning, adaptability, resilience, collaboration and critical thinking skills. Initiatives include our Religious Education Project Based Learning Program that presents students with real-world problems and involves students working collaboratively to investigate with their peers ways in which to problem-solve solutions.

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

- A variety of retreats and camps. These included a three-day Retreat at Camp Bornhoffen for Years 12 and 10, respectively, and the Year 7 Currumbin High Ropes Challenge in early Term 1. There were Reflection Days for Years 7 and 9 at the beginning of Term 3 but other annual camps and excursions did not occur in 2020 due to COVID-19 restrictions.
- Evangelization Events. These are opportunities for all year groups co-ordinated by the College and the Lismore Catholic Schools Office (CSO) many of which were curtailed by COVID-19, Our Youth Ministry Officers (YMOs), with the support of the Senior Youth Ministry Team and Youth Ministry classes, were still able to offer some events such as Incitare for Year 6, Shine for Years 9 and 10, a 'Catch the Wave' experience for Year 8 and a lunchtime Youth Alpha Program for all year levels. There was also a 10-10 experience for Year 7 students with the Diocesan Band 'Wildfire' and activities around faith formation.
- Debating. Students have the opportunity to develop their debating skills by joining one of the College's year level debating teams. In 2020 the usual regional, diocesan and State debating competitions did not take place. However, our students honed their skills by staging practice debates with other year level teams.
- The Creative and Performing Arts. Students had the opportunity to be involved in the College's instrumental program for most of 2020. Singing was an activity not allowed for most of the year due to COVID-19 and was sadly missed by the community in liturgical and other celebrations. The annual Heart Art Competition was held in early Term 4 to raise funds for the St Vincent de Paul Christmas Appeal. These artworks were displayed at the same time as the Body of Work of Year 12 Art students were exhibited.



3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

3.2.2 Higher School Certificate

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, school and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and school achievement. School staff members have participated in Catholic Schools Office information sessions on Data Analysis workshops.

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

	2018		2019		2020	
	School	State	School	State	School	State
Studies of Religion 1	84%	71%	89%	79%	72%	58%
English Standard	66%	50%	88%	52%	84%	69%
English Advanced	100%	91%	100%	92%	100%	97%
Mathematics Standard 2	73%	53%	74%	56%	59%	53%
Mathematics	66%	78%	78%	79%	63%	68%

Mt St Patrick College continued its sound achievements in the 2020 HSC. In Advanced English 100% of students achieved results in the top three Bands for the fourth year in a row. Standard English sustained its 2019 significant improvement in the percentage of students in the top three Bands with 84%. This success in English can be attributed to skilful staff and the program implemented in Stage 4 and 5 in 2015, incorporating the Backward Planning Model.

Studies of Religion 1 performed creditably with 72% of students achieving in Bands 4, 5 and 6. Mathematics and Standard Mathematics 2 courses were consistently around 60% for students in the top three bands.

The DeCourcy Analysis indicated that 100% of subjects performed within the range of expected growth or above. This is an excellent achievement as it reflects the growth of all students, not just the high performing students who achieved Band 6s.

College students performed above State Average in 17 of the 23 subjects that were undertaken. There were impressive results for the College cohort in the following HSC Courses:

- CAFS - MSPC 8% to State 4.97%
- Industrial Technology - MSPC 20.83% to State 8.07%
- Investigating Science - MSPC 7.14% to State 4.64%
- Legal Studies - MSPC 15.62% to State 15.01%
- Music 1 - MSPC 36.36% to State 21.73%
- PDHPE - MSPC 12.5% to State 9.13%
- Entertainment Industry- MSPC 50.0% to State 11.2%.

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 Year 12, 2020

% of students undertaking vocational training or training in a trade during the senior years of schooling.	27%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The College continues to successfully navigate the combination of ATAR and Non-ATAR students and their needs. The philosophy of the College is one of inclusion. Both ATAR and Non-ATAR students have the freedom to choose from all courses. Expectations are high, regardless of the aspirations of the students, which impacts on their wellbeing. All students are encouraged to participate in a wide range of cultural, academic, sporting and spiritual activities to develop a well-rounded College community member.

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.

