



ST PATRICK'S COLLEGE
TOWNSVILLE

2025 ANNUAL REPORT



College Description

Legal Entity	St Patrick's College Townsville Limited
College Name	St Patrick's College Townville
Location	45 The Strand Townsville QLD 4810
DEEWR Campus #	17233
CRICOS Provider Code	03317K
Type of School	Independent Catholic Girls Secondary College (Day and Boarding)
Established	1878 by the Sisters of Mercy
Year Levels Offered	Years 7 to 12
Enrolment	663
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	Patrick Morrow Deputy Principal - Operations, Staff & Community

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 is located on the College website. The curriculum has a strong academic focus with provisions also made for students who wish to pursue vocational studies in their senior years of schooling.

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

Strategic Plan

The launch of the 2025 to 2027 Strategic Plan in October 2024 demonstrated our ongoing commitment to respectfully honouring the past and recognising all those who have contributed to the legacy of our College. This plan positions the College to respond to, and lead within, a highly dynamic environment.

Emerging from close consultation with current and past students, staff, and families, the 2025 to 2027 Strategic Plan reflects the shared vision, mission, and aspirations of our community. The result is an exciting and forward-looking document that encapsulates the strategic framework through which the custodians of our College will guide our community over the next three-year phase.

A visionary document, the 2025 to 2027 Strategic Plan encourages students to commit to excellence and learning growth, while supporting them in developing their unique gifts and talents, as well as the skills needed for lifelong learning and achieving their potential.

The 2025 to 2027 Strategic Plan outlines the key focus areas, supported by clear statements of intent and practical strategies to achieve its visionary and aspirational goals. A copy of the plan is available at: <https://www.stpatscollege.qld.edu.au/our-college/2025-2027-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. Our students come from a diverse range of backgrounds and bring experiences that enrich the lives of their peers and staff. We value the culture we have fostered, where students are encouraged to take risks and strive to be the very best they can be in all that they do.

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

Mindful that individuals who can gather information, think deeply, analyse critically, and consider multiple perspectives are well-equipped to lead positive change, St Patrick's College Townsville is committed to fostering a learning environment in which students strive to achieve strong academic outcomes. Our Year 12 outcomes and NAPLAN results reflect positive trends. While academic success looks different for each student, we are proud of the progress our students make in their learning journeys through hard work and in partnership 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 highly skilled professionals, many with valuable industry experience. They are expertly supported by dedicated support staff who go above and beyond to create an environment that enables teachers to teach and students to learn.

Empowering students to act with confidence is a priority at the College, and they are encouraged to engage in a rich extracurricular programme. Through sport, music, debating, choir, dance, visual art, and drama, students learn to collaborate and to distinguish themselves. They are encouraged to take risks, overcome fear, and discover a wide range of pursuits in which they can excel.

At the College, we recognise the important role past pupils play in supporting the student body by mentoring students in their career aspirations. The Career Women's Network, launched in 2016, comprises College alumni and community members from a diverse range of industries. Members of the Network contribute to College life through guest lectures and assembly presentations. The College is also strongly supported by engaged parents and guardians who promote the College within 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 to community service, Mercy Girls in Action was launched in 2016 as part of the Year of Mercy. Meeting weekly, the group undertakes social justice projects that support the local community and beyond.

Students are encouraged to think of others and to act purposefully in making the world a better place through meaningful contributions.

Parent, Student and Staff Satisfaction

During the reporting year, a formal survey process was not conducted. Feedback was gathered through ongoing consultation mechanisms, including meetings, student voice forums, parent engagement and staff discussions. This feedback indicates a positive and supportive school environment. The College will implement a structured survey process in the next reporting cycle to further strengthen data-informed evaluation and continuous improvement.

Our College Community - Value Adding

St Patrick's College Townsville offers a boutique educational environment, distinguished by its boarding program, the integration of Mercy values into all aspects of College life, and a commitment to empowering young women to achieve in alignment with the College Mission.

