



St Patrick's Marist College

2024 Annual School Report



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Introduction

About the Annual School Report

St Patrick's Marist College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mr Paul Ryan

As a Catholic College grounded in the Marist tradition, the heart of our approach is to have a strong culture of learning, essential for inspiring a lifelong passion for knowledge and understanding. By cultivating a supportive and encouraging atmosphere, we seek to ignite curiosity and empower students to reach their full potential. Our student-centred philosophy ensures that each learner is engaged, motivated, and actively involved in their own educational journey.

Fostering dynamic and enriching connections with God, providing opportunities for both intellectual growth and spiritual formation. We believe that education is more than just acquiring knowledge, it is about shaping well-rounded young adults, developing both their academic excellence and spiritual depth. That is why we are committed to creating an environment that nurtures every aspect of our students' growth, from critical thinking to ethical and spiritual development.

Equally important to our mission is the power of relationships. We know that strong, positive connections between students, teachers, staff and families create the foundation for a safe and encouraging learning environment. These relationships help our students feel supported as they grow academically, socially, and spiritually.

I extend my heartfelt gratitude to our students, teachers, staff and families for their unwavering dedication throughout the year. Together, our collective efforts are shaping a bright future for our students and the world they will lead.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parental collaboration is essential in creating a meaningful and enriching educational experience for our students. We are fortunate to have a strong and dedicated Parents and Friends Association (P&F) that plays an active role in our College community. Throughout 2024, our parents showed incredible support, expressing their appreciation for our staff through thoughtful gestures, including the annual thank you morning tea and celebrations on World Teachers' Day.

Opportunities for parental engagement within the College were plentiful during the year, including:

- Parents and Friends Group
- Parent information evenings
- Mother's and Father's Day liturgies
- Parent hub - parent learning forums

- Parent/teacher Zoom interview days and evenings
- Parent surveys
- Communication via newsletters, website, mobile phone notifications and social media.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

At St Patrick's Marist College, the core values of a Marist education—family spirit, presence, simplicity, love of work and the way of Mary—are deeply woven into our College's identity. Our students are enriched by a wide range of opportunities that reflect these characteristics, nurturing their development as young Christian individuals. We see every interaction, both in and beyond the classroom, as a meaningful learning experience.

As educators, we take great pride in witnessing our students grow, not only in their learning but also in their commitment to building strong connections within our College and the wider Marist community.

Students in 2024 were encouraged to become involved in activities such as:

- Social justice groups and programs
- Formation opportunities such as our Marist Youth Ministry program for students in Years 10-12
- Marist Connect
- Sport
- Debating and public speaking
- Creative and performing arts
- Collaborative study nights for seniors.
- Homework club

Our students lead the direction of the College through:

- Student Representative Council
- College leadership positions
- Peer support leaders
- Liturgy celebrations

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the college

St Patrick's Marist College Dundas, has a proud history dating back to the colonial era of Australia and has the distinction of being the oldest school in Australia under the charge of teaching brothers. St Patrick's Marist College was originally established in 1872 at The Rocks Sydney and in 1962 moved to its present site at Kirby Street, Dundas. In 2012 the College celebrated 50 years on the Dundas site. The secondary school, catering for boys in Years 7 to 10 was officially opened on 2 October 1966. 1985 marked another historic year for St Patrick's Marist College when, not only were its first Year 11 students enrolled, but co-education was introduced in the senior school. The College became fully co-educational in 1992. In 2017, we were very excited to expand our College to include Wiyanga, an outstanding contemporary learning space for our high support class. In 2020, we completed our Contemporary Inquiry Learning Spaces, 12 in total, that cater for all of Years 7 to 10 along with our new library. In 2024/2025, these 12 Learning Spaces were converted into 24 Flexible Learning Spaces that cater for all Years 7 to 12. One hundred and fifty years of Marist education in Australia was celebrated in 2022. Our community came together with other Marist communities across the country in celebration of the dedication and hard work of the many people who have followed in the footsteps of the brave four Brothers who founded our first school at The Rocks. Many changes have taken place since 1872 but the College has valued and preserved the Marist traditions which are still associated with the name St Patrick with strong connections to the Marist family Australia-wide.

Location / Drawing Area

St Patrick's Marist College is a co-educational school located in Dundas and draws from a wide area with many of our students from localities surrounding Dundas. It serves the parishes of Rydalmere, Dundas, and North Rocks. There are approximately 1,069 students enrolled at St Patrick's Marist College.

Workforce Composition

Staffing Profile

| Staffing Profile | |
|--|-----|
| Total Number of Staff | 105 |
| Number of staff who identify as Aboriginal and Torres Strait Islander people | 1 |
| Number of full time teaching staff | 64 |
| Number of part time teaching staff | 17 |
| Number of non-teaching staff | 24 |

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

| Catholic Schools Parramatta Diocese (CSPD) accredited teachers | |
|--|------|
| Conditional Teachers | 458 |
| Provisional Teachers | 102 |
| Proficient Teachers and/or above | 3258 |

