

ANNUAL REPORT

2022



ST PATRICK'S COLLEGE
TOWNSVILLE

Dare to imagine



College Description

Legal entity	St Patrick's College Townsville Limited
College name	St Patrick's College Townsville
Location	45 The Strand Townsville Qld 4810
DEEWR campus #	17233
CRICOS provider code	03317K
Type of school	Independent Catholic Girls Secondary College (Day & Boarding)
Established	1878 by the Sisters of Mercy
Year levels offered	Years 7-12
Enrolment	602
Postal Address	Po Box 721 Townsville Qld 4810
Telephone	07 4753 0300
Facsimile	07 4753 0336
Email	office@stpatscollege.qld.edu.au
Web	www.stpatscollege.qld.edu.au
College Contact	Deputy Principal - Mr Cameran Triffett

College Overview

St Patrick's College Townsville is an independent Catholic secondary school for girls, offering day and boarding for Years 7 to 12. Until December 2011, the College was owned by the Corporation of the Sisters of Mercy of the Diocese of Townsville.

At this time, the Sisters of Mercy, Townsville (the Corporation), in conjunction with the Sisters of Mercy Cairns, Rockhampton and Brisbane established Mercy Partners, a canonical and civil body which is the successor to the Mercy Congregations in Queensland for the governance of the previous Sisters of Mercy ministries. A new company was established as the operating company of the College - St Patrick's College Townsville Limited. The new trading name of the College is now St Patrick's College Townsville.

A Board of Directors was appointed by Mercy Partners to take responsibility for the governance of the College.

St Patrick's College Townsville is a Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) Provider and this accreditation permits the College to enrol full-fee paying international students.

The College provides an extensive curricular and extracurricular program for students, and detailed information about these are located on the College website. The curriculum has a strong academic focus with provision also made for students who wish to pursue vocational studies in the senior years of schooling.

The College has a well-qualified teaching and ancillary staff who provide comprehensive support to students. Professional development is aligned with the strategic plan of the College.

Strategic Plan

The launch of the *Towards 2025 - Strategic Plan* in October 2020 demonstrates that we remain committed to respectfully honouring the past and all those who have contributed to the legacy of our College. This plan positions the College to respond to and lead in a highly dynamic environment.

Emerging out of close consultation with current and past students, staff and families, the *Towards - 2025 Strategic Plan* showcases the shared vision, mission and hope of our community. The result is an exciting and visionary document that encapsulates the strategic framework, which the custodians of our College will use to take our community through the next five-year phase.

Excellence is a consistent theme in the tradition of a Mercy education and this plan continues and strengthens that commitment. Students are encouraged to commit to excellence and learning growth, whilst being supported in developing their unique gifts and talents and the skills needed for lifelong learning and for achieving their potential.

The *Towards - 2025 Strategic Plan* outlines the pillars which provide an overview of the areas of strength and focus, with robust statements of intent and practical strategies to support the aspirational goals. A copy of the plan is available at:

<https://www.stpatcollege.qld.edu.au/our-college/college-board-strategic-plan/>

College Policies

College policies are available on the College website at:

<https://www.stpatcollege.qld.edu.au/our-college/college-policies/>

Social Climate of the College

St Patrick's College Townsville is proud of its position as the only Catholic all girls' boarding school in Townsville. The students come from a variety of backgrounds and bring to the College experiences that enrich the lives of their peers and staff. We are delighted by the fact that our students are encouraged to take chances and strive to be the best they can be in all they do.

At St Patrick's College Townsville, we have a holistic approach to education and strive to provide our students with opportunities to develop transferable skills, to flourish in an ever-changing global workplace and to become women who will shape the future. They are encouraged to 'Dare to Imagine' a future where anything is possible; a future where their contributions are respected and valued.

Mindful that people who are able to gather information, think deeply, analyse critically and develop multiple perspectives have a strong foundation from which to lead positive change, St Patrick's College Townsville is committed to building a learning environment where students strive to achieve strong academic results. Our Year 12 outcomes and NAPLAN results demonstrate positive trends. While academic success looks different for each and every student, we are proud of the results students are making in their learning journey through hard work and through working with our team of expert teachers.

