



# 2023 ANNUAL REPORT

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## 1.2

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I am delighted to be writing this report for our 2023 College year.

The role of the Board is to advise and support the College in areas of College process, governance, finance, infrastructure, educational policy and planning. This is indeed a privileged position and one that carries much responsibility.

I would like to take this opportunity to thank all our current Directors and their families for their many hours of involvement working for the betterment of St Patrick's.

Our Board is capably supported by various committees made up of skilled and dedicated individuals from the community, as well as a representative from the College leadership team. Both the Board and our committees spend many hours listening, analysing, discerning and discussing both the current projects of the College and celebrating the great work that is being carried out each and every day.

Our Board members have participated in various formation and training experiences to give us a deeper understanding of the Good Samaritan charism in the Benedictine tradition. Earlier this year, I was personally very privileged to be able to journey overseas on the Benedictine Pilgrimage accompanied by Dr Debra Bourne, our Assistant Principal Learning and Teaching, as well as representatives from Good Samaritan Colleges across Australia. This experience gave great clarity and understanding about who St Benedict was and how he interacted with the community of his day. The Rule of Benedict has so much more meaning and application to our modern lives with this lived experience of pilgrimage.

This year, it has been very noticeable how the natural flow of the College is back in full swing, with musical productions, parent nights, alumni gatherings and off-site activities. Our College thrives on excellence in community and I congratulate all involved in ensuring these events have been successful.

Our four year strategic planning has continued with a mid-point check this year. It is heartening to see that our priorities are being achieved and variations can be made to remain relevant and on target. It has also been wonderful that the work on facilities planning has continued with the finalising of the



To our parents, carers and friends of the College, once again, thank you for the support of your daughters, our students, and of the College. Your participation and engagement with the College is much appreciated and only strengthens our College as we go forward.

I would like to thank the College staff who have continued to strive for excellence in all they, fh31.0376 r (the)-6





## 1.4 STUDENT REPRESENTATIVE COUNCIL STATEMENT

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2023 began with the students looking forward to the many opportunities to show their leadership through a number of initiatives to bring the community together, a focus that has always been part of student leadership at the College.

With the example set for us by the student leaders of 2022, we continued to find ways to connect the community and to build the confidence of the girls. As in previous years, we had been left a legacy from the group that went before us and we worked hard at living up to this by looking for ways to continue to build a greater sense of community spirit between the middle school and senior school to show that together we are a strong and committed group of young women.

As a leadership team, we made a point of being present for the girls and looking for little ways they could get to know us and feel part of all the initiatives we had planned for the year. We carried on the tradition of making everyone feel valued on Valentine's Day by ensuring everyone received a message about the importance of love in our lives – and being loved for who we are and not how we look. Whilst it may seem a simple thing, the girls all love getting these and it is a great way for the SRC to say we are thinking of you and we are all part of this together.

The College prides itself on always seeking out ways to work and support the area of social justice. As the leaders, we worked with the girls in raising awareness and funds for Project Compassion, highlighting how much we have compared with many other countries. It was great to see the girls undertaking a number of activities and challenges to make this something that all could see the value in being part of something bigger than us. The coin lines were a great way (and a competitive way, we have to say) for all year groups to show their support for what is one of our most important fundraisers each year.

St Patrick's Day is always an important event for all of the College and it gives the students the opportunity to acknowledge the feast day with the formality of the day through celebrating Mass together as well as having fun activities throughout the day – with the highlight being the Irish







## REPORTING AREA 2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

### 2.1 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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St Patrick's College for Girls is a Catholic college educating girls in the Good Samaritan tradition in the Macarthur region. The College was established in 1840 by Irish settlers and, as such, is the oldest Catholic independent school established by private enterprise in Australia. The Sisters of the Good Samaritan took over governance of the College in 1887. St Patrick's has moved sites several times, finally settling in its current location in 1970.

The College is an incorporated body with a Board of Directors and Members of the Company who are directly linked to Good Samaritan Education. Good Samaritan Education was established in 2012 to oversee the future sustainability of the network of Good Samaritan Colleges across Australia.

Operating under the trusteeship of Good Samaritan Education, values of justice, prayerful discernment, hospitality, peace, community and stewardship are an integral part of the faith and life of the College.