Teacher status at St Patrick's Marist College can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- In 2024, our professional learning program focused on enhancing teacher expertise in explicit teaching strategies to ensure all students achieved measurable learning gains.
- This year, our professional learning enhanced teacher capacity to support student wellbeing, fostering a safe, inclusive and supportive learning environment.
- Our professional learning throughout the year deepened teacher understanding of Marist characteristics, strengthening our commitment to faith, presence and service.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Year 10, 11 and 12 students engaged in Winter Sleepout.
- Whole school walkathon in support of Marist nursery and primary school in Trichy - India.
- Year 11 students participated in Interfaith Encounters with other Catholic and Muslim schools.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent

with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- CSPD led Studies of Religion online professional learning and development.
- CSPD led Studies in Catholic Thought online professional learning and development.
- HSC Trial marking led by CSPD Mission Team.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

| Year 7 | Percentage of students in the top 2 proficiency standards | |
|-------------------------|---|-----------|
| | School | Australia |
| Reading | 83% | 67% |
| Writing | 80% | 65% |
| Spelling | 80% | 72% |
| Grammar and Punctuation | 76% | 61% |
| Numeracy | 83% | 67% |

NAPLAN Results Year 9 2024

| Year 9 | Percentage of students in the top 2 proficiency standards | |
|-------------------------|---|-----------|
| | School | Australia |
| Reading | 84% | 63% |
| Writing | 79% | 61% |
| Spelling | 86% | 72% |
| Grammar and Punctuation | 67% | 55% |
| Numeracy | 80% | 63% |

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 2.
- The number of students issued with a RoSA in Year 11 was 10.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

| HSC Results | | | | | | |
|-----------------------|---------------------------------------|-------|--------|-------|--------|-------|
| HSC Subject | Percentage of students in top 3 bands | | | | | |
| | 2024 | | 2023 | | 2022 | |
| | School | State | School | State | School | State |
| English Standard | 80% | 67% | 71% | 59% | 64% | 56% |
| English Advanced | 97% | 96% | 101% | 95% | 97% | 94% |
| Studies of Religion 1 | 88% | 80% | 93% | 84% | 0% | 79% |

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 77.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Active Volunteering, Design Fundamentals, Studies in Catholic Thought Life Skills, Studies in Catholic Thought.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

| HSC Results | | |
|-------------------------|---------------------------------------|-------|
| HSC Subject | Percentage of students in top 3 bands | |
| | 2024 | |
| | School | State |
| Mathematics Extension 2 | 100% | 86% |
| PDHPE | 92% | 66% |

HSC Results Comment

Students at the College achieved outstanding results in 2024, demonstrating excellence across all courses. These achievements reflect the dedication and hard work of all our students and staff. Notably, 20 students attained an Australian Tertiary Admission Rank (ATAR) above 90.

Student Profile

Enrolment Policy

St Patrick's Marist College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

| Student enrolments 2024 | |
|-------------------------|-----------------|
| Number of Boys | Number of Girls |
| 554 | 484 |
| Total Enrolments: 1038 | |

Student attendance

| Student attendance rates 2024 | | | |
|-------------------------------|-----------------|------|-----------------|
| Year | Attendance Rate | Year | Attendance Rate |
| 7 | 93% | 10 | 91% |
| 8 | 92% | 11 | 92% |
| 9 | 91% | 12 | 93% |
| College Average: 92% | | | |

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 87%.

Post School Destination

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

| Post School Destination | |
|--|-----|
| University | 88% |
| Technical and Further Education (TAFE) | 5% |
| Workforce | 4% |
| Other/Unknown | 3% |

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

| Student Body Characteristics | |
|--|-----|
| Language background other than English (LBOTE) | 492 |
| Students with disabilities (SWD) | 224 |
| Aboriginal and Torres Strait Islander | 4 |

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Patrick's Marist College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Currently using the Wellio online platform for Wellbeing lessons as they provide library of wellbeing activities and resources.
- Attendance celebrations for students who achieve an attendance rate over 90% in Semester 1 or Semester 2.
- Celebration day for students who achieve perfect attendance.

St Patrick's Marist College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Patrick's Marist College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- International Women's Day Celebrations where students and staff wore purple ribbons and wrote affirmations to important women in their lives.
- Students and staff were invited to wear cultural dress or colours and perform cultural dances to celebrate Harmony Day.
- College student leaders involved in Anzac Day memorials in the local community.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcomed.
- School supports positive behaviour.
- School supports learning.

Areas of strength from the student feedback include:

- Have developed positive relationships.
- Feel that behaviours are safe and positive.
- Academic outcomes are positive.

Areas of strength from the staff feedback include:

- My leader's behaviour is consistent with my organisation's Catholic mission.
- I trust my leader.
- I am provided with opportunities to learn and develop.

School Improvement and Learning

Priorities

| Current Year Priorities | | |
|-------------------------|---|------------------------|
| Priority 1 | To foster a culture where each student feels valued, supported, and empowered by promoting the growth of each individual through attention to their academic, social, physical, emotional and spiritual dimensions. | Still Working Towards. |
| Priority 2 | Our focus in Stage 4-6 was to develop whole school explicit teaching strategies. | Still Working Towards. |

| Projected School Priorities | | |
|-----------------------------|--|--|
| Priority 1 | Continue to implement whole school 'explicit teaching strategies' across all courses to achieve measurable learning gains for every student. | |
| Priority 2 | Improve students' understanding of the Catholic faith through engaging with the new curriculum "Encountering Jesus". | |

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

| Recurrent and Capital Income | |
|--|--------------|
| Commonwealth Recurrent Grants ¹ | \$14,174,841 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$3,825,748 |
| Fees and Private Income ⁴ | \$5,363,147 |
| Other Capital Income ⁵ | \$633,560 |
| Total Income | \$23,997,296 |

| Recurrent and Capital Expenditure | |
|--|--------------|
| Capital Expenditure ⁶ | \$2,825,049 |
| Salaries and Related Expenses ⁷ | \$16,456,770 |
| Non-Salary Expenses ⁸ | \$8,030,867 |
| Total Expenditure | \$27,312,686 |

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses