

# Annual School Report

## 2021 School Year

Mount St Patrick College, Murwillumbah



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## About this report

Mount St Patrick College is registered by the NSW Education Standards Authority (NESA) and managed by the 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 2022 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 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 Catholic education based on Christian principles and values, in the Presentation tradition, within the context of a strong faith community.

2020, it turns out, was not a one-off, but a warm-up for 2021. The pandemic continued to make life difficult for our community. I say difficult, but still I feel gratitude that our region has been largely spared the long term lock-downs and high case numbers of some of our cities. As a nation we have fared much better than many, many others who have high numbers of deaths from COVID-19. At Mount St Patrick College we would like to think we are part of many communities, and certainly we pray for those who have suffered during this time. Our theme this year has been to 'journey together'. We endeavour to do this for students, parents and staff as one community working together through the tough and good times.

Some of the important events that could occur this year included the Year 8 Adventure Camp and the Year 10 and 12 Retreats. Opportunities to mix in different contexts are important for growth individually and as a community. I was able to attend the Year 12 Retreat and the students engaged with the content, staff and each other in an enriching manner.

Year 12 of 2021 graduated very late in the year, but in fine style in a combined Graduation/Formal in the Gilbey Centre. The manner in which everyone navigated the rules around this year, and this event in particular, displayed resourcefulness and resilience.

The College Swimming and Athletics Carnivals were other fantastic events that involved the whole school. These were able to be held in a normal fashion with competition, colour and fun. There is no doubt that holding some of these events early have assisted us during both years of the pandemic, as restrictions have tended to become tougher as the year goes on.

In Term 2 the College held two Creative Showcase evenings highlighting the outstanding creativity of our music, drama and visual arts students. The evenings were well-prepared, presented and attended and displayed the breadth of talent of our students.

The College received a grant to implement the Kaleidoscope project with students. 'Kaleidoscope' is centred on the transformative potential involved in the art of storytelling. This inspiring project driven by Michael Lill, Amanda Starr, Grace Molloy, Hannah Clarke, Mitchel Rice, Jamie Harvey and Vanessa Bowe focused on collaboration and enrichment. Students were challenged to expand their understanding of the creative process - drawing inspiration from the narrative, visual, instrumental, dance and dramatic worlds.

We continue to hold our community to high standards and expectations. I hope these high standards in the manner we show respect to each other, to how we wear our uniforms, to our diligence to our school work, result in a proud and strong community that strives for excellence.

Mount St Patrick College is well served by fantastic, dedicated teaching staff who continue to place the students at the centre of all we do.

The education of our students is underpinned by the excellent support staff at the College and I thank 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.



The Sacred Heart Parish, led by Father Anthony and supported by Mary-Ann Thackray and Beth Gordon, continues to provide guidance and direction for the three Murwillumbah Catholic schools. This tight bond is crucial to the Catholic culture of the College. Father Anthony has finished the year undergoing major surgery, and we pray that he will be back leading us soon. His friendly face and thoughtful advice is missed.

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  
Principal

The students' achievements and accomplishments were showcased throughout 2021. 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 2021 the school:

- Received excellent HSC results. College students were named 73 times in the Distinguished Achievers List which acknowledges marks over 90 (a Band 6) in the HSC Examination. Seven of the Band 6 results were received by Year 11 Accelerated students in Investigating Science, Chemistry and Mathematics.
- Had 14 HSC students receive an ATAR above 90 and 2 girls had ATARs of 99.1 and 99.35, respectively, and were on the All Round Achiever's list for scoring Band 6 results across 10 units. The female College Dux came First in the State in Music 1 and another female was Fourth in the State in Industrial Technology: Multimedia.
- Had student results in 19 HSC Courses that were above the State average for Bands 5 and 6 combined. The College was ranked 114th in the State based on its 2021 HSC results.
- Performed strongly in the 2021 Australian Mathematics Competition, with 12 students acknowledged as top performers. This included Distinctions awarded to students in Years 10 and 11 and a High Distinction (99 percentile rank) being achieved by a Year 7 student.
- Had four students selected and attended the National Youth Science Forum (NYSF) at university campuses, where they attended lectures and practical sessions. The forums provided an exciting opportunity for students to forge friendships with like-minded students from all over Australia. The Forum assisted students to consolidate and pursue an area of interest and exposure to possible career paths and disciplines. This is a key goal of the NYSF and our students who attended campuses in Canberra, Sydney and Brisbane found it an enlightening and positive experience.

