About this report

Mt St Patrick College is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Education Office (CEO), 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 to the parish school community during the year and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Education Office. This Report has been approved by the CEO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2012 following its submission to the Board of Studies.

The contents of this Report are able to be discussed 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 www.mursclism.catholic.edu.au.
Principal’s Message

The primary purpose of Mt 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 and sporting achievement. Mt St Patrick College offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2011. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Mt St Patrick College has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Results in 96% of subjects examined in the 2011 Higher School Certificate were above State average.

- Students in the 2011 Higher School Certificate were nominated for OnSTAGE, a showcase of the best HSC Drama performances in the State, and InTech, an exhibition of major design projects for the Industrial Technology: Wood Course.

- One student was placed 8th in the State in Earth and Environmental Science in the 2011 Higher School Certificate while other outstanding individual results included 97 in Industrial Technology: Wood and 98 in General Mathematics.

- Seventeen Year 9 students sat for the School Certificate Examination in Mathematics after following an accelerated Mathematics Program introduced to them in Year 7 in 2009.

- All five subjects examined in the 2011 School Certificate Examinations were above State average.

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:

- On Thursday 7th April, nine staff and twenty two students from Bishop Epalle Catholic School in the Solomon Islands arrived at Mt St Patrick College for a one week visit.

- Eighty students and many staff represented the College on ANZAC Day at the Murwillumbah ANZAC Day march. The College Band and Drumline accompanied the marchers with the Drumline also performing at the Dawn Service.
• A number of Year 10 students assisted with the selling of badges on Legacy Day.

• The Murwillumbah Festival of Performing Arts was held at the Murwillumbah Civic Centre on Friday 24th June, 2011. The College won the two events entered, namely the Secondary School Choir and the Secondary School Combined Vocal and Instrumental Sections.

• A whole College photo was taken on Monday 29th August to commemorate the 85th anniversary of the College and the year the St Mary of the Cross Science and Language Centre was opened.

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

• Kirsty Williams of Year 9 won two gold medals and a bronze medal at the NSW All Schools Track and Field Championships held at Homebush.

• Sarah Champley of Year 7 won the NSW Combined Catholic Colleges 13 Years 800 Metres Championship.

• Ziggi Jacks of Year 9 won the NSW Combined Catholic Colleges 14 Years 200 Metres Freestyle event held at Homebush on Friday 29th April.

• Kate Wilson of Year 7 was second in the Junior Girls Multiclass 50m breaststroke event at the NSW All Schools Swimming Carnival held at Homebush on Monday 9th May.

• The Open Boys Soccer team won a bronze medal in the NSW Combined Catholic Colleges Open Football Knockout Competition.

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. Mt St Patrick College is indeed blessed to have such dedicated and enthusiastic people.

Tony Daly
Principal
A Parent Message
Parents are encouraged to become involved in the life of the College either through direct contact or by attending parent-orientated functions. They are invited to attend liturgies, Masses, sporting carnivals, Open Day and relevant meetings listed below.

Parent representatives are members of the Diocesan Parent Assembly.

The Mt St Patrick College Parents and Friends (P&F) Association meet twice a term on the Monday of Week 3 and 7 beginning at 6.30pm at the College. At the Annual General Meeting held on Monday 7th February elections were held for office bearers for the 2011 school year. The 2011 Executive were:

- President                Mrs Liz Chauvier
- Vice President        Mrs Philomena Zambelli
- Secretary                Ms Mary-anne Thackray
- Treasurer                Mrs Kath Mumford

The main function of the Association is fundraising. Activities in 2011 included the P&F Debutante Ball, the Year 12 Formal and the sale of food and drinks at the annual Athletics and Swimming Carnivals.

At the final P&F Association Meeting held on Tuesday 29th November, 2011 the Association announced that $8,000 had been raised for the purchase of College resources. It was decided to allocate the money to the purchase of equipment for the new Multipurpose Building.

Liz Chauvier
President
Mt St Patrick College Parents’ and Friends’ Association

This Catholic School

Mt St Patrick College is located in Murwillumbah and is part of the Sacred Heart Parish which serves the communities of the Tweed and Brunswick Valleys. School families are drawn from the towns and communities of Murwillumbah, Mullumbimby, Ocean Shores, Cabarita, Pottsville, Kingscliff, Uki and Chillingham. Last year the school celebrated 85 years of Catholic education.

The Parish Priest, Fr David Gilbey is involved in the life of the school.

Mt 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 a range of activities.

