

# Patrician Brothers' College, Fairfield

## Annual School Report to the Community

2010



### School Contact Details:

268 The Horsley Drive, Fairfield NSW 2165

[admin@pbcfairfield.catholic.edu.au](mailto:admin@pbcfairfield.catholic.edu.au)

[www.pbcfairfield.catholic.edu.au](http://www.pbcfairfield.catholic.edu.au)

(02) 9728 4488

<b>CONTENTS</b>	<b>Page</b>
About This Report	1
Message From Key School Bodies	2
School Features	2
Catholic Life And Religious Education	4
School Curriculum	6
Student Performance In Tests	8
Professional Learning And Teacher Standards	11
Teacher Attendance And Retention	12
Student Attendance And Retention	12
Senior Secondary Outcomes	13
Post School Destinations	13
School Policies	14
School Determined Improvement Targets	17
Initiatives Promoting Respect And Responsibility	17
Parent, Teacher And Student Satisfaction	18
Financial Statement	19

#### **ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT**

AIP: Annual Improvement Plan

BOS: Board of Studies

CEO: Catholic Education Office

ESL: English Second Language

HSC: Higher School Certificate

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

KLA: Key Learning Area

LGA: Local Government Area

LBOTE: Language Background other than English

NAPLAN: National Assessment Program – Literacy and Numeracy

NESB: Non English Speaking Background

NPA: National Partnership Agreement

PBCF: Patrician Brothers' College, Fairfield

SC: School Certificate

SEIFA: Socio-Economic Indexes for Areas

SMART: School Measurement Assessment and Reporting Toolkit

## **ABOUT THIS REPORT**

Patrician Brothers' College, Fairfield is registered by the Board of Studies, NSW, and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual School Report to the Community* for this year provides the community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* will be available on the school's website by 30 June 2011 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the College Executive meeting held in late February 2010 and scheduled parent information nights. The Reports availability will be advertised in the weekly College newsletter, 'The Link' and placed on the College Website. Further information about the school or this *Report* may be obtained by contacting the school on (02) 9728 4488 or by visiting the College website at [www.pbcfairfield.catholic.edu.au](http://www.pbcfairfield.catholic.edu.au).

PRINCIPAL: Mr John Killeen

DATE: February 2011

## **MESSAGE FROM KEY SCHOOL BODIES**

### **Principal's Message**

Since opening in 1953 Patrician Brothers' College, Fairfield has continuously provided excellence in Catholic boys' education. The provision of quality Catholic education has been our priority this year. The College theme for 2010 has been 'Action not Reaction', challenging students to be agents for positive change. Young men at Patrician Brothers' College, Fairfield are encouraged to 'dare to do and dream', believing they can soar to great heights, spiritually, academically and socially. The close partnerships we build with parents and the wider community are the cornerstones of the excellence in education that we together can achieve. This year has again been one of marvellous achievements. In recognising these outstanding achievements, we as a community acknowledge the gifts and talents in every student.

### **Parent Representative's Message**

Features of 2010 include great teaching and effective learning enhanced by excellent facilities, along with impressive leadership, wonderful vision and commitment. These words describe the life at Patrician Brothers' College, Fairfield, ably led by the Principal and his Executive Team.

### **Student Representative's Message**

The Student Representative Council (SRC) is composed of two students from each of Years 7-11 and is headed by five members of the Year 12 Student Executive. Discussions this year incorporated the size and relocation of school lockers for Years 7 and 8 and the introduction of the house mascot system. Discussion also encompassed the buddy system between junior and senior students, aimed at enriching the College with a greater sense of belonging and support. In the upcoming year, the Council will expand upon the College house mascot competition in conjunction with the mascot prizing system, to develop house pride and passion throughout the year groups, particularly amongst the younger years. The Council will address the organisation of the Walkathon replacement fundraising and continue to support a myriad of charity groups.

## **SCHOOL FEATURES**

Patrician Brothers' College, Fairfield is a systemic boys 7-12 comprehensive Catholic College, administered by the Southern Region of the Archdiocese of Sydney. The College has a rich tradition and heritage in the charism of the Congregation of the Patrician Brothers. The College commenced in 1953 and provides quality Catholic education for young men drawn largely from the parishes of Fairfield, Smithfield, Cabramatta, Villawood and Bossley Park.

