

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*

St Paul's High School  
Booragul



## St Paul's High School, BOORAGUL

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## About the Annual School Report

St Paul's High School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

The twelfth Annual School Report which provides to all in our community, as well as the wider community, information pertaining to the continued growth and well-being of St Paul's. The school was founded in 1984 and from that time has served the community from Warners Bay in the north-east, Edgeworth in the north-west and Morisset in the south. In the past 30 years, St Paul's has developed an enviable reputation as a vibrant and innovative school community where excellent outcomes have been the hallmark.

The school has programs that support the growth and wellbeing of our students and it continues to strive for excellence in all that it does. Its base has grown over the past 30 years where our facilities, staffing and resources are such that our students and the wider community are well catered for.

In 2015, the school finalised a major building project funded by the Diocese of Maitland-Newcastle, various government funding arms and through significant local contributions. The construction of a new library and classroom blocks as well as a reconfiguration of the old library has enabled the school to continue to deliver quality educational and pastoral outcomes for our students.

As a Catholic school, we strive to bring to our students and wider community an opportunity to experience being loved in the same way that Jesus showed us. As our motto reflects, "to live is Christ" which calls us all to live our lives as Christ has shown us to live.

*Graeme Selmes*

*Principal*

### Parent Body

The P&F is a means through which a happy working relationship can be encouraged between parents, staff and the school Principal.

As such, the advantage to parents who attend the meetings is invaluable. At meetings, information is shared about the school and student activities. Issues and events can be explored and discussed in advance, in a non-threatening and relaxed environment. The meetings allow parents to have a hands-on involvement with the school.

In taking such an active role, parents feel empowered and involved in the school processes. The opinions of parents are sought and encouraged in order that families feel a valued part of the St Paul's school community. The focus is on working as a team to support the school, the students, their families, and the staff. A partnership between the parents and the school is strongly evident in the discussions that eventuate following the presentation of valuable information by the Principal, Mr Graeme Selmes.

Fundraising is vital to the provision of a superior environment at St Paul's. The yearly chocolate drive, various raffles and a Trivia night are the main vehicles through which major funds are raised.

The P&F donated the funds to pay for much needed cooling fans for the school hall, These fans aid the comfort level in the hall which is used for assemblies, liturgies, practical PDHPE and exams.

Trivia nights are popular and provide the opportunity for staff, students and parents to socialise. Another opportunity for meet and greet is the P&F B-B-Q provided for the parents and students of the feeder schools at the Year 7 Information Night. It not only provides a welcome and hospitality, but is a clear indication to new comers, that there is a strong and enthusiastic parent involvement at the school.

*Mrs Karin Skoumbourdis*

*P&F President 2015*

## Student Body

The formal leadership structure of St Paul's is a team of four school captains from Year 12, two of each gender. An election process is held each year to fill these positions consisting of nominations, staff and student voting, and a final round of interviews. The school captains are a highly visible part of school life, running weekly assemblies and participating in many other ceremonial and leadership activities.

Opportunity for student leadership is an important part of life at St Paul's. In addition to the School Captains, there are two formal student leadership groups comprised of students from each year group. Each Tutor Group elects a *Tutor Group Representative* for the school year, who is responsible for daily administration tasks and is involved in organising Tutor Group activities. Two students are elected from each year group to the *Student Representative Council* (SRC) through a student election process. The council meets twice per term to discuss activities and issues relevant to the students of St Paul's.

Through these groups, students have ample opportunities to have their views heard. It was the initiative of the SRC in 2015 to provide more sporting equipment that could be used at lunch time.

There are many additional opportunities to be involved in student-organised charity fundraising activities, for example: Shave for a Cure Day, Bandana Day, St Paul's Day Celebrations, Caritas (Catholic Overseas Missions), and community focused activities such as Blood Bank donations, and the Environmental Action Team.

The St Paul's community tries to be responsive to student concerns, encouraging them to act on their beliefs – letting students know they have 'a voice' and encouraging them to accept responsibility for their community and the wider world.

## SCHOOL FEATURES

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### History of the school

St Paul's High School commenced in February, 1984. The impetus for the establishment of a Catholic high school to serve the Westlakes region came originally from parents, and as far back as 1972. A committee was set up in the parish of Toronto to work towards the setting up of such a high school. The Catholic Church already owned land at Booragul on the current parish church site, and negotiations commenced with the Housing Commission for the acquisition of more land adjacent to this. The school opened with an enrolment of approximately 240 in both Years 7 and 8. Current 2015 enrolment is 953.