- The College supports the local St Vincent de Paul Society through the donation of goods to their Winter Appeal. An active student St Vincent de Paul Conference group meets regularly and works in conjunction with the parish St Vincent de Paul Society.
• The staff and students of the College are actively involved in the Parish Tableau and Christmas Carnival.
• The College community celebrates Mass with the parishioners on special Feast Days.
• Students and staff participate in Parish Youth Masses.
• The Mission and Values Facilitator co-ordinates activities between the College and Parish.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The implementation of the Diocesan Daily Prayer guidelines supports the school’s prayer life. The purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The School Mission Statement highlights the nature and calling of the College.

Mt St Patrick College caters for students from Year 7 to Year 12. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>TOTAL 2011</th>
<th>TOTAL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>73</td>
<td>56</td>
<td>64</td>
<td>51</td>
<td>39</td>
<td>41</td>
<td>324</td>
<td>305</td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td>71</td>
<td>48</td>
<td>58</td>
<td>54</td>
<td>31</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

*count included in first two rows*

| LBOTE (Language background other than English) | 3 | 2 | 3 | 0 | 1 | 4 | 13 |

*count included in first two rows*
School Curriculum

The school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Education Office and relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers nine Board of Studies-mandated and approved School Certificate Courses and twenty three Higher School Certificate Courses. School Certificate electives include Art, Commerce, Drama, Physical Activity and Sports Studies, Food Technology, Multimedia, Music, Industrial Technology – Wood, Marine Studies and Photography. The number of students in each of these electives varies according to resources and student interest. The College offers HSC extension courses in English and Mathematics.

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

- VET Subjects: Hospitality is the only VET subject offered by the College. Students are able to study other VET subjects at TAFE, subject to a substantial fee.
- Technology: The College has four computer laboratories equipped with a total of 115 computers for student use. There are an additional twenty computers in the Library also for student use. 2011 is the second year of our one-to-one three year netbook program which aims to distribute netbooks to every student and teacher. Staff and students in Years 7, 8, 10 and 11 received a netbook computer in 2011 for use in class and at home.
- Learning Support Programs: Teacher Aides support diagnosed students in the classroom. They also assist those students who may need to be withdrawn from their usual class from time-to-time to receive more intensive individual or small group attention.
- Enrichment Programs: The College offers Enrichment and Acceleration Programs in all years. Students have an opportunity to participate in the National Youth Science Forum, various enrichment courses offered by Queensland University, National English, Mathematics and Science Competitions as well as programs offered for talented students.
- Literacy and Numeracy: Whole School Literacy initiatives were implemented in 2011 through a Literacy Action Plan designed to focus on needs identified in the NAPLAN results. Teachers attended Professional Development related to the analysis of NAPLAN and/or the explicit teaching of grammar, language conventions and narrative marking.

The parish secondary school offers a strong co-curricular program.

- Students have the opportunity to participate in College Bands, the Choir and Drumline. These groups regularly perform at College and community events.
- Students are offered an opportunity to be involved in the Tournament of Minds Competition, Debating and Chess Competitions at both local and state levels.
The College has competed in the Tournament of Minds Competition at a national level and won the Australian Title in 2008.

- The College offers a large number of faith experiences for students including College Masses, Liturgies, prayer times, retreats of one or three days duration, special Liturgies or Masses on special days for the College such as the feast of our patron, St Patrick, the feasts of the Presentation and St Mary of the Cross, as well as prayers to commemorate the anniversary of the death of Nano Nagle.

- Sport is timetabled on Tuesday afternoons, except for six weeks in Term 2 when it is on Wednesday so that students can participate in the Tweed Valley Competition. Seven local high schools are involved in the Sporting Competition in a range of girls and boys sports including Soccer, Rugby League, Volleyball, Tennis, Hockey, Softball, Netball and Touch Football.

- The College has a strong House structure that is organised around sporting and non-sporting activities. The Champion House of the year is awarded the St Patrick’s Champion House Trophy. In the junior school, homeroom classes are vertical (i.e. made up of students in Years 7, 8, 9 and 10) and based on Houses.

- The College is located within easy walking distance of many local sporting facilities including the Swimming Pool, Gym, Tennis and Netball Courts as well as Hockey, Football and Soccer Fields.

Student Performance in National Testing Programs

NAPLAN

The school participated in the 2011 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 133 students presented for the tests while in Year 9 there were 115 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry.