Whilst congregational, St Patrick's is part of the Wollongong Diocese and, as such, works in partnership with other Catholic schools in the Diocese to further the evangelising mission of the Catholic Church.

As a Catholic school, the College celebrates the Church calendar and is committed to social justice and community service. St Patrick's College is the only all girls' high school in the Macarthur region of Sydney.

The College promotes a safe learning environment that is rigorous yet supportive so that students can achieve in all courses including those that can traditionally tend to have a gender bias in the co-educational setting. As a comprehensive, single sex school, we are committed to the holistic education of students through an academic care model which aims to foster lifelong learning.

The College implements learning programs that build on areas of need in literacy and numeracy. The growth in our NAPLAN results indicates that these programs have been effective in addressing this need.

The College provides an extensive choice of subjects for the RoSA and Higher School Certificate credentials. Academic, creative and vocational educational programs are offered to provide a broad range of learning experiences for students.

St Patrick's offers diverse co-curricular and sporting opportunities amid excellent facilities in beautiful, landscaped surroundings. The College is well equipped with current technology and is innovative in its teaching practices. The Benedictine precept 'to organise all things so that the strong have something to strive for and the weak nothing to run from' (Rule of Benedict 64:19) underpins all we do.





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

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

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

Guided by the Rule of St Benedict (RB)

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



## 2.2 CHARACTERISTICS OF THE STUDENT BODY

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In 2023, St Patrick's College for Girls had a student population of 687 in Years 7 to 12. St Patrick's is a multicultural community, with over 19 different nationalities represented. The largest groups are from Pacific Nations, Māori Nation, India, New Zealand and the United Kingdom. The College also had 32 girls who identified as Aboriginal.

To support the families and the College in meeting the needs of the diverse groups, the College has an Aboriginal Education Advisory Committee and had a Pacific Nations Advisory Committee. Both committees provide advice and support to the community.

There is diversity across the community of families from different socio-economic backgrounds. This diversity is a strength of St Patrick's College as all students are accepted and respected for who they are and given opportunities to grow into the person they have the potential to be.

Most families make financial sacrifices to send their daughter to St Patrick's. Because of this, girls are driven to do their best, demonstrate their appreciation for the opportunity and make their parents proud. This work ethic and commitment to succeed creates a strong, productive learning culture in the classrooms.

As an all-girls' school, girls are encouraged to embrace all challenges. The absence of gender bias results in girls excelling in sciences, technology, sport, mathematics, humanities, performance and all fields of study. Alumni have made outstanding achievements in a broad scope of areas post-school as a result of their ability to dream big at the College.

As an all-girls' college, the 'space' is safe for girls as they grow through their formative years. Swimming carnivals and athletics carnivals are all very well attended, with high levels of participation because of the absence of judgement or gender related pressures.