At the 2010 August census, the College Community consisted of 1073 students. A combined fulltime and part-time dedicated staff (70.40) was supported by an equally committed Special Needs team (2.5), as well as English as a Second Language (ESL) (1.2) staff. Six teachers' aides were employed to support students with specific physical and/or learning needs. The ancillary staff consisted of nineteen fulltime and part-time non-teaching personnel, as well as four dedicated parish priests and their assistants from our feeder parishes.

Patrician Brothers' College, Fairfield (PBCF) aims to produce confident young men with a positive outlook and attitude to their faith, peers, parents and staff via the delivery of a quality educational experience within the formal and co-curricular program. The students' holistic education encourages them to develop a strong sense of belonging with an ensuing passion and loyalty to the College. The College, which is recognised and respected by the students and their parents, enjoys a formidable reputation within the wider community.

The College Prospectus, The Rosarian (our yearbook), promotional DVD and the College Website outline in greater detail the educational features of the College, including its tradition of excellence in boys' education.

The students of PBCF provide the community with its richest resource. They are collectively open, friendly, welcoming and honest. The vibrant cultural mix has provided the College with a constant source of enrichment and the collaborative tone of the College is testimony to their ability to live out the aspirations of our modern multicultural society, in a way that gives daily expression to their Catholic identity. The students enjoy a rich and diverse prayer life whilst at the College.

The major language groups after English are Vietnamese, Spanish, Italian and Arabic. Ninety five percent of the student population come from Non English Speaking Backgrounds (NESB).

The College draws a high proportion of students from Fairfield City, which is possibly the most ethnically diverse community in Australia. Fairfield City has a high proportion of Catholics.

The Local Government Area (LGA) is one of the most socio-economically disadvantaged areas in NSW, evidenced by statistics relating to employment, education, housing, ethnicity and crime. It should be noted however, that while this profile illustrates the LGA, Fairfield City has significant diversity in geography (urban and rural areas), as well as population and socio-economic characteristics.

PBCF strongly endorses a faith development program, which is developed through the context of the Parish. The College does not describe itself so much as a community but more as a large family of faith, which is an

active ministry of each Parish. We believe that parents are the first and most important educators of their sons. We work in partnership with parents and encourage them to share in the learning process and pastoral care programs that boys experience at PBCF. Parental support for the College is both expected and essential. Voluntary help has always been provided in many areas of College life, including VIP reading recovery, the Finance Committee, working bees, and as volunteer assistants in the College canteen.

PBCF provides opportunities for parents to attend information evenings, parent forums and parent/teacher evenings. The College employs a Vietnamese Liaison Officer and Sudanese Liaison Officer, who provide not only a linguistic service but also both day and evening opportunities for parents to raise concerns and contribute to their sons' education. Our parents are always encouraged to contact staff whenever there is a matter of concern.

### **CATHOLIC LIFE AND RELIGIOUS EDUCATION**

Patrician Brothers' College, Fairfield follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

#### **Integration of Catholic values across the Curriculum and belief statements**

Patrician Brothers' College, Fairfield operates in the traditions of the Patrician Brothers' charism as highlighted through the daily praying of The Breastplate of St Patrick. Gospel values are incorporated through each Key Learning Area by the Sense of the Sacred Document in each programme.

#### **Accreditation of Religious Education Teachers**

The College continues to provide opportunities for all staff to undertake professional development that will enhance accreditation to teach Religious Education and further individual qualifications.

#### **How spirituality is fostered in the College and Communal Prayer Life of the College**

Prayer and Eucharistic celebration is a central focus of College life. These are reflected through the following activities- each morning members of the Student Executive lead the College community in the praying of The Breastplate of St Patrick; prayer at the start of each lesson; prayer before lunch; Monday lunch time prayer; and Wednesday Adoration of the Blessed Sacrament. Further opportunities are supported through College retreats for each Year Group, with Year 11 experiencing a residential retreat over three days. Throughout the year, where opportunity provides, the celebration of Mass is held every First Friday of the Month; on the Solemnity of the Assumption of the Blessed Virgin Mary; the Feast of Saint Mary of the Cross MacKillop; Opening College Mass; Staff Mass; Semester Mass; and Christmas Mass. The celebration of Mass by Year Chaplains occurs for Years 7, 10, 11 and 12 Retreats. Major liturgical celebrations are conducted on

Ash Wednesday, Holy Thursday and every lunch time during Holy Week where students lead the Stations of the Cross. During the year, four opportunities are provided with feeder parish priests to conduct the Second Rite of Reconciliation. Throughout the months of May and October, the Rosary is recited in the College Chapel.