### Location/Drawing Area

St Paul's is located on the western side of Lake Macquarie. It is one of eleven high schools in the Diocese and the only Year 7 – 12 Catholic High School in Newcastle. The feeder primary schools are: St Kevin's Primary School, Cardiff; St Benedict's Primary School, Edgeworth; Holy Cross Primary School, Glendale; St Joseph Primary School, Kilaben Bay; St John Vianney Primary School, Morisset and St Mary's Primary School, Warne Bay.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

St Paul's is proudly and vibrantly a Catholic school. Our school is committed to the development of the whole person – physically, spiritually, academically, emotionally and psychologically. Our foundation and centre in Christ and the values inherent in the Gospel are evident in the school and its many extra-curricular activities.

The school acknowledges the self-worth and dignity of all of our community members – students, staff, parents, clergy and the wider community. The incorporation of spiritual formation, religion classes, prayer life, the celebration of Eucharist, liturgical celebrations, school retreats and reflection days all help shape our identity as a Catholic school.

## Family, Parish and Diocesan evangelising and catechesis

St Paul's enrolls students from the parishes of All Saints Blackbutt South (Cardiff faith community), Boolaroo Warners Bay, Booragul, Morisset, Sugarloaf and Toronto. There are also some students from other parishes outside of the feeder schools. Students from St Paul's are involved in each of their parish churches as readers, altar servers and in youth groups. Also, some staff members are Special Ministers, readers and volunteers in their local churches. This year the school was once again an active participant in the Way of the Cross at St Joseph's, Kilaben Bay, during Easter.

Each Year group celebrates a Mass, presided at by a parish priest, at our neighbouring church St Michael the Archangel. Our Opening and Graduation Masses are presided over by our Bishop, Most Reverend William Wright, and concelebrated by our parish priests. The school's Executive meets with the parish priests each year to plan Masses and develop the interactions between school and parishes.

The St Paul's community is actively involved in charity and outreach through involvement in major fundraising events such as Project Compassion as well as involvement in community care activities.

## Christian Discipleship

A development programme of spiritual formation across Years 7-12 engages our students on many levels. Students from Years 7-11 participate in Reflection Days that aim to explore significant issues of human development in the light of the Gospel values. Each Reflection Day also involves students in the practice of specific skills of spiritual formation.

In Year 10, students attend a three-day camp titled, "Challenge and Reflection", where they are challenged both physically and spiritually. The pinnacle of the Spiritual Formation programme is the Year 12 Retreat, which for students is one of the most significant experiences of school life.

Surrounding these specific events and activities is the prayer and liturgical life of the school where such occasions as the Opening and Graduation Masses and the feast of St Paul, allow the community to celebrate and express the ethos and values of the school.

For our staff, development days have been devoted to spiritual formation and to the consideration of their role as Catholic educators. Each week staff are provided the opportunity to gather for ten minutes of guided reflection and prayer at the beginning of the day.

## Religious Education and Curriculum

The teaching of Religion at St Paul's is covered by three specific courses. In Stages 4 and 5, K-12 Diocesan Religion Syllabus is followed. This programme is regularly updated to suit the current needs and these needs are then discerned by Religious Studies Coordinators, Religion teachers and staff involved in Religious Education at the Catholic Schools Office. The Stage 5 course is a Content Endorsed Course of 200 hours and focuses on the history and development of religion with a specific focus on Catholicity.

In Stage 6, many students choose either the 1 Unit or 2 Unit Board of Studies course, Studies of Religion. At the commencement of 2006, the Catholic Studies course, which is a Board Endorsed Course, was implemented as a more viable option for students who were not attempting to gain an ATAR, or who have a

large number of units and do not need the Board Course for the ATAR. Enrolments in the 2 unit course continue to grow and our HSC results have been very solid. In the 2015 HSC, our 1 Unit and 2 Unit result were, once again, above state average.

### Initiatives Promoting Respect and Responsibility

Students and staff of St Paul's annually raise money and collect donations for the St Vincent de Paul Society, Caritas Australia's Project Compassion, Catholic Mission, and cancer charities such as CanTeen.

A group of students choose to visit a local aged care facility each week as part of a program called "Community Care". Students spend time talking and playing board games with elderly residents. This promotes great respect between young and old alike.