The following value-adding services and features are available to students:

- A strong foundation in Mercy values, embedded across all aspects of College life;
- A commitment to community service, with opportunities for students to engage in local, national and international programs;
- Highly dedicated staff who engage in ongoing professional learning and are committed to improving student outcomes;
- Respectful and positive relationships between students and teachers;
- Strong pastoral care and wellbeing support, underpinned by dedicated staff and comprehensive programs;
- Retreat and leadership programs that prepare students for the senior years;
- A commitment to international mindedness through engagement with and appreciation of diverse cultures;
- Opportunities for parents and guardians to be actively involved in the life of the College; and
- Extensive participation opportunities within 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 13.7% 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 fifteen international students from Papua New Guinea.
- Day students are from the local area with postcodes 4810, 4812, 4814, 4815, 4817, 4818 and 4819 being the largest source areas.
- Approximately 46.5% of the total student population identifies as Catholic.

College Leadership Team

The College Leadership Team comprises the following positions, each with responsibility and accountability for key areas of the College Strategic Plan:

- Principal
- Deputy Principal - Operations, Staff & Community
- Deputy Principal - Academic
- Deputy Principal - Students (Day & Boarding)
- Director of Business Operations
- Director of Engagement, Marketing & Communications

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.

The total number of teachers is 63, including those on paid and unpaid leave, and those employed in relief and contract positions during the 2025 school year.

Teacher qualifications:

- Masters - 19
- Bachelor - 70
- Graduate Diploma - 10
- Graduate Certificate - 12
- Certificate IV - 20
- Certificate III - 12
- Certificate II - 5

Teacher attendance: During 2025, the average staff attendance rate was 88.38%. Teacher retention: Percentage of teaching staff retained for the whole of 2025 from end of 2024 was 92.86%.

Pastoral Care

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

- Deputy Principal - Students (Day & Boarding)
- Dean of Student Wellbeing
- Heads of House
- Head of Year 12
- Head of Year 7
- Onsite College Psychologists
- Onsite College Nurse

Staff Professional Development - 2025

Acknowledging that the greatest influence on student learning progression is access to highly expert, inspired, and passionate teachers and school leaders - who work collaboratively to maximise the impact 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 valued, achievement is celebrated, and staff recognise their impact on student learning. To this end, the College offers a comprehensive induction, mentoring, and feedback programme for early career teachers.

A Professional Learning Programme is in place, with teacher goals aligned to the AITSL Standards. Teachers are supported to identify their own professional learning focus and to present papers at conferences. In 2025, the College invested approximately \$91,866 in professional development, with online offerings ensuring staff had access to a wide range of learning opportunities.

In 2025, the professional development priorities were:

1. Consolidation of professional learning for the senior assessment and tertiary entrance system
2. Artificial Intelligence
3. Staff formation and promotion of Mercy spirituality
4. Compliance training in Child Protection and Work Health & Safety

Staff attended a range of professional development activities during the 2025 academic year delivered by a variety of organisations.

Staff participated in the following professional development in 2025:

- QCAA: Principal's Delegates Meeting
- ISQ: Respectful Relationships
- Medical Action Plan
- State Library of Queensland : 2025 Curriculum Connect Symposium
- LTQ Japanese Conference
- Toddle: AI In Action - Future Ready Schools
- QTAC Insights 2025
- TASS App Update
- Mastering AI to Reduce Workload
- QHTA State Conference
- Bandscale for Aboriginal and TSI EAL/D
- AARA Workshop
- AI: Understanding the Implications for Education
- State Conference: Treasures, Tropes and Triumphs
- International Kodaly Symposium - Hungary
- The Resilience Project: 2025 Teacher Seminar
- Assessment Literacy Module 7 - External Assessment Marking
- Assessment Literacy Module 5 - Confirmation
- NCCD Survey & QCAA Modules
- Rock and Water Workshop
- Designing Quality Assessment
- NCAA & QCA Training
- DSM Network Term 3
- Building Positive Partnerships - Academic Staff Meeting
- e-Safety Commissioner - National Student Wellbeing Program
- Margaret Thorsborne - Restorative Practice
- QCEC Student Protection Inservice
- ISQ - Student Wellbeing
- ISQ - Consent and Respectful Relationships Education (CCRE) Forum
- Restorative Justice
- Cuskelly College of Music
- Track One - Middle Leaders
- Child Protection, Pastoral Care and Wellbeing
- Child Protection Training
- Umbrella Studio Contemporary Arts
- Dr Matt O'Connor ConnectEd
- Illume Learning
- Thriving Minds Global
- Defence Member & Family Support
- Mercy Formation
- Connect & Grow
- BINNACLE Training
- Schoolbox User Forum
- Umbrella Studio
- Teacher X
- Zeyawgub Consultancy
- QCAA Confirmation Event 1 Briefing
- Kodály Music Education Institute of Australia
- Hospitality Teacher PD
- Independent Education Union
- ISQ - Leadership Essentials Program
- DSM Network Term 2
- Mercy Partners - Indigenous Encounter Day
- AI Assessment and Guardrails
- Formation Day - Dr Lisa McDonald
- QCAA Modules
- New Staff Induction
- DMFS - Term 4 Network Meeting
- Australian Council for Educational Research - Understanding PAT Workshop
- First Aid and CPR
- Using AI to Enhance Pedagogy
- BCE - Religion, Meaning and Life Verification and Moderation Day
- Wellbeing is Everybody's Business
- Sit, Learn, Grow - Zeywugub Workshop