### **Sacramental Programmes and Special Celebrations**

There are numerous opportunities for staff and students to celebrate Mass and receive the Sacrament of Reconciliation. The College, with the support of the Confraternity of Christian Doctrine, currently has fifteen senior students trained as student catechists serving the needs of Catholic children from kindergarten to Year 6 in three local state primary schools. Two students received instruction in obtaining the sacraments of Eucharist and Confirmation during 2010. Parent involvement is incorporated with the celebration of Mothers' Day and Fathers' Day Masses, Prefect Investiture, and the SRC Induction Ceremony.

### **Peace and Social Justice Initiatives**

The College is committed to supporting the work of Catholic Charities. The College's Social Justice group, 'The Breastplates', with the support of the College Youth Minister, organises a number of programmes during the year. These include Caritas Australia's Project Compassion Lenten Programme, the Charitable Works' Appeal, the St Vincent de Paul Society Winter Appeal, Christmas Hamper Appeal, and any national and global needs as determined by Caritas Australia. Additionally, the College supports the many activities of the Patrician Brothers through the Delany Foundation. Year Ten students participate in fortnightly visitations to a local aged care facility and many undertake the 40 Hour famine appeal. The College is very active in the Southern Region Social Justice Days. Twenty students participated in the Year 10 Evangelisation programme at Stanwell Tops in 2010. An equal number of students from Year 9 participated in a one day programme at ACU.

### **Involvement in the broader life of the Church**

As well as evangelisation through the Catechist programme, a number of students have registered for World Youth Day Madrid. The College, in conjunction with Mary MacKillop College Wakeley and local parish youth groups, conducts a 'Hosanna' programme on Palm Sunday.

### **Active partnership with local Pastors**

A meeting is held at the start of every year with the parish priests to plan the year ahead. The College continues to foster strong partnership with local parish priests from the parishes of OLR Fairfield, St Gertrude's Smithfield, Sacred Heart Cabramatta, and Sacred Heart Villawood. Each Year group has been allocated a priest for the year. Opportunities for class masses and visitations are organised through this

medium. Activities conducted at parish level are always published in the College weekly publication 'The Link'.

## **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, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum. The College has undertaken a wide range of curriculum initiatives throughout 2010.

### **Learning Symposium**

Two learning symposiums were held during the year, the first at the beginning of Term 2 and the other in Term 3. The first Learning symposium was on "ESL, Literacy and Pedagogy", presented by Sharon Gilbert and Jane Bezzina, CEO Southern Region ESL Advisers. The second symposium was conducted by David Ivers (Curriculum Coordinator) and Mary Ramsay (eLearning Coordinator) on "Leading Learning". This was based on material presented at the INET conference in Melbourne on 'Educational Transformation'. A focus of this presentation was the work of Professor Barry Carpenter and his research in Special Education.

### **Cognitive Neuroscience**

The College continues to draw on the research from cognitive neuroscience to inform the praxis of teaching and learning in the classroom. The preferred whole school approach to pedagogy is that of "Brain Based Education" which focuses on the recent research and developments in this area. Staff members are regularly updated with research in this area and at the beginning of each academic year, a list of "20 Brain Compatible Teaching Strategies" is emailed to each staff member. The College induction program for new staff is used to ensure they are familiar with this material.

### **Ele@rning**

The College has continued to implement eLe@rning into the Curriculum. The "Thursday Coffee Club" continued to be a weekly opportunity for staff to be inserviced by the ELe@rning Coordinator on all facets of using eLe@rning in the classroom. This program was expanded in 2010 to include the periodic use of faculty eLe@rning leaders as facilitators and presenters. A small group successfully completed the 'Web 2.0' course offered by CEO Sydney. A member of the College Executive graduated from the University of Tasmania with a Graduate Certificate of Education (Online / ICT).

At the commencement of 2009, the College established an eLe@rning Leaders' faculty. Every faculty (KLA) has a designated eLe@rning Leader and this group meets four times a year, as a 'virtual' faculty to maximise eLe@rning opportunities in the College. This continued throughout 2010. The College has had representatives from all faculties participate in the ILearn project conducted by CEO over the past two years. In 2010, Music, Mathematics and PDHPE participated in this program. As part of the Staff Development program at the end of Term 4, each faculty was required to showcase their ELe@rning activities to the rest of the staff. In 2010, Years 9, 10 and 11 had access to Macbook computers as part of the Australian Government "Computers for Secondary Schools Fund". Every classroom has a digital projector and the College is on a wireless network. It is anticipated that this program will be operational throughout the entire College in 2011.