Students also participate in overseas exchange trips visiting our sister school in Japan and experiencing a cultural immersion in Vietnam. These experiences enable students to broaden their perspective of our global community.

## Student Profile

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

LBOTE*	SWD*	Indigenous
33	60	33

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Paul's High School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
Year 7	186
Year 8	162
Year 9	189
Year 10	182
Year 11	119
Year 12	115
Total	953

### Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2015

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
92	92	90	90	91	94	91.5

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

St Paul's has a Pastoral Care Policy, which incorporates the issue of Student Welfare. It is essential that procedural fairness prevails in all dealings with students. The Principles of this policy are printed in the Student Diary. St Paul's is a community that follow Restorative Justice Principles.

The school has a Welfare Policy that is focused on the inherent value of each and every student in our community. The policy is shaped by our core principles of cooperation and respect. The fundamental purpose of such a policy is to ensure that all can co-exist with calmness, security and happiness. We seek to build and develop young lives of value, self-confidence and purpose. We firmly recognise that behaviours and attitudes contrary to the community standards are challenged and addressed.

### Discipline Policy

The disciplinary procedures are in the Pastoral Care Policy. The various sanctions are clearly stated. As well, the different stages of Discipline are listed, with examples of behaviour that relate to different stages. This policy is available to parents on request.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Paul's High School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

### Special Provisions

The school has in place policies and procedures for special provisions examinations (NAPLAN and HSC). This is administered by the Learning Support Unit at the school. This unit consists of a Learning Support Coordinator, Learning Support Teachers and Teacher Aides. We also have a staff member working with ESL students.

## School Improvement

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### School Improvement Plan

In 2015, St Paul's focussed on a multitude of areas for school improvement. These areas included: 1. Continued exploration of professional learning communities, 2. An intense focus on literacy and numeracy particularly in Years 7 to 10. 3. Development of a Senior Academic Support Program for students in Year 12, 4. Continued development of new programs as part of the New Australian Curriculum in most KLA's, 5 Establishment of a full BYOD program for Year 7 after the 2015 Tablet Trial, 6. Completion of our new library and class room block - the Damascus Centre, 7. An immersion experience for students to Vietnam, 8 Introduction of a new student management system - Sentral.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
Some of the key improvements for 2015: New technologies for use in the class room introduced - Interactive Smart TV Panels and successful trial of tablet devices for Year 7 students. The Senior Academic Support Program was very successful, allowing senior students to access critical "friends" to help with the pressures of HSC studies. Staff have been able to access a myriad of Professional Learning opportunities over the year which have improved skills in pedagogy as well as use of technology in the classroom.	Priorities for 2016 included: Professional Development to enable staff to improve even further the academic performance of students The beautification of certain areas of the school grounds - synthetic grass Continued exploration of Professional Learning Communities
The new Senior Academic Support Program, a new initiative, was very successful. This program is designed to support Year 12 students as they move towards their final HSC exams by giving them access to a critical friend and mentor to help them continue to develop the skills needed for success at this level.	Successful introduction of a BYOD Program for Year 7 (Stage 4) that will allow development of appropriate ICT skills for students as well as the skilling of our teaching and support staff to manage such a program.
The standard of Liturgical Celebration has been a highlight of this year's calendar. Major liturgies and mass celebrations with Bishop William Wright have been beautifully designed and implemented with staff and students being able to come together as a worshipping community. The Year 12 Retreat remains a pinnacle for the cohort as they move towards their final year in school.	Continued development of the Master Building plan with the construction of new classrooms, administration wing and staff facilities.

### Academic Achievements

St Paul's exhibits an environment in which students across all ranges of abilities can develop strongly. Our NAPLAN and HSC results confirm the outstanding position the school is in. As a staff we have been working on improving our academic results. It is pleasing that our 2015 HSC results, once again, continued our success

of ensuring all students reach their full potential. Each year we recognise not only the quality of academically high results but also the depth of performance. Students at St Paul's can clearly perform among the very best in the state, while students who are in need of support are indicating performance that is highly positive about their progress. Indicators from our 2015 NAPLAN and HSC results clearly demonstrate the strength of our performance.

The results have only reinforced the academic standing of the school. We can almost take for granted high performance, but we need to recognise that the culture of the school constantly extols the attainment of achievement.

The school has a Gifted and Talented Coordinator who promotes and organises activities that enrich and extend the students: eg Mock Trials; various Writing, Maths and Science competitions; Public Speaking; Lions Youth of the Year and MUNA, an Enrichment Program with Year 6 students from our Catholic feeder schools etc.