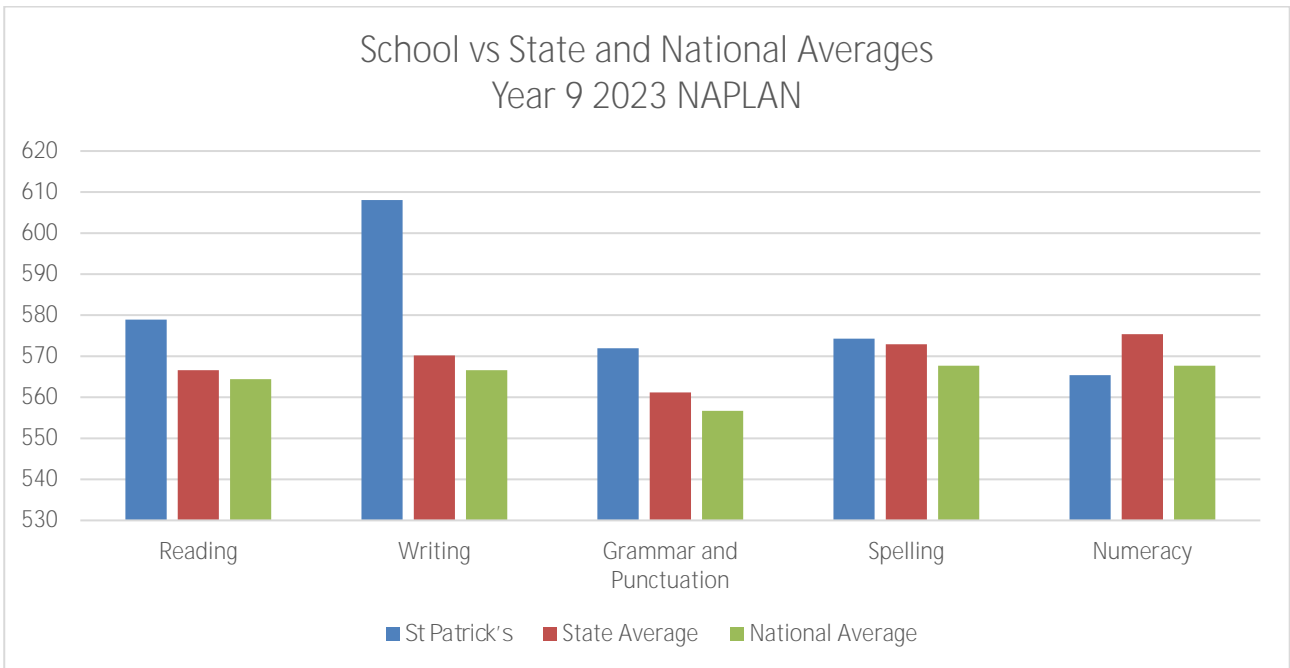
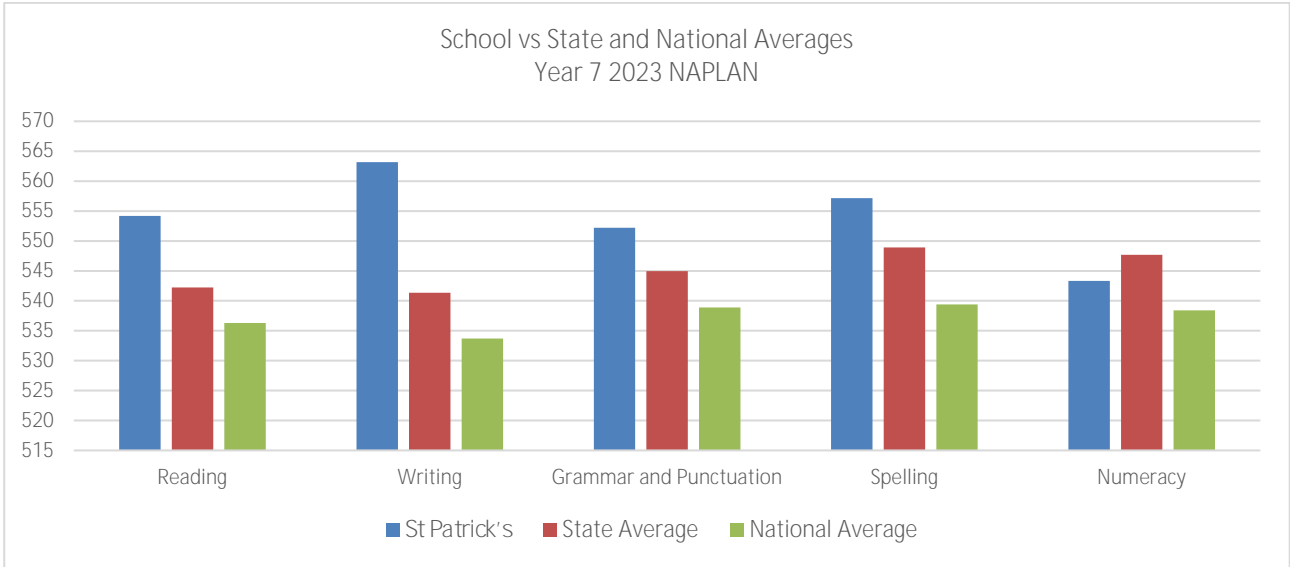
Whilst adolescents can have periods of turmoil and some friendship fractures, by and large, girls are highly supportive of their cohort and very emphatic in their relationships. They are competitive in their studies but focus on achieving their own personal best, whilst supporting others to achieve their best.