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 2021 the school:

- Had a strong Vinnies Student Conference which supported the St Vincent de Paul Society's Appeals through interesting fund-raising events. They sold chocolates with heart-shaped messages, with free delivery, for St Valentine's Day and pancakes with ice-cream on Shrove Tuesday. Term 3 saw Inter-House coin line competitions in the Canteen Basement and in Term 4 there were lots of monetary donations by students in their homerooms. The Vinnies Staff Co-ordinator was able to convert most of the cash into \$25 vouchers for distribution at Christmas to those in need in the local area.



- Began the Kaleidoscope Project which was a culmination of students working with professional writers, illustrators and composers to compose an original multimodal text that encompassed a narrative, illustrations, performance and a musical adaptation of their written and illustrated composition. It was planned to showcase and celebrate students' final products on World Literacy Day and received an Arts Grant.
- Had CAPA Gala Evenings showcasing the many and varied talents of College students in the creative and performance arts. This included Year 7 to 12 students' original artwork, dramatic and musical performances which were showcased to students and parents over two nights. Also on display were HSC Visual Art students' Bodies of Work from 2020, including those nominated for the various Art Express exhibitions.
- Had one Year 11 girl selected for the Australian Catholics Scholarship Media Internship Program. It provided her with a wonderful opportunity to hone her writing skills and gain insights into the profession. She interviewed journalists from a range of fields including freelance, news, feature, opinion, investigation, politics, and overseas correspondence, as well as people working in social and digital media communications. This provided valuable insights into what it is like working on the inside of the media and journalism industries and also provided helpful advice about starting a career in these fields.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- A Year 12 student once again represented the College at the Diocesan Swimming Carnival in Lismore. This was their sixth consecutive time representing the College at this event. She was awarded Runner-Up age Champion. Her performances gained her selection in the Lismore Diocesan Team to compete in the NSWCCC Swimming Championships at Homebush.
- Two Year 10 students were selected in the Lismore Diocesan Football Open Girls Football team and one Year 11 student was named in the Open Boys team. Both teams attended the NSWCCC Open Football event held in Sydney.
- A Year 7 student broke two records at our College Swimming Carnival before making the Lismore Diocesan squad to attend the NSWCCC event. Here she qualified for the 50m butterfly event at the NSW All Schools event swimming for the NSWCCC Team. She also went on to be a stand-out performer at our school's athletics carnival breaking a U12 High jump record that had stood since 1974. Both the Diocesan athletics event and NSWCCC events were cancelled due to COVID-19.
- Our College open Girls Basketball team won Division 2 of our Diocesan Championships held at Coffs Harbour in June. COVID cancellations later in the year saw further representation opportunities cancelled.
- Three girls from our College were named in the Gold Coast Suns Australian Rules Academy squad. The girls will go on to train and play a series of games against other Australian Rules Academies in early 2022.

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 (P&F) is a small group of parents who provide a formal structure and support network for other parents to participate in College activities, fund-raising and future planning. For most of 2021 the College P&F continued to hold meetings via



Zoom at 5.30pm on Mondays in Weeks 3 and 7 of each term, as they had done during in 2020 due to COVID-19 restrictions.

The College P&F Association were involved, at arms length due to restrictions on visitors attending schools and events, in two major fund-raisers: a cake stall at the annual Swimming Carnival in February at TRAC and operating the 'dry bar' at the Year 12 Formal Evening held on Friday 3rd December 2021.

Ms Sheridan Hargreaves  
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 95 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:

- Having Year 9 and 10 Youth Ministry classes assist with Mount St Patrick Primary and St Joseph's Primary, South Murwillumbah students' Sacramental Retreat Days.
- Supporting the local Mary MacKillop St Vincent de Paul Conference by asking families to donate new blankets and money for their annual Winter and Christmas Appeals.
- Inviting all staff and families to support the presentation of the Nativity Tableau and Christmas Carnival in late November, by purchasing tickets in the Carnival Raffle to support the Parish.
- Encouraging staff and students to attend the 8.30am Parish Mass on Thursdays and organising two Year 7 - 10 classes, on a rostered basis, to attend Mass on Fridays at 12 noon. Fr Anthony, the College Chaplain, encourages students to actively participate in the liturgy by explaining the parts of the Mass to them. Unfortunately, at times during 2021 these masses were not available to students due to COVID restrictions.