The staff at St Patrick's College Townsville strive to bring out the best in their students by providing an enriching and engaging learning environment. Our teachers are experts and many possess key industry experience. They are skilfully supported by a devoted auxiliary staff who go above and beyond to provide the right environment to allow teachers to teach and students to learn.

Empowering students to act with confidence is a priority at the College and they are encouraged to participate in a rich extracurricular program. Through sport, music, debating, choir, dance, visual art and drama, students learn to work together, and they also learn to stand out from the crowd. They take risks, overcome fear and find a whole range of pursuits that they excel at.

At the College, we understand the value past pupils play in supporting the student body through mentoring them in their career ambitions. The Career Women's Network, launched in 2016, consists of College Alumni and community members from a range of industry fields. Members of the Network participate in College life through guest lectures and assembly presentations. The College is also well-supported by positive parents/guardians who promote the College in our community.

The young women at St Patrick's College Townsville live out the Mercy values of compassion, respect, integrity, justice, hope and joy in all that they do. Drawing together the Mercy charism and the call for community service, Mercy Girls in Action was launched in 2016 as part of the Year of Mercy. Meeting weekly, the group works on social justice projects for the local community and beyond. Students are encouraged to think about others and act to make the world a better place through real actions and meaningful contributions.

Our College Community — Value-Adding

St Patrick's College Townsville offers a boutique environment, with points of difference including boarding, the embedding of the Mercy values in the life of the College and a vision to empower young women to achieve in line with the College Mission.

St Patrick's College Townsville offers the following value-adding services and features to students:

- A strong foundation of the Mercy values in all aspects of the College culture;
- A commitment to community service and opportunities for students to become involved in local, national and international programs;
- A highly dedicated and committed staff who engage in ongoing professional learning and who are committed to improving student outcomes;
- A respectful relationship between students and teachers;
- Strong pastoral care and wellbeing personnel and programs;
- Retreat and Leadership programs to prepare students for the senior years;
- A commitment to international mindedness through the sharing and experiencing of other cultures;
- Opportunities for parents/guardians to be involved and engaged in the life of the College; and
- Extensive participation in the College's extracurricular program.

Characteristics of the Student Population

As a day and boarding College, the student population of St Patrick's College Townsville comprises the following:

- Approximately 19.1% of the students are boarders, coming from various regions, including: the Torres Strait and remote communities, Western Queensland, Far Northern Queensland and Central Queensland. We supported one international student from Papua New Guinea.
- Day students are from the local area with postcodes 4810, 4812, 4814, 4815 and 4818 being the largest source areas. Approximately 42.4% of the total student population identifies as Catholic.

College Leadership Team

The College Leadership Team comprises the following positions that are responsible for, and reportable to, key areas of the College Strategic Plan:

- Principal
- Deputy Principal
- Deputy Principal - Academic
- Director of Business Operations
- Director of Students
- Director of Boarding

Teaching Staff

St Patrick's College Townsville has a strong and committed professional team of teaching and support staff who engage in regular professional development programs. Regular feedback from staff is welcomed by the College Leadership Team to ensure satisfactory conditions are achieved in the workplace.

Total number of teachers 58, including those on paid and unpaid leave, and those employed in relief and contract positions during the 2022 school year.

Teacher qualifications:

- Masters – 17
- Bachelor - 58
- Graduate Diploma – 13
- Diploma - 7
- Certificate IV - 22

Teacher attendance: During 2022, the average staff attendance rate was 93.2%.

Teacher retention: Percentage of teaching staff retained for the whole of 2022 from end of 2021 was 91.1%.

St Patrick's College Townsville is an inclusive workplace embracing the strengths afforded by diversity. In 2022, fourteen College employees identified as Aboriginal and/or Torres Strait Islander.

Pastoral Care

St Patrick's College Townsville has a strong and dedicated Pastoral Care Team available to all students, comprising:

- Deputy Principal
- Director of Students
- Heads of House
- Head of Year 12
- Head of Year 7
- On-site College Psychologists
- On-site College Nurse

Staff Professional Development - 2022

Acknowledging that the greatest influence on student progression in learning is access to highly expert, inspired and passionate teachers and school leaders, who work together to maximise the effect of their teaching on all students, the recruitment of highly qualified teachers is a priority for the College.