St Patrick's offers a host of activities and opportunities



Students excelled in academic classes and sport over the year. Extension and enrichment was offered to high potential girls in areas of STEM, humanities and mathematics. Students could









### NAPLAN Proficiency Standard Distribution

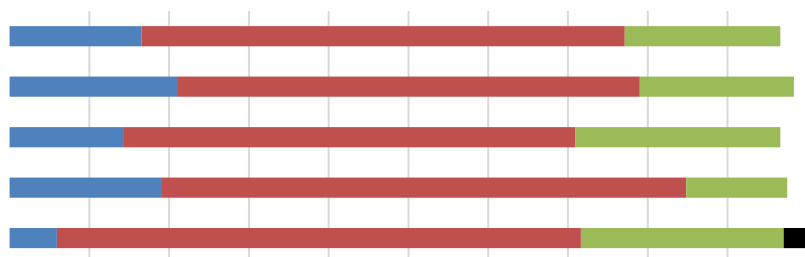
Year 7 2023	Reading	Writing	Grammar and Punctuation	Spelling	Numeracy
Exceeding Expectations	16.9%	16.0%	14.4%	22.4%	7.3%
Strong	64.5%	64.8%	60.0%	66.4%	68.5%
Developing	15.3%	16.0%	21.6%	10.4%	21.0%
Needs Support	3.2%	3.2%	4.0%	0.8%	3.2%

Year 9 2023	Reading	Writing	Grammar and Punctuation	Spelling	Numeracy
Exceeding Expectations	16.1%	26.5%	14.3%	15.2%	4.5%
Strong	56.3%	50.4%	52.7%	65.2%	62.5%
Developing	24.1%	23.0%	30.4%	15.2%	30.4%
Needs Support	3.6%	0.0%	2.7%	4.5%	2.7%

Years 7 and 9 2023	Reading	Writing	Grammar and Punctuation	Spelling	Numeracy
Exceeding Expectations	17%	21%	14%	19%	6%
Strong	61%	58%	57%	66%	66%
Developing	19%	19%	26%	13%	25%
Needs Support	3%	2%	3%	3%	3%









STUDENT	ATAR
Caitlin Old	95.85
Isabella Walsh	93.80
Amelia Palazzo	91.90

Of the 34 courses completed by the 2023 St Patrick's College Year 12 cohort, 20 courses were above State average, and these courses spanned all Key Learning Areas at the College.





The table below indicates the percentage of students achieving a Band 5 or 6 in subjects:

COURSE	BAND 5 OR 6
Biology	12
Business Services Examination	1
Business Studies	4
Community and Family Studies	9
Dance	4
Drama	5
English Advanced	15
English Standard	3
Food Technology	5
Hospitality Examination (Kitchen Operations and Cookery)	1
Human Services Examination	1
Japanese Continuers	1
Legal Studies	5
Mathematics Advanced	6
Mathematics Standard 2	16
Modern History	3
Music 1	14
Personal Development, Health and Physical Education	10
Physics	1
Society and Culture	6
Studies of Religion I	22
Studies of Religion II	7
Visual Arts	5



### 3.3 2023 RECORD OF SCHOOL ACHIEVEMENT

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

In 2023, 126 students completed Stage 5 of their education at the College. Students followed a rigorous assessment program and grades were assigned in accordance with performance against the course standard descriptors. In 2023, all students demonstrated a high standard of achievement. All Stage 5 candidates participated in all formal assessment tasks and were awarded appropriate grades.

COURSE	SCHOOL TOTAL	SCHOOL A (%)	SCHOOL B (%)	SCHOOL C (%)	SCHOOL D (%)	SCHOOL E (%)
English 200 hours	126	5.56	29.37	57.14	7.94	
Mathematics 200 hours	126	14.29	28.57	27.78	28.57	0.79
Science 200 hours	126	26.19	48.41	23.02	2.38	



## REPORTING AREA 4 SENIOR SECONDARY OUTCOMES

### 4.1 SENIOR SECONDARY OUTCOMES

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In 2023, 33% of the Year 12 cohort participated in vocational or trade training acquiring a VET qualification