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<br>2021 | TOTAL<br>2020 |
|---------------------|--------|--------|--------|---------|---------|---------|---------------|---------------|
| <b>Male</b>         | 77     | 83     | 53     | 61      | 62      | 38      | 374           | 382           |
| <b>Female</b>       | 76     | 74     | 67     | 78      | 63      | 65      | 423           | 422           |
| <b>Indigenous *</b> | 8      | 9      | 5      | 5       | 3       | 5       | 35            | 33            |
| <b>EALD *</b>       | 1      | 0      | 0      | 1       | 0       | 0       | 2             | 10            |

\* 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 2021 is shown in the following table.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|--------|--------|--------|---------|---------|---------|-----------|
| 92.0%  | 89.0%  | 89.0%  | 87.0%   | 90.0%   | 89.0%   | 89.3%     |

## 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 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 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 96.0%. This figure is provided to the school by the CSO.



187 years of teaching experience walked out the doors of Mount St Patrick College when seven long-term staff members retired. Mrs Jenny Gardner (11 years), Ms Michelle Gill (15 years), Mr Michael O'Donohue and Mrs Jan Creasey (22 years), Mr Peter Callaghan (30 years), Mr Phil Bindon (42 years) and Mrs Sue Staunton (45 years) were farewelled at the end of 2021. 16 other staff left the College because their Contracts had finished; to take leave or to move to new positions at other schools.

## 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:

- 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 meet with their Year 7 students, either individually or in a small groups, to initiate them into the 'way we do it around here'. They also monitor the students' transition from Primary School and to identify areas of need.
- Students and staff are asked to contribute to social justice appeals. Since there are so many needy causes, we have tried to focus on fund-raising for Caritas through 'Project Compassion' during the six weeks of Lent in Term 1 and the local MacKillop St Vincent de Paul Conference Winter and Christmas Appeals in Terms 2 and 4, respectively.
- The Student Wellbeing program was modified and implemented in a more regular basis by assigning all Year 7 - 10 students a timetabled Wellbeing lesson once per fortnight. Leaders of Wellbeing were timetabled as a co-ordinator for the six other teachers taking each Wellbeing Lesson. Lessons were organised sequentially focussing on different aspects of healthy relationships and developing resilience.
- A new Student Diary was introduced which provided valuable information from 'Learning Curve' looking at character strengths, building a 'growth mindset', resilience, providing weekly themes, activities and review tools.
- 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 Professional Development (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, bullying, harassment, violence and sexual assault.



## 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 via email or 'phone. They do this to gauge how students are faring, to work together and seek back up from parents.
- Following the Year 8 Adventure Camp in June, all staff and students who attended were asked to complete an online survey. This survey asked them to rate various aspects of their experience and to make recommendations to improve the Camp for future Year 8 students.
- All homeroom teachers sent a 'welcome' email to parents of their homeroom students at the beginning of the school year. They used the opportunity to introduce themselves and provide ways that parents could make contact with the College and who was best-placed to deal with their enquiries.
- All staff and students who attended the first College Athletics Carnival held in a different, purpose-built venue in July were surveyed. The online survey asked them to rate their experience compared with our local venue and to make suggestions for improvements for 2022. The results were collated and made available to the Sports Co-ordinator, members of the College's Leadership Team and Leaders of Wellbeing.
- The Student Leadership Team sought feedback from all students about their experience as a Mount St Patrick student and the challenges they faced. In response to a perceived lack of lunchtime activities, particularly from Year 7 students, they organised dodgeball games and administered a system for loaning students sport equipment at lunchtimes.
- Towards the end of 2021, Year 12 parents and students were surveyed about how they would prefer to celebrate the Year 12 Formal Evening in light of the restrictions caused by COVID-19

## 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 Higher School Certificate (HSC) and/or Record of School Achievement (RoSA) Award. The school offers 27 Higher School Certificate (HSC) Courses and 4 Extension Courses.