Destination Data Year 12, 2020 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
40%	23%	15%	22%

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Overview of School Improvement Plan	29/01/2020	School Based Presenters
Developing Visible Learners	02/03/2020	Corwin
Spirituality/Curriculum/ Positive Student management	07/07/2020	Internal staff
Spirituality/Rich Curriculum/Staff Wellbeing	12/10/2021	School based presenters

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

Activity	Staff numbers	Presenter
Assessing in an Online Environment	14	Narelle Chaffer
In My Blood it Runs	33	Mackenzie Togo
HSC Analysis	27	Narelle Sherrah
Zoom Training	75	Natalie Webster
ICT Training	36	Natalie Webster
Online Summit Overview	20	Narelle Chaffer
Classroom Student Management	26	Louise Shield
Peer to Peer Training	26	Narelle Chaffer
Equitable Classroom Communication	19	Ed Hodges
Students with Complex Trauma	12	Joshua McCormack
Behaviour Modification	15	Mat Lynch
First Aide - CPR	75	Simone Kendrick
Google Classroom Platform for Remote Learning	65	Natalie Webster
Disability Standards for Education	70	Ed Hodges

The professional learning expenditure has been calculated at \$2426 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 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 hard copy of the Enrolment Policy is located in the school office or by accessing the College's website. No changes were made to the College's Enrolment Policy in 2020.

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 and is available on the College's website. There have been no changes made to this policy in 2020.

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 and it is available on the College's website. Changes were made to the Policy re Student Use of Mobile' Phones at the College and consequences for non-compliance, which were advertised widely in the community. The punishment of an Afternoon Detention was made the first consequence for non-compliance.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that 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. There have been no changes to this policy this year and it is available on the College website.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognizes 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. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2020 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2021
<p>Mission of Jesus Christ Members of the MSPC community developed an understanding of, and gave visible witness to, the Catholic dimensions of our school community and the ongoing review and development of engaging pedagogy. This was achieved by a greater consistency and witness to the College values in the life of the school. It was also achieved through increasing student engagement and depth of understanding in Religious Education through rich learning experiences that incorporated dialogue, critical thinking and collaboration within an inquiry model.</p>	<p>Mission of Jesus Christ That all members of the MSPC community know, experience and witness to the Gospel values of acceptance, commitment, community, compassion, forgiveness and justice. These values guide our actions when dealing with students and staff.</p>
<p>Learning and Teaching That quality learning and teaching underpinned the curriculum offered at Mt St Patrick College resulting in the development of assessment capable visible learners. Students were asked to monitor their own progress in relation to their learning using learning intentions and success criteria.</p> <p>Sources of data and a virtual data wall were used to guide and inform teaching strategies to effectively support the needs of all students in Literacy and/or Numeracy.</p>	<p>Learning and Teaching That quality learning and teaching through positive relationships underpin the curriculum offered at MSPC resulting in the growth in student learning. Through engagement with visible learning strategies and a focus on writing, students will experience growth in their achievement.</p>
<p>Pastoral Care We endeavoured to improve wellbeing through students experiencing positive relationships with staff and each other. As a result, more students felt safe, valued and respected. The connection to growth in academic outcomes and wellbeing was also the focus.</p>	<p>Pastoral Care Positive relationships underpin our dealings with students at MSPC resulting in the growth in student learning and student growth mindset.</p>
	<p>Family School Partnership That quality learning and teaching through positive relationships underpin the curriculum offered at MSPC resulting in the growth in student learning. That improved teacher-parent relationships evolve through communication with staff across a variety of events and activities.</p>

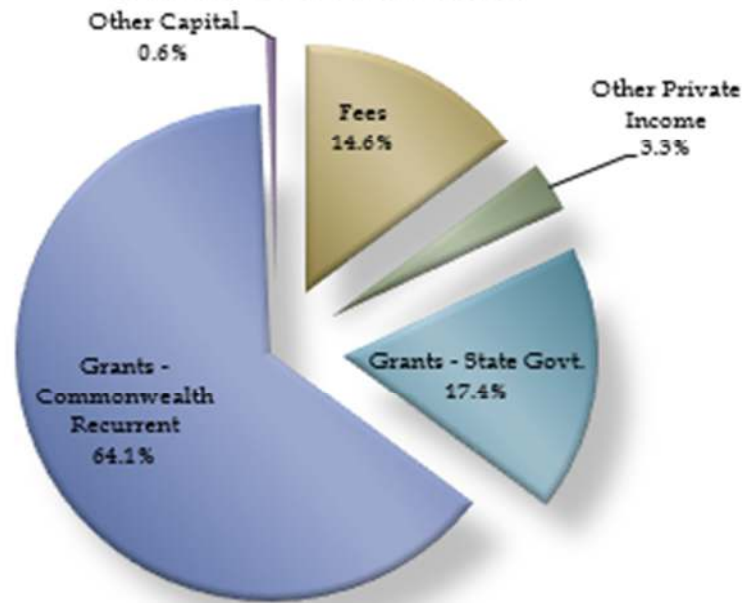
6.0 Financial Information

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 2020 is presented below:



2020 INCOME - Mount St Patrick College MURWILLUMBAH



2020 EXPENSE - Mount St Patrick College MURWILLUMBAH