QUALIFICATION / CERTIFICATE	PERCENTAGE OF STUDENTS
Higher School Certificate	100%
Life Skills credential	1%
Pathways	0
VET qualification s	33%





## REPORTING AREA 5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

### 5.1 QUALIFICATIONS OF TEACHING STAFF

CATEGORY		NUMBER OF TEACHERS
Teacher education qualifications	Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	62
Bachelor degree qualifications	Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	Nil
Teaching experience	Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	Nil



## 5.2 PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

In total, the College has spent \$100,483 in 2023 on staff professional development, which is not inclusive of the cost of relief staff, as indicated below:

PROFESSIONAL LEARNING ACTIVITY		NUMBER OF TEACHERS
Senior first aid	Provided refresher training for staff holding current qualifications and full training for those staff without current qualifications	64
Pastoral care	Courses that assisted staff to care for students by developing skills to attend to adolescent health issues and broadening awareness of the cultural diversity of the community	64
Curriculum	Courses that were specific to the content taught through a broad range of faculties Topics and issues that would have the most recent and current information now available	62
Pedagogy	Provided skill development in use of new technologies or strategies to enhance learning in the classroom	62
Administration	Provided skills and practices that could expedite or rationalise administrative tasks	23



## REPORTING AREA 6 WORKFORCE COMPOSITION

### 6.1 WORKPLACE PROFILE

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In 2023, the College workforce was comprised of 100



## REPORTING AREA 7 STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

### 7.1 STUDENT ATTENDANCE

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

STUDENT ATTENDANCE 2023	ATTENDANCE RATE
Year 7	97.64%
Year 8	97.27%
Year 9	95.99%
Year 10	97.56%
Years 7- 10	97.07%



## 7.2 MANAGEMENT OF NON-ATTENDANCE

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

In 2023, the College had online roll marking in pastoral time each morning, including the registering of late students, and period by period marking. This has allowed staff to have instant access to attendance patterns of the students and recognise any anomalies or concerns in regard to individual students.

Unexplained absences are followed up where appropriate by the pastoral advisor or other members of the pastoral team. This may require consultation and communication with parents. Letters are sent out twice a term to address any outstanding matters and these require a parent response. The addressing of chronic school absence issues, which are rare, occur through management within the guidelines of our College academic care model.

The College has consolidated its use of technology and software programs in the tracking of student attendance, particularly through the TASS database. SMS facilities enable parents to be notified of their daughter's absence early in the school day, on a daily basis.

Our TASS database program allows all staff to gain immediate access to both short term and long term records for students and members of the pastoral team use this to track their students. Such facilities have enhanced our communication with parents on issues such as individual student attendance matters and this ensures attendance is well monitored within the College.

## 7.3 STUDENT RETENTION RATE FROM YEAR 10 TO YEAR 12

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Student retention rate is as follows:

Actual Retention Rate	Year 10 2021 to Year 12 2023	78%
Apparent Retention Rate	Year 7 2018 to Year 12 2023	64%



## REPORTING AREA 8 POST SCHOOL DESTINATIONS

### 8.1 POST SCHOOL DESTINATIONS

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Based on the information provided to the school when students leave in Year 10 and Year 11, it appears that the majority were leaving to pursue employment or apprenticeships. Other reasons for leaving included health difficulties and family relocation.

From the data collected from school leavers in Year 12 2023, the following trends have been noted in regard to post school destinations :

YEAR 12 2023 – DESTINATION 2024	PERCENTAGE OF STUDENTS



## REPORTING AREA 9 ENROLMENT POLICIES

### 9.1 ENROLMENT POLICY

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#### PREAMBLE

St Patrick's College is an all girls' secondary college in the Macarthur region. The College is governed under the auspices of Good Samaritan Education and through a Board of Directors. Students are accepted from a wide variety of cultural and religious backgrounds. The College prides itself on being a truly integrated and inclusive community.

#### ENROLMENT CRITERIA

St Patrick's College is a non-systemic, congregational Catholic college and as such is not restricted to geographic boundaries when accepting enrolment applications. The Board of the College delegates to the Principal the right to exercise discernment in the acceptance of individual students in the enrolment process.