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

Improving Literacy and Numeracy remained a College priority, with a whole school approach designed to improve student achievement. It has been said that "it takes a village to raise a child" and this is reflected in the structured whole-school writing-focused program that was introduced in 2021 and is based on the Sharratt model using data to identify student needs and to increase student growth and achievement through targeted instruction.

At the College all teachers have worked towards a shared responsibility for writing improvement across the curriculum and to help improve each student's achievement. In 2021 staff continued their efforts towards consolidating a professional learning program to provide a consistent approach to pedagogy in the College. A focus on using learning intentions and success criteria and asking Sharratt's five critical questions during learning walks and talks were an important focus.

In 2021 the College's comprehensive 'Response to Intervention Plan' continued. It included three tiers of Learning Support intervention and learning provisions for students, such as providing differentiation and Teacher Aide support within and outside the classroom; small group and targeted 1:1 instruction; and disability provisions to eligible students for examinations and assessments. Eligible students were able to undertake a Life Skills pattern of study. Small group and 1:1 intervention programs targeting students with Literacy and Numeracy weaknesses included MAQLIT, Literacy In Levels and Mathematics small group interventions.

Technology is integrated across the curriculum. All students have access to the same laptop computer and a suite of software to support learning. Teachers are provided with constant professional development to implement technology into the curriculum. Students in Years 7 and 8 utilised Microbits which they can code. Each KLA has specific curriculum based lessons that occur across the year that allow students to use their Microbits in innovative ways. It aimed to encourage students to learn to code across the curriculum. Students used VR headsets to explore 3D worlds and to create their own virtual worlds. During problem-solving and design lessons, students used drones to understand particular concepts and coded drones for particular purposes.

High Potential Learners can access the opportunity to accelerate in Chemistry, Mathematics and Investigating Science. This enables students to be challenged and provides the added bonus of completing the HSC for one subject early. Students benefit from this experience, and it provides additional time to focus on their 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 supervised, supportive environment.

In Vocational Education and Training programs at the College, students worked towards nationally recognised qualifications across a range of industries. At MSPC students were provided with access to internal VET subjects including Business Services, Fitness, Hospitality, Entertainment and Furniture Making Industries. Students also completed school based apprenticeships and traineeship programs and studied TAFE courses externally.

Mount St Patrick College continues to work towards developing 21st Century pedagogy with a focus on Visible Learning with continued focus on Learning Intentions and Success Criteria. This pedagogy will underpin learning across the school. In 2021 the staff were involved in the Sharratt Learning Collaborative project. Hopefully this will direct our pedagogy and learning into the future.

The College's Learning Hub opened after school hours two afternoons per week to specifically assist senior students. HSC teachers came to work with their students and the Librarian, who is trained as a Creative Writing and Essay Writing Coach, assisted students with their draft writing tasks. The Learning Hub also offers a wide range of learning resources which cannot be taken elsewhere.

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 Stage 4 - 6. The College focuses on using learner-centred instructional strategies to foster curiosity, independent learning, adaptability, collaboration and critical thinking skills. Examples of this include our Stage 4 Religious Education classes using a Project-Based Learning Program that present students with real-world problems and asks students to work collaboratively with their peers to investigate ways to 'solve' the problem.