### **Cyclic Review**

The College undertook its five year Cyclic Review in 2010. The Review Team received presentations from each member of the College Executive and had opportunities to speak with staff, students and parents, as well as engage in 'learning walks' around the school. The Review Team highly commended the work that has been undertaken at Fairfield over the last 5 years by staff and students alike, and urged the College to continue to focus on developing a whole College pedagogy. In 2011 and 2012, the College will be a part of the Smarter Schools National Partnership Agreement between the CEO Sydney and the Commonwealth Government. This will see the creation of two 'Leader of Pedagogy' positions, to work directly with the teachers to improve teacher and leadership capacity for the benefit of the students. This has set the parameters for the new Strategic Improvement Plan for the College over the next 5 years.

### **Stage 6 Syllabus Revision**

Throughout 2010, KLA Coordinators undertook a revision of teaching and learning programs, including their assessment programs, in line with revisions made by the Board of Studies (New South Wales) to all Stage 6 Syllabus documents. These revisions are due for implementation from 2010 onward. There are further revisions in Business Studies and Software Design and Development. This revision required each HSC course to review the nature and weightings for assessment tasks in Year 11 and Year 12 and where appropriate, rewrite the program to mirror changes made to the syllabus by the Board of Studies.

### **Acceleration of Students**

The College expanded the Accelerated Students Program in 2010. The College traditionally has accelerated students from Year 9 Mathematics into Year 10 Mathematics. The same students, once in Year 10, undertake the Year 11 Program; once in Year 11, they undertake the HSC Program. In 2010, the range of courses offering acceleration was expanded to include Information Software and Technology into

Preliminary Information Processes and Technology. The same pattern was undertaken in Music. Students in Year 10 who had completed Grade 6 AMEB or higher in their chosen instrument were offered acceleration into Preliminary Music. Typically, the students accelerated to date have included Grade 7 and Grade 8 Piano. The Accelerated Students Program sits within the Gifted and Talented Program. KLA Coordinators are asked each year to review their student cohort to determine if there are students who might be accelerated.

### **Selective Classes Year 7**

The College created an “All-Rounders” class in Year 7 in 2010. These were students that tested well in diverse areas such as English and Mathematics. They became a class of specially selected students to undertake a more advanced and intensive program in: Religious Education, English, Mathematics, Science, PDHPE, History, and Geography.

A review was conducted as part of the Cyclic Review of the College at the end of 2010. The feedback from parents, staff and students was that there should be two selective classes, both showing a great deal of academic strength in English and Mathematics but one class would be skewed in favour of Mathematics, the other skewed in favour of English. Once again, they became classes of specially selected students to undertake a more advanced and intensive program. This will occur in 2011 in both Year 7 and Year 8. The Core Teacher Program was continued in Year 7 in 2010, and will continue in 2011 in Year 7.

## **STUDENT PERFORMANCE IN TESTS**

### **National Assessment Program in Literacy and Numeracy (NAPLAN)**

Students in Years 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May 2010. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The tables provided show the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. The school results shown are compared to students nationally. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Further information regarding school performance in NAPLAN against State and National trends has been provided in the school newsletter dated 21<sup>st</sup> October 2010 and is available from the College Office on the

school website at <http://www.pbcfairfield.catholic.edu.au/results2010.htm> and from the school administration office.

NAPLAN results 2010 Year 7	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School <sup>1</sup>	All schools <sup>2</sup>	School <sup>1</sup>	All schools <sup>2</sup>
Reading	27%	29%	18%	16%
Writing	21%	23%	15%	20%
Spelling	42%	31%	7%	17%
Grammar & Punctuation	23%	26%	19%	21%
Numeracy	31%	30%	15%	16%

<sup>1</sup> School Measurement Assessment and Reporting Toolkit (SMART)  
<sup>2</sup> MCEECDYA National report <http://www.naplan.edu.au/>

These NAPLAN Results should be read mindful that Patrician Brothers' College Fairfield is a school that is approximately 90+% LBOTE. Despite this, the students in Year 7 approximate the State Average in the top 2 Bands on most NAPLAN components and exceed the State Average in the top 2 Bands for Spelling and Numeracy. Conversely, the results for the bottom 2 Bands indicate that the Year 7 cohort had fewer students in the bottom 2 Bands relative to the State. This suggests that the majority of students are found in a solid group in the middle bands, indicating that a strong middle group exists that is at, or above, the national minimum standards for NAPLAN.