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

- | | |
|--|--|
| • English or Intensive English | • Chinese (Mandarin) |
| • Health and Physical Education | • Design Thinking (Including Digital Technology) |
| • Humanities – History and Geography | • Hospitality |
| • Mathematics or Intensive Mathematics | • Japanese |
| • Music | • Performing Arts (Drama and Dance) |
| • Religious Education | • Visual Art |
| • Science | |
| • Personal Development Education | |
| • Reading | |

YEARS 8 - 9

All students studied the following core subjects: Students in Years 8 & 9 chose three elective subjects from:

- Careers (Year 9)
- English or Intensive English
- Humanities - History and Geography
- Mathematics or Intensive Mathematics
- Personal Development Education
- Reading (Year 8)
- Religion
- Science
- Dance
- Design Thinking
- Drama
- Economics and Business
- Hospitality
- Japanese
- Language Literacy & Numeracy Support (Year 9 only)
- Music
- Physical Education
- Visual Art

YEAR 10

All students studied the following core subjects: In addition, Year 10 students chose four elective subjects from:

- Careers
- Personal Development
- English or Essential English
- Health and Fitness
- Mathematical Methods or General Mathematics or Essential Mathematics
- Study of Religion or Religion & Ethics
- Accounting
- Dance
- Drama
- Economics
- Engineering
- Geography
- History
- Japanese
- Legal Studies
- Music
- Music in Practice
- Natural Science – Marine Studies/Biology
- Physical Education
- Physical Science – Physics/Chemistry
- Sport & Recreation
- Visual Art

Applied Pathway

- Applied Science – Aquatic Practices
- Design – Textiles
- Hospitality Practices
- Sport and Recreation

Distinctive Curriculum Offerings: Years 11 - 12

As students progress into Years 11 and 12, they are supported to select the pathway that best aligns with their strengths, interests and post-school aspirations. Students may choose an ATAR pathway for direct university entrance or a Vocational Pathway focused on employment, apprenticeships, traineeships and alternative tertiary entry options.

Years 11 - 12 Pathway Options

ATAR Pathway - Option 1

The traditional ATAR pathway consists of six General Subjects, including:

- General English
- Mathematical Methods or General Mathematics
- Study of Religion
- Three additional General Subjects

ATAR Pathway - Option 2

Students may also undertake five General Subjects alongside Religion & Ethics:

- General English
- Mathematical Methods or General Mathematics
- Religion & Ethics
- Three additional General Subjects

ATAR Pathway – Option 3

Students may choose six General Subjects and complete Religion, Meaning & Life as a non-timetabled course:

- General English
- Mathematical Methods or General Mathematics
- Four additional General Subjects
- Religion, Meaning & Life

Religion, Meaning & Life is a non-timetabled course that does not contribute to an ATAR or QCE credits. This option is suited to students who are motivated, independent, and organised learners.

Vocational Pathway

Students pursuing a Vocational Pathway are required to complete:

- Up to three General Subjects
- A minimum of one Certificate III qualification
- Religion & Ethics or Study of Religion

This pathway provides students with opportunities to gain nationally recognised qualifications while still maintaining access to a range of post-school pathways, including university entry through Selection Rank, apprenticeships, traineeships and direct employment.

Core Subjects

All students study:

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

*Applied Subjects do not contribute to an ATAR and are generally undertaken by students on a Vocational Pathway.

^Religion, Meaning & Life is a non-timetabled course that does not contribute to an ATAR or QCE credits.