The College is committed to attracting teachers to a professional workplace where teacher scholarship is a priority, achievement is celebrated and staff recognise their impact on student learning. To this end, the College offers a training induction, mentoring and feedback program to early career teachers.

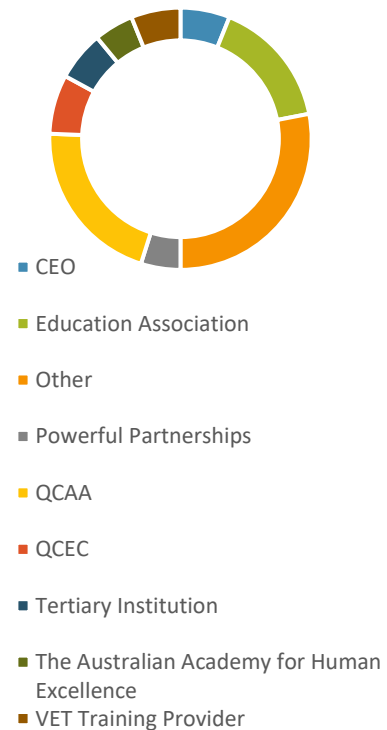
A Professional Learning Program is in place and teacher goals are aligned with the AITSL Standards. Teachers are able to identify their own professional learning focus and are supported to present papers at state, national and international conferences. In 2022, the professional development investment was approximately \$42 941.55. Online offerings ensured staff were presented with many opportunities.

In 2022, the professional development priorities were:

1. Consolidation of professional learning for the new senior assessment and tertiary entrance system
2. Deep Learning and High Impact Instructional Strategies and Leadership
3. Staff formation and promotion of Mercy spirituality
4. STEM and Global Perspectives development
5. Compliance training in Child Protection and Work Health & Safety

Staff attended a range of professional development activities during the 2022 academic year delivered by a variety of organisations (see figure above). Appendix 1 provides a detailed list.

Professional Development
by Provider



Distinctive Curriculum Offerings: Years 7 - 10

In addition to Religious Education, the College implements the Learning Areas of the Australian Curriculum as overseen by the Queensland Curriculum and Assessment Authority. Distinctive curriculum offerings include comprehensive physical education, technology, creative and performing arts programs and Japanese language studies.

A compulsory College music program is provided for Year 7 and an instrumental program is offered to all year levels through private Instrumental Music Teachers who provide lessons at the College.

In Year 10, students begin to make decisions to prepare them for their senior pathways. Students work on a personalised pathway, choosing subjects that suits their needs and prerequisite requirements for the future, while immersing them in subjects similar to senior subject offerings.

Vocational Education Training qualifications are offered through external Registered Training Organisations (RTOs) including TAFE North, Binnacle Training and Connect 'n' Grow.

The College continues to improve educational standards as outlined in the *Alice Springs (Mparntwe) Education Declaration (2019)* with a focus on excellence as well as equity, encouraging and supporting every student to be the very best they can be.

YEAR 7

All students studied the following core subjects:

- English or Intensive English
- Health and Physical Education
- Humanities
- Mathematics or Intensive Mathematics
- Music
- Religious Education
- Science
- Personal Development Education
- Reading

Students in Year 7 also studied the following *rotational* subjects:

- Design Thinking
- Healthy Fearless Women
- Hospitality
- Japanese
- Language Literacy and Numeracy Support
- Performing Arts (Drama and Dance)
- Visual Art

YEARS 8 - 9

All students studied the following core subjects:

- Careers (Year 9)
- English or Intensive English
- Health and Fitness
- Humanities
- Mathematics or Intensive Mathematics
- Personal Development Education
- Reading (Year 8)
- Religious Education
- Science

Students in Years 8 & 9 chose three elective subjects from:

- Dance
- Design Thinking
- Drama
- Economics and Business
- Hospitality
- Japanese
- Language Literacy and Numeracy Support
- Music
- Physical Education
- Visual Art

YEAR 10

All students studied the following core subjects:

- Careers
- English or Essential English
- Health and Fitness
- Mathematical Methods or General Mathematics or Essential Mathematics
- Study of Religion or Religion and Ethics

In addition, Year 10 students chose four elective subjects from:

- Accounting
- Drama
- Economics
- Geography
- History
- Hospitality Practices
- Japanese
- Legal Studies
- Music
- Music in Practice
- Natural Science – Marine Studies/Biology
- Physical Education
- Physical Science – Physics/Chemistry
- Sport and Recreation
- Visual Art
- Visual Arts in Practice

Distinctive Curriculum Offerings: Years 11 - 12

As students' progress into Years 11 and 12, they make a clear decision about which pathway they would like to study – ATAR or non-ATAR.