NAPLAN results 2010 Year 9	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School <sup>1</sup>	All schools <sup>2</sup>	School <sup>1</sup>	All schools <sup>2</sup>
Reading	16%	18%	29%	26%
Writing	16%	19%	26%	30%
Spelling	30%	22%	12%	25%
Grammar & Punctuation	18%	22%	21%	24%
Numeracy	33%	23%	12%	21%

<sup>1</sup> School Measurement Assessment and Reporting Toolkit (SMART)  
<sup>2</sup> MCEECDYA National report <http://www.naplan.edu.au/>

The students in Year 9 exceed the State average in the top 2 Bands for Spelling and Numeracy. Conversely the results for the bottom 2 Bands indicate that the Year 9 cohort had fewer students in the bottom 2 Bands, relative to the State. This indicates that the majority of students are found in a stable group in the middle bands, signifying a strong middle group that is at, or above, the national minimum standards for NAPLAN.

### School Certificate

Students in Year 10 sat for the School Certificate (SC) examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2008		2009		2010	
	School	State	School	State		
English Literacy	80%	77%	84%	83%	89%	81%
Mathematics	62%	50%	61%	50%	64%	53%
Science	67%	66%	69%	71%	75%	73%
Australian History	51%	51%	58%	59%	52%	52%
Australian Geography	76%	67%	57%	60%	66%	59%

These results continue to reflect the efforts of both the student and the teachers in a school that has over 90% of its population with a Non-English Speaking Background (NESB). In this regard the English results are extremely encouraging.

### Higher School Certificate

The results of the school's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	Higher School Certificate: % of students in bands 4, 5, 6					
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion 1	73%	77%	71%	83%	73%	79%
English Standard	62%	38%	48%	36%	48%	35%
English Advanced	100%	89%	100%	89%	100%	93%
General Mathematics	41%	56%	48%	54%	48%	57%
Mathematics	69%	72%	70%	71%	80%	75%
Studies of Religion 2 U	86%	80%	100%	83%	N/A	N/A

Overall, these results continue to build on the excellent performance of previous years. Two students received an award from the Premier for being on the "All-Rounders' List", meaning that they achieved 90+%.

in 10 Units or more in the HSC. There were two placings by one student in the top 20. These were 2<sup>nd</sup> in the State for Business Studies and 4<sup>th</sup> in the State for Studies of Religion 1 Unit.

## **PROFESSIONAL LEARNING AND TEACHER STANDARDS**

### **Professional learning**

All teachers have been involved in professional development activities during the year. These activities are designed to develop skills and understandings in improving student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2010. The content of these days was as follows:

- HSC and SC results - review meetings coupled with preparation and integration of strategies for improved classroom teaching.
- Staff Spirituality Day- reconnecting with the Patrician charism and history at PBCF. A workshop with all staff to develop a new Vision and Mission Statement.
- Staff Professional Learning Feedback –Literacy the Next Step; Cert. of Gifted Education; Brain Based Education; Inclusive Learning – Spectronics.
- Programming and registration meetings evaluating quality of teaching. SMART analysis by faculty.

KLA Faculty meetings are regularly held on Monday afternoon for one (1) hour, with two or three per Term, totalling approximately ten meetings per year.

Staff Meetings are held on a Monday afternoon for one hour, similar to KLA meetings, totalling ten per year, approximately. Topics covered included:-

- Fairwork legislation
- a speaker from ASPECT on the Autism Spectrum and school issues
- online communication options
- HSC results and De Courcy analysis
- Child Protection updates and Mandatory Reporting procedures
- complex learning difficulties and disorders (Dr Barry Carpenter’s work)
- staff social club updates
- staff led sessions on “Understanding HSC Questions and Rubrics”
- BOS verbs
- Digital Literacy versus Print Literacy
- Google Docs

- using the Frayer Model to explore literacy in each KLA group
- and much work on the SRI process that will lead to our Strategic Improvement Plan for 2011 – 2015.

The College holds two learning symposiums each year, one in Term 2 and the other in Term 3. These ninety minute sessions focused on 1) ESL student identification and classroom support methods; and 2) the continued integration of technology in the provision of quality teaching and learning.