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 during Term 1. The Year 8 Adventure Camp went ahead in Week 8 of Term 2 but most other camps and longer excursions were not able to occur due to COVID-19 restrictions.
- Private and small group instrumental Music lessons. Visiting tutors offer 30-minute lessons during the day at the College Music Studios, in Piano, Guitar, Drums, Clarinet, Violin, Flute and Saxophone. Parents organise the lessons for their child directly with the tutors.
- A vibrant Vinnies Student Conference which supports St Vincent de Paul Society Appeals through interesting fund-raising events. They sold chocolates with heart-shaped messages, with free delivery, for St Valentine's Day and pancakes with ice-cream on Shrove Tuesday. Term 3 saw Inter-House Coin Line competitions in the Canteen Basement and in Term 4 there were lots of monetary donations by students in their homerooms.
- Annual College Swimming, Cross Country and Athletics Carnivals. The 2021 Swimming Carnival was held at TRAC on Friday 5th February and Lisieux House won the day. The Cross Country took place on a sunny Tuesday 20th April and, again, Lisieux were the victors with 131 competitors. For the first time, on Tuesday 20th July, the Athletics Carnival was held at Walter Peate Oval in Kingscliff and Lisieux House made it three in a row!
- Team representative Sport. During 2021 students were able to compete in Girls and Boys Q Schools AFL, Diocesan Tennis, Bill Turner Soccer, Diocesan Soccer, NRCC Touch Football and Diocesan Open Basketball. The girls had access to NRCC Netball and League Tag and the boys could play CRL, Cochrane cup and Diocesan Rugby League.
- Students in Years 7 and 8 have been supplied with Microbits which they are encouraged to code across all their subjects and during lunchtimes, in innovative ways. These students also had access to VR headsets to explore 3D worlds and had a drone workshop to show them how to code drones for particular purposes.
- A modified Year 12 Graduation Ceremony, Assembly and Formal on Friday 3rd December. This was very important to celebrate the culmination of all the work, effort and resilience of the Year 12 cohort affected over two years by COVID-19 restrictions and a delayed HSC and end of year festivities.

## 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, 164 students presented for the tests while in Year 9 there were 135 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 following data indicates the percentage of Mount St Patrick College students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**Year 7 NAPLAN Results in Literacy and Numeracy  
Percentage of students in Bands 4 to 9**

| BAND                           | 9     |        | 8     |        | 7     |        | 6     |        | 5     |        | 4     |        |
|--------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|                                | State | School | State | School | State | School | State | School | State | School | State | School |
| <b>Reading</b>                 | 10.0  | 12.0   | 21.0  | 24.0   | 27.0  | 34.0   | 25.0  | 21.0   | 12.0  | 6.0    | 5.0   | 2.0    |
| <b>Writing</b>                 | 5.0   | 7.0    | 19.0  | 24.0   | 25.0  | 26.0   | 27.0  | 30.0   | 15.0  | 10.0   | 4.0   | 2.0    |
| <b>Spelling</b>                | 12.0  | 7.0    | 23.0  | 26.0   | 32.0  | 43.0   | 18.0  | 12.0   | 9.0   | 9.0    | 4.0   | 3.0    |
| <b>Grammar and Punctuation</b> | 11.0  | 7.0    | 18.0  | 22.0   | 22.0  | 32.0   | 26.0  | 25.0   | 12.0  | 9.0    | 6.0   | 1.0    |
| <b>Numeracy</b>                | 14.0  | 7.0    | 19.0  | 26.0   | 26.0  | 38.0   | 21.0  | 19.0   | 11.0  | 7.0    | 4.0   | 1.0    |

**Year 9 NAPLAN Results in Literacy and Numeracy  
Percentage of students in Bands 5 to 10**

| BAND                           | 10    |        | 9     |        | 8     |        | 7     |        | 6     |        | 5     |        |
|--------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|                                | State | School | State | School | State | School | State | School | State | School | State | School |
| <b>Reading</b>                 | 8.0   | 6.0    | 18.0  | 26.0   | 26.0  | 34.0   | 25.0  | 18.0   | 15.0  | 13.0   | 7.0   | 1.0    |
| <b>Writing</b>                 | 5.0   | 6.0    | 10.0  | 10.0   | 27.0  | 32.0   | 25.0  | 21.0   | 20.0  | 17.0   | 9.0   | 9.0    |
| <b>Spelling</b>                | 7.0   | 4.0    | 19.0  | 14.0   | 31.0  | 38.0   | 23.0  | 27.0   | 13.0  | 12.0   | 6.0   | 4.0    |
| <b>Grammar and Punctuation</b> | 9.0   | 6.0    | 15.0  | 21.0   | 27.0  | 33.0   | 24.0  | 27.0   | 15.0  | 9.0    | 8.0   | 1.0    |
| <b>Numeracy</b>                | 11.0  | 4.0    | 15.0  | 14.0   | 29.0  | 56.0   | 28.0  | 18.0   | 14.0  | 7.0    | 3.0   | 0.0    |

2021 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 the main trends revealed through an analysis of the Mount St Patrick College 2021 NAPLAN results:

In **Year 7 Literacy** we were over-represented in the bottom two bands in boys Reading (+2.5) and Spelling (+7.4), while boys are also under-represented in the top two bands for Writing (-7.1). Girls are moderately under-represented in the same category (-2.7). Overall the cohort is under-represented in Grammar and Punctuation in the top two bands (-4), but the figure is greater for boys (-10.2) than girls (+1.3).