Elective Subjects

Students select additional subjects according to their chosen pathway.

General Subjects

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

Applied Subjects

- Hospitality Practices*
- Aquatic Practices*
- Sport and Recreation

Certificate Options

- Certificate III in Sport & Recreation
- 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
- Politics Club
- UN Youth

COMMUNITY

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

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

SPORT

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

DRAMA, MUSIC & THE ARTS

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

College Income by Funding Source

Reporting on these outcomes can be accessed on the [My School website](#).

Retention Rates

Student Retention Rates Years 10-12				Year 10-12
Year 10		Year 12		Apparent Retention Rate %
Year	Enrolled	Year	Enrolled	
2019	75	2021	73	97.3%
2020	88	2022	71	80.7%
2021	96	2023	88	91.7%
2022	107	2024	106	99.1%
2023	96	2025	93	96.9%

Student Attendance

During 2025 the average student attendance rate for Years 7 to 12:

Student Attendance	
Year 7	92.46%
Year 8	90.58%
Year 9	89.71%
Year 10	88.41%
Year 11	90.15%
Year 12	87.87%

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 legislation 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 child'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 child's attendance.

Senior Secondary Outcomes 2025

Of the students who completed Year 12 in 2025, 89% who applied to QTAC received either their first or second preference for university places. For more information on senior secondary outcomes for 2025, please visit the [My School website](#).

Post School Destination Information

The following information summarises QTAC application and offers data for St Patrick's College Townsville Year 12 students.

QTAC Applications and Participation

A total of 65 Year 12 students applied through QTAC for tertiary study.

Summary of Findings

The majority of students seeking tertiary pathways applied to James Cook University (42 applications), making it the most popular destination.

Other universities with notable application numbers include The University of Queensland (7 applications) and Griffith University (6 applications).

Smaller numbers of applications were submitted to CQUniversity (2), Queensland University of Technology (2), TAFE Queensland (1), University of Southern Queensland (1), and University of the Sunshine Coast (1).

QTAC Offers

Offers closely reflected application trends, with James Cook University issuing 42 offers, reinforcing it as the primary post-school destination.

Additional offers were made by:

- The University of Queensland - 8 offers
- Griffith University - 4 offers
- Queensland University of Technology - 2 offers
- CQUniversity - 1 offer
- TAFE Queensland - 1 offer

Study Areas

Preferred Study Areas (Applications):

Health-related fields were the most popular with 26 applications.

Society and Culture areas (e.g. law, psychology) received 10 applications.

Creative Arts attracted 6 applications.

Education and Management/Commerce each received 5 applications.

Study Areas Offered:

Health remained the dominant field with 20 offers.

Society and Culture received 11 offers.

Natural and Physical Sciences accounted for 9 offers.

Education and Management/Commerce each received 5 offers, and Creative Arts received 4 offers.

Offer Preferences

48 students received an offer for their first preference

9 students received an offer for their second preference

1 student received an offer for their third preference

This indicates that the majority of students were successful in gaining entry into their preferred courses.

Additional Insights

The most common study pathway remains university entry, particularly to local institutions.

Health-related pathways continue to be a significant area of student interest, aligning with local workforce demand and College pathway programs (e.g. Certificate III in Health).

The high proportion of first-preference offers indicates strong alignment between student applications, ATAR outcomes, and course selection.

Key Student Outcomes

NAPLAN 2025 was completed online. Results are now reported against proficiency standards, with student achievement described across four levels: Exceeding, Strong, Developing, and Needs Additional Support. A distinct standard applies for each assessment area at each year level. These proficiency standards replace the previous numerical NAPLAN bands and national minimum standards.

The College's 2025 NAPLAN results reflect sustained strengths and a stable academic foundation across both cohorts. Year 7 students maintained consistent performance in Writing and demonstrated growth in Numeracy over the last 3 years, alongside steady achievement across other domains. Year 9 students continued to achieve particularly strong outcomes in Writing, while maintaining solid performance across Reading, Spelling, Grammar, and Numeracy, reflecting a consistent standard of achievement across the senior cohort.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	532	537	528	523	527
Year 9	563	599	567	560	550

To view the historical NAPLAN results, please visit 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 child 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.

Awards Evening - 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, Instagram, and LinkedIn. We also welcome regular feedback from parents/guardians to gauge their satisfaction with the College.