### **Teacher Standards**

The following table sets out the number of teachers on the school staff who fall into each of the three categories determined by the Board of Studies: The teaching standards of the staff are at graduate or postgraduate status. Teachers who teach Catholic Studies and Studies of Religion are accredited by the Catholic Education Office, Sydney. Staff members have an average of approximately sixteen years experience, although the College has a number of teachers who are recent graduates.

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	78
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

### **TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 97%. The College experiences little turn over at the end of each year for such a large staff. Those who do leave are usually teachers who have had Fairfield as their first school appointment and seek another school experience and/or those staff who have moved into promotional positions at other schools.

### **STUDENT ATTENDANCE AND RETENTION**

#### **Attendance Rates**

The average student attendance rate for the school during 2010 was 93%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93%
Year 8	92%
Year 9	91%
Year 10	91%
Year 11	93%
Year 12	90%

The average student attendance rate during 2010 was 93%. The majority of absences were attributed to sickness, with a small percentage of the students being granted leave to travel with family overseas.

### Retention Rates

88% of the 2008 Year 10 cohort continued onto Year 12 (2010). The Year 10 cohort of 2008 had 185 students sit for the School Certificate. Of this cohort, a number of boys acquired apprenticeships and traineeships in the local area and did not apply for a position in Year 11. The College had an intake of 177 into Year 11, 2011 a retention rate of 95%.

### SENIOR SECONDARY 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).

Senior Secondary Outcomes; Year 12, 2010	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	4%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

### POST SCHOOL DESTINATIONS

Each year the school collects destination data relating to the Year 10 student cohort. The vast majority of students continue to senior secondary studies whilst a small proportion enters the work force and acquire apprenticeships or traineeships. Each year 1-3 students will transfer to an alternative school for their senior secondary study.

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 as compared to State figures.

Destination Data Year 12, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	70%	10%	10%	10%
State*	30%	30%	30%	10%

\*State figures reported on: <http://www.boardofstudies.nsw.edu.au/employers/hsc/beyond.html>

Patrician Brothers' College Fairfield has a very successful record of post school destinations. Approximately 55% of students received a first round offer to a university. When second and final offers are made, we anticipate that 70% of students will attend a university.

A number of Year 12 students opted for a vocational pathway. These students have applied to study Associate Diploma, Diploma and Certificate courses at TAFE and/or have secured full-time employment in retail, hospitality, construction, information technology or a manufacturing trade.

## **SCHOOL POLICIES**

### **Enrolment Policy**

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The College conducts an Open Afternoon / Evening, and Year 6 students from feeder primary schools visit the College for a tour and talk. All enrolment applications are considered and interviews take place for all students.

Information about enrolling in a school within the Archdiocese of Sydney can be accessed via the link: [CEO public website](#). The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- the school website [www.pbcfairfield.catholic.edu.au](http://www.pbcfairfield.catholic.edu.au)
- school administration office.

## **Student Welfare Policy**

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the [CEO public website](#). In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools, Strategies for Dealing with Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

The Student Welfare policy has been developed and written as a collection of policies, structures and programs aimed at facilitating the care, welfare and safety of students and staff at the College. These policies ensure the provision of specialist support for all our students, especially students at risk. This includes students attending regular pastoral lessons, access to the school counsellor, and other outside support agencies as necessary. Staff members are trained in restorative justice practices, and Matters of the Mind. First Aid Specialist trained staff support our special needs' students. We also have an extensive student leadership program that enable all students from Year 7 to 12 to have a voice in the future directions of the College.

The full text of the school's Pastoral Care Policy may be accessed via the:

- School website <http://www.pbcfairfield.catholic.edu.au/>
- School administration office.

The following changes were made to the school policy during 2010. The introduction of a Pastoral Care Coordinator and for 2011 a fulltime Counsellor was employed. The Pastoral Care Coordinator and Counsellor work closely together in conjunction with the College Executive and staff to ensure well being of all students.

## **Student Management Policy**

The College Student Management Policy is based upon the practices and principles of Restorative Justice. It aims to develop self-discipline in students and to promote their growth as Catholics and human beings. Its implementation occurs within the context of an authentic Catholic school and is consistent with the Gospel values of justice, love, service and hope. In this way students are more likely to understand the consequences of their actions and the impact upon themselves, their peers and their families. Students' rights and procedural fairness are paramount in all matters of student management.