YEARS 11 - 12

Students requiring a Tertiary Entrance Statement study a minimum of five general subjects, to be eligible to receive an ATAR.

Students who elect a non-ATAR pathway must choose a Certificate III as a minimum requirement. Students on a non-ATAR pathway must choose a combination of another five subjects, with no more than 3 of those being general subjects.

All students studied the following subjects:

- English or Essential English*
- Mathematical Methods, General Mathematics or Essential Mathematics*
- Study of Religion or Religion and Ethics* or Religion, Meaning and Life*

**These subjects are Applied Subjects and do not count towards an ATAR and are options for those students on non-ATAR pathways.*

* Religion, Meaning & Life is a non-timetabled course that does not contribute to an ATAR or QCE credits. This option requires a student to be a motivated, independent and organised learner (introduced in Year 11, 2022)

In addition, students chose three or four electives from the following depending on their pathway:

General Subjects

- Accounting
- Ancient History
- Biology
- Chemistry
- Drama
- Economics
- Japanese
- Legal Studies
- Marine Science
- Modern History
- Music
- Music Extension (Units 3 and 4 only)
- Physical Education
- Physics
- Specialist Mathematics
- Visual Art

Applied Subjects

- Hospitality Practices*
- Aquatic Practices* (introduced Year 11, 2022)
- Sport and Recreation*
- Visual Arts in Practice*

Certificate Options

- Certificate II in Health Support Services and Certificate II In Community Service
- Certificate III in Health Services Assistance
- Certificate III Business

Extracurricular Activities

St Patrick's College Townsville offers its students a wide range of extracurricular opportunities.

ACADEMIC

- Interschool Debating
- Opti-MINDS
- Lions Youth of the Year
- The Library Club
- Constitutional Convention
- Constitutional Convention for Aboriginal and Torres Strait Islander Students
- UN Youth
- Junior Indigenous Youth Parliament
- Politics Club

COMMUNITY

- McAuley Ministry
- Mercy Girls in Action
- Clean Up Australia Day
- Student Representative Council
- Eucharistic Minister Program
- Eat Up Program

SPORT

- Basketball – Block Sport
- Touch Football – Block Sport
- Volleyball – Block Sport
- Basketball – Block Sport
- Rugby League – Block Sport
- Water Polo – Block Sport
- Rugby Union – Block Sport
- Netball – Block Sport and Club
- Running Club
- Surf Life Saving Team
- Rowing

DRAMA, MUSIC & THE ARTS

- Choirs
- Instrumental Music Program
- Drama Club
- Dance Troupe
- Photography Club
- Taiko Drumming
- College Rock Band – Junior & Senior
- Percussion Ensemble
- Concert Band
- Chamber Strings
- Guitar Ensemble
- Wearable Art Club
- Visual Arts Club
- Combined Schools Musical

CULTURAL

- Harmony Day
- National Sorry Day
- Mabo Day
- Reconciliation Week
- NAIDOC Week Celebrations
- PNG Independence Day Celebrations
- Cultural Dance Troupes
- Constitutional Convention for Aboriginal and Torres Strait Islander Students
- Junior Indigenous Youth Parliament
- Anime Club

College Income by Funding Source

Reporting on these outcomes can be accessed on the My School website www.myschool.edu.au

Retention Rates

Student Retention Rates Years 10-12				Year 10-12
Year 10		Year 12		Apparent Retention Rate %
Year	Enrolled	Year	Enrolled	
2016	63	2018	48	76%
2017	37	2019	37	100%
2018	57	2020	57	100%
2019	75	2021	73	97%
2020	88	2022	71	81%

Student Attendance

During 2022 the average student attendance rate for Years 7 to 12:

Student Attendance	
Year 7	89.31%
Year 8	89.10%
Year 9	88.34%
Year 10	86.32%
Year 11	84.34%
Year 12	88.64%

Procedures for Non-Attendance Management

St Patrick's College Townsville is committed to ensuring that student absences are dealt with in a timely manner and in accordance with all relevant legalisation and school requirements. Regular attendance by students has a significant impact on their academic outcomes.