In both Years 3 and 5 there were 6 achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 7, students who achieved Band 6 or higher have achieved above the minimum standard. In Year 9, those students who achieved at Band 7 and higher have achieved above the minimum standard set by government.

At Mt St Patrick College student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Education Office-led information sessions on NAPLAN and SMART Data Analysis workshops.

The following data indicates the percentage of Mt St Patrick College students in each band compared to the state percentage.
### Year 7 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 4 to 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>9</td>
</tr>
<tr>
<td>Reading</td>
<td>11</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
</tr>
<tr>
<td>Spelling</td>
<td>12</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>10</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>19</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>14</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16</td>
</tr>
</tbody>
</table>

Twenty Year 8 students participated in a reading intervention program in Term 1 2012 to address poor individual growth in reading as revealed by their 2011 NAPLAN results. The students spent 10 hours following a specialised program guided by the Literacy Assistant. The Year 7 results in all other areas were extremely pleasing with the students in the top three bands above average in all the areas tested.

The number of students in Band 10 for Spelling and Grammar could be greater. As a result there has been a whole school focus on these areas. Persuasive Writing continues to be a focus in Years 7 and 9 and is expected to result in an improvement in the areas of audience, persuasive devices and text structure.
## Year 9 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 5 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Numeracy</td>
<td>13</td>
</tr>
</tbody>
</table>

Year 9 students were above State average in the overall bands for every area except Spelling. The number of students in the top two bands was slightly below State average in Grammar and Spelling. In response to this, Year 7 and 8 students who had shown poor growth in Spelling, participated in a spelling intervention program in Term 4 2011.

Grammar and Punctuation were in line with State figures but the literacy focus for 2012 is directed to both of these, as well as spelling. Self-directed spelling practice has been provided on a whole school basis. Numeracy results reflect the school’s strong focus on literacy in the previous two years. Therefore, a whole-school approach has been adopted that will implement numeracy strategies focusing on percentages, fractions, decimals, scientific notation and time.
School Certificate

One hundred and seven students in Year 10 sat for the School Certificate examination in November 2011. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

<table>
<thead>
<tr>
<th>School Certificate: % of students in bands 4, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Australian History</td>
</tr>
<tr>
<td>Australian Geography</td>
</tr>
</tbody>
</table>

According to the above table, our School Certificate results have been consistently above State average in the top three bands for the past three years.

The consistently high Science results are due to an Acceleration Program and a whole Science KLA emphasis on improving Scientific Method.

In Mathematics, the gap between the State average and the school average increased by 11% in 2011 compared to a 2% difference in 2009 and a 4% difference in 2010. 2011 was the first time a Year 9 Accelerated Mathematics class, consisting of seventeen students, sat the School Certificate Mathematics Examination.

English, History and Geography maintained a high standard due to the building of School Certificate skills throughout the junior years. A substantial improvement occurred in the results received in Geography in 2011 due to a review of current practices.
Higher School Certificate

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Religion 1</td>
<td>77%</td>
<td>82%</td>
<td>86%</td>
<td>79%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>English Standard</td>
<td>61%</td>
<td>36%</td>
<td>85%</td>
<td>35%</td>
<td>65%</td>
<td>39%</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100%</td>
<td>89%</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>60%</td>
<td>55%</td>
<td>97%</td>
<td>57%</td>
<td>66%</td>
<td>50%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56%</td>
<td>71%</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
<td>79%</td>
</tr>
<tr>
<td>Drama</td>
<td>100%</td>
<td>82%</td>
<td>100%</td>
<td>78%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>Biology</td>
<td>71%</td>
<td>71%</td>
<td>95%</td>
<td>65%</td>
<td>100%</td>
<td>73%</td>
</tr>
</tbody>
</table>

The DeCoursey analysis indicates that all subjects were within the expected range. Three subjects, Extension 1 English, Earth and Environmental Science and Chemistry, were above the expected range.

All subjects except one were above State average.

The number of students in the Top 3 bands continues to be in the high range. One student was placed eighth in the State in Earth and Environmental Science.

Initiatives that have led to these successes are:

(i) visits to high achieving schools. Last year English staff visited high achieving schools in Sydney and, as a result, have implemented a program to improve essay writing in the junior school.

(ii) inservice courses and HSC marking which enabled to stay abreast with the requirements of the HSC.

(iii) acceleration programs in Science and Mathematics which continue to reap benefits for other subjects as the students involved devote more time to each remaining unit.