In processing applications for entry to the College, the priority for entry will be:

- Sisters of students currently enrolled in the College or of former students of the College
- Daughters of past students of the College
- Catholic students attending a Catholic parish primary school
- Catholic students attending a government or other non-government primary school
- Non-Catholic students attending a Catholic parish primary school
- Non-Catholic students attending a government or other non-government school

Enrolment of a student is conditional upon parents/carers undertaking the financial requirements of the College.

#### ENROLMENT INTERVIEWS

Every student applying for enrolment will be interviewed. Parents seeking enrolment for their child/ren from other high schools will sign a consent form to allow information to be obtained by the College from their current school.



## REPORTING AREA 10 SCHOOL POLICIES

### 10.1 SUMMARY OF POLICY FOR STUDENT WELFARE

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## REPORTING AREA 11 SCHOOL DETERMINED IMPROVEMENT TARGETS

### 11.1 2023 PRIORITY AREAS

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AREA	PRIORITIES	ACHIEVEMENTS



## 11.2 2024 PRIORITY AREAS

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AREA	PRIORITIES
Teaching and learning	<p>The Learning Enhancement Policy will be reviewed to ensure that the learning needs of all students are catered for, particularly our gifted and talented students.</p> <p>A sustainable and flexible program of opportunities to be afforded to more able students will be delivered.</p> <p>The new pathways and opportunities created in 2023 for students in relation to school based apprenticeships and options with outside agencies will be embedded and expanded.</p> <p>A plan for the deployment of Track 1 will be initiated and deployed.</p>





From COVID, we learned the importance of connection and so incorporated some of the lessons we had done online into the classroom to ensure students had the chance to continue to grow in their ability to communicate with each other.

The focus across all grades was around “respectful relationships” – both in the classroom and the playground. Each class undertook a number of lessons to discuss what this looked like at the College and what could be done to strengthen this further. Each pastoral class came up with a set of expectations that they felt would support this. These were then gathered and a College set developed from the student voice. Posters of these were then made and placed strategically in all pastoral classrooms and around the College grounds as a reminder of the importance of showing respect to those around us as well as the environment we are a part of.

Within the pastoral domain we also acknowledge the right for people, especially young people who are at a very important time in developing and becoming conscious of who they are, to be able to be confident in making the right choices around relationships. With this in mind, we had Consent Labs provide workshops throughout the year that looked at what is meant by consent and the important role it plays in the many relationships the girls will be part of through adolescence and as teenagers. This was a very important initiative for the College as we recognised the role society plays in this area and so we need to ensure the students are equipped for dealing with all that the idea of consent involves.

The College respects the many differences that exist in the community and so provide a number of opportunities for students to involve themselves in the life of the College. Some of these include:

- Student leadership – Years 9 and 12 leaders – as well as student representative councillors across all year groups
- Peer support with the Years 7 and 10 students
- Big sister/little sister program with the Years 7 and 11 students
- Student tracking and goal setting in pastoral classes in the middle and senior school
- Social justice initiatives across the College, such as Caritas and ministries of the Sisters of the Good Samaritan
- Student involvement in the Good Samaritan “Prophetic Voices” conference
- Reflection days for Years 7-9 that promote and address Christian values, a sense of social justice and the importance of belonging
- Camps for Years 7-9 with a resilience focus
- Retreats for Years 10-12 with a spiritual focus
- Participation in community days, eg RUOK Day, Safer Internet Day and the Day of the Girl
- Community service for Year 10 with a focus on respect and care for others
- Community service for Year 11 with a focus on assisting those in the local community
- Pastoral lessons that focus on values and respect
- Koori homeroom for the Aboriginal students
- Pacific Nations meetings and initiatives
- Social skills group to support students with their social needs
- The PDHPE curriculum also supports the domains of respect and responsibility throughout the Years 7-10 syllabus and senior courses
- Personal Moral Responsibility is a unit in the Religious Education program which highlights the values of respect



Our counselling service is operating effectively, with our College Psychologists providing counselling support to our students every day and targeted interventions for at risk students or groups. The counselling support aims to provide an immediate response to acute events and refers on to outside agencies where needed.

Through these initiatives and programs, it is clear that the students of St Patrick's are part of an environment that fosters and promotes respect and responsibility throughout College life .