The College provides parents/guardians with information regarding attendance procedures via the College website, Student Diary and regularly through College Newsletters. There is a requirement that parents/guardians notify the College office of their daughter's absence in a timely manner. Rolls are taken each morning and in each subsequent lesson during the day. If a student is recorded as absent without explanation in the morning, an automated text message is sent to the parent/guardian requesting contact be made with the College to verify this absence. This process is completed on a daily basis.

Student attendance records are assessed regularly and parents/guardians are contacted in writing if their daughter's records indicate regular or substantial absences. Parents/guardians are offered the opportunity to work with members of the Pastoral Care Team to improve their daughter's attendance.

Senior Secondary Outcomes 2022

Of the students who completed Year 12 in 2022, 88% who applied to QTAC received either their first or second preference for university places. For more information on senior secondary outcomes for 2021, please visit the [My School website](#).

Post School Destination Information

The following represents a summary of results of the annual *Next Step* survey for St Patrick's College Townsville.

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2021, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The survey is conducted six months after the end of the school year when students have accepted tertiary education places.

School Response Rate to the Survey: The table below shows the response rate to the 2022 *Next Steps* Survey by St Patrick's College Townsville 2021 school completers.

Number of Students who Completed Year 12	Number of Respondents	Response Rate
73	55	75.30%

Summary of findings for 2022 school completers:

- In 2022, 87.3% were engaged in education, training or employment in comparison to 84.1% in 2021.
- In 2022, 65.5% continued in some recognised form of education and training, an increase from 59.1% in 2021.
- 21.8% transitioned directly into paid employment and no further study.
- The most common study destination was Bachelor Degree (50.9%). The combined VET study destinations accounted for 14.5% of respondents, with 51.5% of Year 12 completers entering programs at Certificate IV or higher, and 3.6% entering an apprenticeship.
- In addition to the above study destinations, a further 9.1% of respondents deferred a tertiary offer in 2022.
- 34.5% did not enter post-school education or training, and were either employed (21.8%) or seeking work (12.7%).

* *Next Step* survey 2023 for students that completed Year 12 in 2022 has not yet been released.

Key Student Outcomes

The progression of the Literacy and Numeracy Program is delivering positive trends with Year 7 recording improvements from 2017 in Spelling, from 2018 in Writing; and from 2019 to 2021 in Reading and Numeracy.

Year 9 students recording improvements in Writing from 2018; and Spelling; Grammar and Punctuation from 2020 to 2022. This, along with other targeted programs enables teachers to focus on preparing students for standardized testing. To view the full NAPLAN results for 2022, please visit the My School website the [My School website](#).

Please note no data for 2020 is available as the Education Ministers' decided that NAPLAN testing would not proceed that year due to the COVID-19 Pandemic.

Parent/Guardian Engagement

Parent/guardian engagement is vital for a dynamic and healthy school and we are committed to ensuring that our parents/guardians feel connected and engaged throughout their time as part of the College community.

Parent/guardian engagement starts with the enrolment interview and tour of the campus. After the enrolment process has been confirmed and finalised, there are a number of other ways they can engage in the life of the College:

Year 7 Experience Day - Provides new parents/guardians with information about the Year 7 program and an introduction to the main points of contact within the College.

Dare to Thrive – Boarder Experience – Allows all incoming Year 7 boarders an opportunity to learn about boarding life. Parents/guardians are invited to stay in Townsville with their daughters as a way of providing a comforting transition to boarding life.

Parent Welcome Evening – An annual social gathering for all parents/guardians held early in Term 1.

Academic Conferences – Student, parent/guardian and teacher interviews are held throughout the year and provide opportunities to discuss progress, achievements and areas for improvement.

College Events - A great opportunity to meet with other parents/guardians and enjoy hospitality and entertainment.

College Masses – Parents/guardians are invited to attend College Masses, held four times a year
- Beginning of Year Mass, St Patrick's Day Mass, Mercy Day Mass (September), End of Year Mass.