In **Year 9 Literacy** boys are significantly over-represented in the bottom two bands for Reading (+10.1), Writing (+17) and Spelling (+8.1) while also being under-represented in the top two bands for Writing (-8.2) and Spelling (-15.7). Girls are also under-represented in the top two bands for Spelling (-5.9).

A **trend has emerged in Literacy** in that there are fewer boys in the top two bands for Writing, Spelling, Grammar and Punctuation over the past few years, while there are also more in the bottom two bands over the same period. This confirms the overall decline in writing standards for boys over recent years.

In **Year 7 Numeracy** we were under-represented in the bottom 2 bands (positive) and top 2 bands (negative), compared to both SSSG and State data. In the bottom 2 bands both the SSSG and State averages have remained consistent, school numbers reduced in 2021 (Positive).

In **Year 9 Numeracy** girls were under-represented in bottom 2 bands (positive), boys over-represented in bottom 2 bands (negative), compared to the SSSG data. In the top 2 bands numbers have fluctuated while SSSG and State have stayed consistent. There was a slight decline in numbers in top 2 bands in 2021. In the bottom 2 bands the SSSG and State stayed consistent. School numbers have tended to reduce slightly (Positive).

A **trend has emerged in Numeracy** of moving away from SSSG and state percentages in a negative direction. That is, the number of students in the top 2 bands has reduced relative to the SSSG and State data.

### 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**

|                               | 2019   |       | 2020   |       | 2021   |       |
|-------------------------------|--------|-------|--------|-------|--------|-------|
|                               | School | State | School | State | School | State |
| <b>Studies of Religion 1</b>  | 89%    | 79%   | 72%    | 58%   | 76%    | 69%   |
| <b>English Standard</b>       | 88%    | 52%   | 84%    | 69%   | 70%    | 58%   |
| <b>English Advanced</b>       | 100%   | 92%   | 100%   | 97%   | 100%   | 94%   |
| <b>Mathematics Standard 2</b> | 74%    | 56%   | 59%    | 53%   | 58%    | 51%   |
| <b>Mathematics</b>            | 78%    | 79%   | 63%    | 68%   | 50%    | 69%   |

Mount St Patrick College is a comprehensive, non-selective school, and we are extremely proud of the HSC results achieved by our students in 2021 who demonstrated resilience under very difficult



circumstances due to the pandemic and remote learning. We were delighted for our students in achieving outstanding results that included:

- First in the State for Music 1.
- Fourth in the State for Industrial Technology Multimedia.
- Two students attained the All-Round Achievers Awards.
- Dux ATAR result of 99.35.

In order to support student learning in a range of subjects, the College delivered tutorials before and after school and provided work sessions at lunch times, including Mathematics and English help. These initiatives are designed to support student outcomes, especially in the lead up to assessments.

DeCourcy Analysis indicated 96% of HSC courses at the College performed within the range of expected growth or above. This is a solid achievement as it reflects the growth of the majority of students, not just the high performing students who achieved Band 6 results.

Mount St Patrick College will continue to support all student learning and monitor HSC results closely, reflecting on areas of strengths and those for improvement. We will continue to develop student-centred strategies and initiatives to support the success of our students across all courses.

In 2021, Mount St Patrick College students achieved above state average Band 6 results (a mark of 90 or more) in a range of subjects:

| Subject   | School % Band 6 | State % Band 6 |
|---|-----------------|----------------|
| Ancient History                                     | 40%             | 9%             |
| Biology   | 10%             | 7%             |
| Community and Family Studies                        | 20%             | 5%             |
| Earth and Environmental Science                     | 14%             | 5%             |
| English Standard                                    | 8%              | 0.5%           |
| English Advanced                                    | 83%             | 16%            |
| English Extension 1                                 | 67%             | 42%            |
| Entertainment                                       | 33%             | 11%            |
| Hospitality   | 29%             | 5%             |
| Industrial Technology                               | 22%             | 7%             |
| Investigating Science                               | 32%             | 8%             |
| Mathematics Standard 2                              | 9%              | 6%             |
| Music 1   | 57%             | 20%            |
| Personal Development, Health and Physical Education | 14%             | 17%            |
| Studies of Religion 1                               | 15%             | 13%            |
| Visual Arts   | 42%             | 17%            |