(iv) A visit from a previous Supervisor of Marking assisted students in Chemistry in which 5 students were awarded Band 6 and were nine marks above State average.
### Teacher Qualifications / Staff Profile

<table>
<thead>
<tr>
<th></th>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers with recognised qualifications to teach Religious Education.</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Number of staff identifying as indigenous employed at the school</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Total number of non-teaching staff employed in the school.</td>
<td>17</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2011 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT - 27 April, 2011</td>
<td>2</td>
<td>CEO, Staff</td>
</tr>
<tr>
<td>Ignatian Spirituality - 11 October, 2010</td>
<td>3</td>
<td>Martin Scroope</td>
</tr>
<tr>
<td>First Aid, Evaluation of Year, Planning, Programs</td>
<td>4</td>
<td>Tony Daly</td>
</tr>
<tr>
<td>NAPLAN Analysis</td>
<td>4</td>
<td>Sr Margaret Scroope</td>
</tr>
</tbody>
</table>

Additionally staff attended either singly or in groups a range of professional development opportunities.

- The English KLA Co-ordinator attended a two-day English Network Seminar in Lismore on May 16th, 2011.
- One staff member attended a three-day NAPLAN Workshop beginning on May 5th, 2011.
- Two staff attended a three-day Retreat Training workshop in Yamba from March 23rd, 2011.
- Three staff attended a two-day Diocesan Science Network Meeting in Yamba commencing June 9th, 2011.
- Two senior English teachers were selected to mark HSC papers.
- A Technology Inservice was held for staff after school on 24 November.

The professional learning expenditure has been calculated at $3,450.00 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**
The average teacher attendance figure is 95.32%. This figure is provided to the school by the CEO. There were no significant staffing changes in 2011.

**Student Attendance**
School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal and other key staff are 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 their leave request.

The average student attendance rate for the school during 2011 was 94.15%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94.4%</td>
<td>93.4%</td>
<td>92.6%</td>
<td>94.7%</td>
<td>95.1%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

**Senior Secondary School Outcomes**
The table below sets out the percentages 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).

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes Year 12, 2011</th>
<th>% of students undertaking vocational training or training in a trade during the senior years of schooling.</th>
<th>13%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Post School Destinations

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories shown.

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2011 Graduating Class</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46%</td>
<td>10%</td>
<td>12%</td>
<td>32%</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. Because of the extensive review of most policies in 2009, no policies were formally reviewed in 2011.

Enrolment Policy
Every new enrolment at Mt 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 College, specific procedural policies and College expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in religion lessons and activities, as well as prayer celebrations and school Masses.

A copy of the enrolment policy is located in the College office or it can be accessed on the College’s website. The College Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy
The College’s Pastoral Care Policy is concerned with the fostering of students’ self-discipline. It aims to develop a caring and just environment where all students have a sense of belonging. It further aims to enable students to reach their full potential and for each member of the College Community to be treated with dignity, fairness and compassion. The Policy helps students to recognise that their fundamental freedoms and rights are balanced by responsibilities.

Discipline Policy
The College policy is based on procedural fairness and ensures that practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in College newsletters. Relevant sections of the policy are also published in the student diary.

Complaints and Grievance Policy
The College’s 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. The policy is available at the front office or from the school’s website.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2011 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish secondary school’s main goals and priorities were to:

- Faith Development
  Goal 1: ensure that Catholic faith and culture permeate all aspects of College life;

- Curriculum
  Goal 2: improve the efficiency of administrative procedures and practices;

- Teaching and Learning
  Goal 3: direct all teaching towards every student being positively engaged in learning;

- Relationships
  Goal 4: nurture a community where relationships are based on open communication and Catholic Christian values.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. 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 school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the College’s Mission Statement.

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:

- Parents have an opportunity to attend structured Parent Teacher Interview meetings and Parent Information nights where opportunities exist for feedback. As well as these meetings, parents are invited to contact the College at any time.
- Students have an opportunity to express their opinion through the Student Representative Council or by speaking with a member of staff or the Principal.

- Staff are interviewed formally by the Principal each year. Staff are encouraged to speak with the Principal about any concerns when necessary.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education 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 Education Office are audited annually.

The following graphs represent the income and expenditure for the year ending 31 December 2011 as aggregated from the annual report to the Department of Education, Employment and Workplace Relations and reported to the Commonwealth Government for 2011. Additional financial information is available on the MYSchool website.
2011 EXPENSE - Mount St Patrick College - MURWILLUMBAH

Salary & Related Expenditure: 71%
Other Expenditure: 14%
Capital Expenditure: 15%