College Assemblies and Liturgies – Parents/guardians are invited to attend assemblies, in particular those special assemblies celebrating Diligence Awards, Academic Awards, NAIDOC Week, International Women's Day and others.

Speech Night - A celebration of students' academic and leadership achievements throughout the year.

Communication with parents/guardians is by way of regular newsletters, formal and informal meetings with staff, letters, emails, phone calls, and notices on the College website and social media accounts, including Facebook, Twitter and Instagram. We also welcome regular feedback from parents/guardians to gauge their satisfaction with the College.

Appendix 1: Staff Professional Development

Staff participated in the following professional development in 2022:

Mercy Charism & Spirituality Formation

- Indigenous Encounter Day
- Indigenous Education & Boarding – Remote Education Studying challenges for Indigenous Students

Independent Schools Queensland

- International Education Networking Day
- Big Ideas Summit
- Spiral of Inquiry Master Class
- Introduction to EAP Verification Portal
- SET Planning Webinar

University of Queensland

- Curriculum & content knowledge
- Marine Science Workshop
- Best Practices for Biological Sciences
- Best Practices for Secondary Maths
- Senior Physics & Maths Day
- Quantum Theory
- Senior Biology & Chemistry Day

Marine Teachers Association of Queensland

- Building skills using the Great Barrier Reef Classroom 2022 Conference
- VIP insight with the Great Barrier Marine Park Authority

Queensland History Teachers' Association

- NQRSLC Meeting – Modern History

Queensland Curriculum and Assessment Authority (QCAA)

- NAPLAN National Protocols Training
- 2022 National Protocols Training
- Mathematics Learning Area HOD Networking Forum
- The Arts Learning Area HOD Networking Forum
- QCAA Principal's Delegate Meeting
- Year 7-10 Identifying Opportunities to build Student Data
- Forums for School Leaders Australian Curriculum
- QCAA Assessor Training Workshop
- Humanities HOD Networking Forum
- Understanding & Implementing IA3 in SOR
- Using the Schools Specific Senior Subject Results Report 2021
- Targeted review – SOR Syllabus
- EA Marker Training

- Overview of the 2021 ATAR Report & Scaling
- Townsville Legal Studies Network Meeting
- External Assessment Marking Training

Queensland Catholic Education Commission

- NCCD Reflection & Planning Workshop
- NCCD 2022
- Inclusive Education Network Face to Face Meeting
- Leading with Integrity for Excellence
- Students with Disability
- NCCD Cross School Moderation
- Inclusive Education Meeting Census Review
- Inclusive Education Network Day
- Student & Wellbeing Forum
- Inclusive Education Induction
- Inclusive Education Enrolment Committee Meeting
- National Disability Inclusion Summit

Townsville Catholic Education Office

- Reflection & Planning Workshop
- Career VET Meetings
- Career Tools - Career Workshop
- NCCD Moderation
- Inclusive Education Network Meeting
- Chaplains' Cluster Meeting
- Learning & Teaching Inclusive Education

Binnacle Training

- Binnacle Training Workshop
- New Deliverers Workshop
- CQU Changes for 2021

Other

- Bigger Better Brains - BBB Facilitator Course
- Clifford Gouldson Lawyers – The enrolments Office Workshop
- Rock & Water -Girls & Women Workshop
- Touch of Salt – Industry Visit
- Early Career Teacher Program
- Defence School Mentor Network Meeting
- Jessica Stark Education Liaison Officer-DSM Network Meeting
- Education Liaison Officer – Defence School Mentor Network Meeting
- First Educational Resources – Best Practices in Math Instruction

Appendix 1: Staff Professional Development cont.

- Connect N Grow – Cert 3 Community Health
- Connect N Grow – Trainers PD
- BEAQ – 2022 BEA National Conference
- Career Development in the New Normal Conference
- Unity Voice Service CASPA National Conference
- Leadership Development Training – NESA
- Towards Global Competence – HEIA
- TAAHE – Embracing Education with the Heart
- ETAQ – State Conference
- Supporting Autistic students in Inclusive Schools
- ACEL National Conference & Awards Ceremony
- MACQLIT
- The Brain in the Classroom
- NAPCAN Student Development & Care
- AGSA The Legal Implications of Gender Issues for Schools
- Pathological Demand Avoidance & Autism
- SchoolBox
- Accredited Course in Chemical Management