### 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, 2021**

|  |      |
|--|------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling.                           | 30%  |
| % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

We are seeing an increasing trend of students choosing to complete a VET qualification. Students who are on our Nano Pathway, are also required to undertake at least one VET course to increase their workforce skills and employability in an area of interest.

### 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, 2021 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 2021 were:

| Staff Professional Learning Activity                        | Date       | Presenter   |
|---|------------|---|
| MSPC Vision: What it means to be a teacher/student at MSPC? | 28/01/2021 | Narelle Sherrah                                       |
| Fullness of Life / 14 Parameters / Spirituality Module      | 19/04/2021 | Simon Holder,<br>Michael O'Donohue                    |
| Literacy Progressions/Clarity/Spirituality Module           | 01/11/2021 | Jo McDonald,<br>Narelle Chaffer,<br>Michael O'Donohue |

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

| Activity  | Staff numbers | Presenter                          |
|---|---------------|------------------------------------|
| Strategies for Hearing Impaired                   | 25            | Edward Hodges                      |
| HSC Analysis                                      | 15            | Jo McDonald                        |
| Assessment Portal                                 | 7             | Narelle Chaffer                    |
| Vinyl Cutting Safety                              | 8             | Dan Keogh                          |
| Pear Deck   | 12            | Online Learning                    |
| Google Rubrics and Forms                          | 19            | Michael Levick and Narelle Chaffer |
| Vaping: What teachers need to know?               | 20            | Paul Dillon Webinar                |
| Remote Learning - Effective Pedagogical Practices | 78            | Narelle Chaffer                    |
| Zoom Refresher                                    | 18            | Natalie Webster                    |
| PDF Annotationsw                                  | 13            | Natalie Webster                    |
| Pear Deck - Remote Learning Engagement            | 22            | Sher Millward                      |
| Maintenance of Accreditation - Need to Knows      | 14            | Narelle Chaffer                    |
| WriQ  | 17            | Greg O'Connor                      |
| Compass Training                                  | 63            | Adam Kelly and Michelle Gill       |

The professional learning expenditure has been calculated at \$3409 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 copy of the enrolment policy is located in the College office, or it can be accessed on the College website. There have been no changes to the College's Enrolment Policy in 2021.

##### 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 well-being. 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 website. Appropriate units on Respectful Relationships (from a mandatory program run in Victorian Schools) have been included in the curriculum for a timetabled fortnightly Well-being Lesson for all students in Years 7 - 11. There have been no changes to the Pastoral Care Policy in 2021.

#### **4.3 Discipline Policy**

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

The school's Discipline 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. There have been no changes to this policy in 2021.

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

The College's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, well-being and safe school communities. The dignity of the human person is the foundation of all Catholic and social teaching and intrinsic to our education ministry.

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.

In 2021 there has been a focus on addressing bullying because of race or ethnicity. Our Indigenous Education Workers have presented educative sessions to each Year Group, and at College Assemblies which highlight the history and struggles of our Indigenous and Torres Strait Islander brothers and sisters, and celebrates their culture. There have been no changes to this policy in 2021, but there has been a different focus. This Policy is available on the College website.

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

The College 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. There have been no changes to this policy in 2021, and it is available on the College website.

#### **5.0 School Determined Improvement Targets**

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.