The effective management of student behaviour within the College is based upon a five tier system:

1. Classroom Teacher
2. KLA and/or Year Coordinator
3. Pastoral Care Coordinator
4. Assistant Principal
5. College Principal.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Student Management Policy may be accessed via the:

- School website <http://www.pbcfairfield.catholic.edu.au/>
- School administration office
- Student diary.

The following changes were made to the school policy during 2010. There was a revision of the school student management monitoring system, and management/incident reporting system to ensure they are more closely linked to Restorative Justice Practices.

### **Complaints and Grievances Resolution Policy**

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school 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. Pathways for raising concerns are set out in the information brochure available from the Principal's Secretary.

The full text of the school policy is available from the:

- school administration office
- student diary.

## **SCHOOL DETERMINED IMPROVEMENT TARGETS**

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our Catholic School?* The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant.

In 2010, the College community set a target of achieving 85 Band 6 results in the 2010 HSC exams: 106 Band 6 results were achieved. In addition, targets were set to improve the middle range students and lift Band 4's to 5's. 307 Band 5's were achieved, an improvement of 16%. The concept of setting targets such as these provides an important goal and priority. In line with specific targets, the impetus continued from 2009 in evaluating programs targeting students at risk and extending our gifted students. In particular, the focus has continued on integrating literacy and numeracy initiatives into all KLAs. The appointment of a Gifted and Talented Coordinator to deliver specific programmes and train students has been highly successful, resulting in the creation of two academically gifted extension classes in Year 7 2010, and expansion of the Gifted Program. Professional development to enhance pedagogy and differentiation of the curriculum remains a priority.

The continued support of an eLe@rning Coordinator and second ICT Technician in 2010 underpins the College's commitment to technology as a tool for 21<sup>st</sup> Century learning. By 2011, all of Years 7-12 will have notebooks, as do all staff. Professional development for staff in eLearning has been and continues to be a major priority.

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

The College theme for 2010 was 'Action not Reaction'. Students, staff and the wider community were challenged to evaluate their own lives to investigate and act upon how they can make the world a better place for all. These are the values of respect and responsibility that underpin and lie at the heart of Catholic schools. A student Leadership Development day for over 120 students was organised by the Prefect Body and held at the College. The students involved themselves in a variety of outreach activities including generous contributions to St Vincent de Paul, Youth Off The Streets, Caritas and assisting in Door Knock Appeals for the Red Shield Appeal and the Heart Foundation. Senior students were involved in the St Vincent de Paul night patrol and Red Cross blood donations. Year 10 students visited elderly residents of a local nursing home on a regular basis. The College Award Scheme requires that students commit to community/citizenship/social justice initiatives as fifty percent of the required quota for each award level. These awards are presented at Year and College assemblies. In 2010 the Federal Member for Blaxland, Mr

Jason Clare Citizenship Award for schools in his electorate was once again presented. Students are continually encouraged to become involved in community and national programs.

#### **PARENT, TEACHER AND STUDENT SATISFACTION**

PBCF prides itself on the effective lines of communication between parents, students and staff. Parents are invited to nominate for committees and are represented on the Finance Committee and Fairfield Council of Schools. A School Council proposal is currently under investigation. The College hosts a variety of information evenings and festivals based on student performances, practical works and achievements. The large attendance by staff, students and parents, and oral and written feedback about these events indicates great satisfaction with the programs offered at the College. The SRC and its Executive meet with the Principal and College Executive on a regular basis to evaluate and discuss school improvement initiatives and they have the mandate to raise concerns regarding teaching and learning, if necessary. Parents are surveyed and encouraged to critique College policies and decisions- for example, student academic reports and the use of notebook computers. The minimal turnover in students and staff is an empirical indicator and measure of student, staff and parent satisfaction in the values, ethos and programs offered at PBCF.

## FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Federal Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2010 is as follows:

<b>INCOME</b>	<b>\$million</b>	<b>EXPENDITURE</b>	<b>\$million</b>
Parents' Contributions 1	\$119.4	Education and School Support	\$130.3
Federal Government 2	\$555.0	Total Salary Costs	\$500.4
State Government 2	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
<b>Total Income</b>	<b>\$850.0</b>	<b>Total Expenditure</b>	<b>\$850.0</b>

### Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million, School Charges & Building Levy and P&F contributions of \$ 64.8 million.
2. Income from Federal and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$ 1,234,105.00
School Based Fees	\$ 1,029,341.00
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$ 434,310.00
<b>Total</b>	<b>\$ 2,697,756.00</b>