| Key improvements achieved this year   | Key Improvements for 2022   |
|---|---|
| <p><b>Mission of Jesus Christ</b><br/>That all members of the MSPC community knew, experienced and witnessed to the Gospel values of acceptance, commitment, community, compassion, forgiveness and justice. These values guided our actions when dealing with students, staff and parents.<br/>This was achieved by greater consistency in using the Gospel Values in written communication to members of the College community; in visual form in all rooms of the College; as a framework for discussing and dealing with discipline matters and as the prayer focus at all College Assemblies.<br/>It was also achieved by witness to the College values in the life of the school and increasing student engagement and depth of understanding in Religious Education and Wellbeing lessons.</p> | <p><b>Mission of Jesus Christ</b><br/>That all members of the MSPC community experience a sense of belonging, achieve success and be able to participate fully in the life of this Christ-centred school.</p>   |
| <p><b>Learning and Teaching</b><br/>That quality learning and teaching underpinned the curriculum offered at Mount St Patrick College resulting in growth in student learning. There was a particular focus built upon the work previously undertaken in the College through engagement with visible learning strategies and a focus on writing.<br/>Participation in the Lyn Sharratt Learning Collaborative provided a framework for a greater emphasis on putting faces on the data for our students, to bring about a growth in their writing achievement.</p>  | <p><b>Learning and Teaching</b><br/>Quality learning and teaching through positive relationships will underpin the curriculum delivery and pedagogical practices offered at MSPC. Through data-informed instruction, students will achieve a growth in learning. Both school-wide and PLT (Professional Learning Team) targeted data will be used to track growth in writing and KLA identified areas and inform instruction. Teachers will draw on visible learning strategies, including the embedding of learning intentions and co-constructed success criteria into their practice to enable students to improve their learning achievements.</p>  |
| <p><b>Pastoral Care</b><br/>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><b>Pastoral Care</b><br/>A new 8-House Pastoral Care structure is being introduced to the College in 2022. There has been much planning and preparation over the last two years to try and achieve three major outcomes:</p> <ul style="list-style-type: none"> <li>• That each Leader of Wellbeing will only have approximately 100 Yr 7 - 12 students in their House. This will enable them to care for and really get to know the students, as well as their parents;</li> <li>• That each student will feel connected to the College, engaged in their academic work and motivated to be involved in other activities offered by the College;</li> <li>• That opportunities for student leadership will be increased and span a variety of different areas such as academic, cultural, sport, religious and social justice domains.</li> </ul> |
|   | <p><b>Leadership</b><br/>That the profile and opportunities for student leadership will be increased with the new House structure being introduced in 2022. Leadership will be offered in a variety of different domains such as academic, cultural, sport, religious and social justice areas.</p>   |



**Family School Partnership**

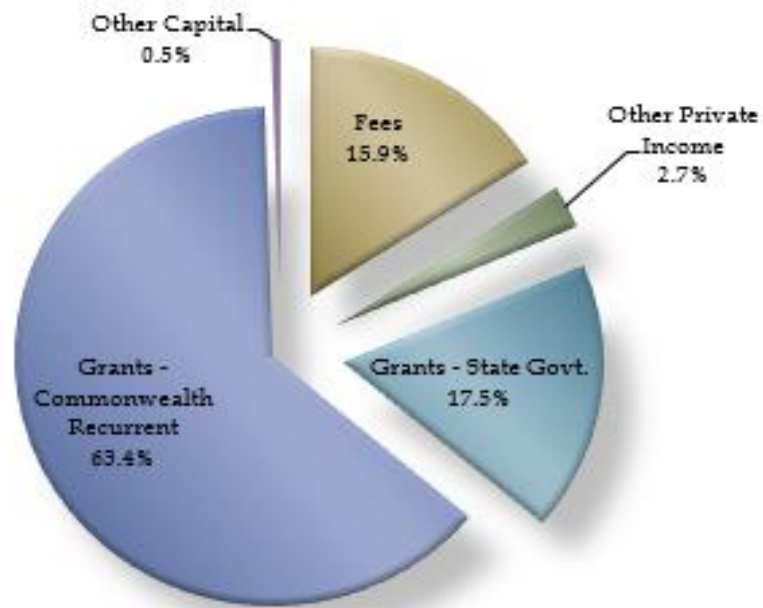
Positive relationships between parents and teachers underpinned the curriculum offered at MSPC resulting in the growth in student learning. The difficulty of having parents physically present at the College for interviews, activities and presentations for most of the year meant that we had to be more agile in our communication. We used more direct and targeted written feedback, zoom, video recordings and other technologies to engage with parents.

**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 2021 is presented below:

## 2021 INCOME - Mount St Patrick College MURWILLUMBAH



## 2021 EXPENSE - Mount St Patrick College MURWILLUMBAH