## Cultural achievements

The cultural fabric of St Paul's High School is alive, rich and diverse. To complement the student centred learning opportunities already offered in the classroom, many extra curricula incentives are in place and are indeed part of the traditions that are defining the character of the school.

In the area of the Visual Arts, two major Art Shows are held. Once encompassing all media from the two courses offered, that is Visual Arts and Visual Design and the second continuing the established tradition of the School's portrait prize 'The Archipaul'.

Students have the opportunity to engage in various other areas including the School Concert Band, Diosounds, Music Nights, Year 12 Swan Song Soiree and ASPIRE.

In the area of Drama, we also enjoyed a Drama Night showcasing the work of Year 12 students.

The Language faculty offers students a cultural experience with the involvement of our Japanese cultural festival, extension Japanese classes and our exchange with Kurimoto High School. Our students also took part in an immersion experience in Vietnam.

## Sporting achievements

St Paul's has an excellent tradition in our sporting ventures. We continually strive to develop camaraderie and school spirit whilst excelling on the sporting field.

St Paul's provides many opportunities and experiences with regards to sporting activities, both at school and representative levels. Our Friday afternoon programme offers over twenty different activities for students to choose from. These range from surfing to walking as well as most of the traditional sports.

In 2015, St Paul's gained many accolades through our representative sport programme competing in all age group of the Knights Knockout Rugby League as well as numerous students qualifying for Diocesan and NSW CCC teams in swimming, AFL, athletics, cross country, netball, touch football, basketball and rugby league.

During the Friday rep sport programme, St Paul's was very competitive against the other Catholic regional high schools, demonstrating high levels of skill and sportsmanship.

Students at St Paul's take enormous pride in representing their school and value the experiences and opportunities that are available to them.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	55.93%	56.80%	11.86%	15.30%
	Writing	41.90%	39.50%	27.37%	29.10%
	Spelling	56.42%	60.30%	17.32%	16.10%
	Grammar	51.96%	55.10%	15.64%	19.20%
	Numeracy	44.32%	53.00%	14.20%	16.60%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	48.30%	47.40%	21.02%	23.00%
	Writing	39.11%	33.60%	32.96%	39.20%
	Spelling	58.10%	50.90%	18.44%	22.10%
	Grammar	36.87%	40.40%	33.52%	29.00%
	Numeracy	50.00%	51.10%	11.36%	17.40%

### Higher School Certificate

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

Higher School Certificate	<i>Percentage of students in top 3 bands</i>	
	2015	
	School	State
Studies of Religion 1	75	78
English (Standard)	53	42
English (Advanced)	96	91
Mathematics	76	81
PDHPE	88	63
Visual Arts	94	88
Biology	71	60
Chemistry	77	74
Drama	100	82
Mathematics General 2	87	51
Physics	36	66
Society & Culture	100	81

The 2015 cohort realised some of the best results achieved in the school's history. A school-wide focus on supporting students in their approach to academic pursuits was particularly successful for this group and the students reaped some impressive rewards. Whilst the achievements of the top students (first and second in the diocese with ATARs in excess of 99.50) were widely acclaimed, the school was equally delighted with the performance of the vast majority of our students across the academic spectrum.

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 35

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	81
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	81
Total non-teaching staff	28
Grand total	109
Percentage of teachers who are indigenous	0

### Teacher Attendance

94%

### Teacher Retention

95%

### Professional Learning Undertaken

Child Protection Training, new staff; Child Protection update for all staff; Orientation Day for new teachers; Principals' Retreat; Principals' Association Meetings; Faith Education Accreditation of Staff; Secondary Ministry Coordinators; The Catholic School (Faith Accreditation to teach); Learning Support Assistants' Day Secondary Assistant Principals meetings; Secondary Student Coordinators meetings; SKLAN Meetings in Computing studies, Drama, English, Food Technology/Textiles, HSIE, Learning Technologies, LOTE Mathematics, Music, PDHPE, Religious Studies, Science, Special Education, TAS, ESL, Library and Visual Art Laboratory Technician in-service; Curriculum Validation for SEVDEV; Learning Technology in the 21st Century HSC Marker days for all KLA's; Professional Learning Communities Training; Lawsense in-services; Futur Schools Conference 2015 and PLC Conference-Hawker Brownlow 2015.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and staff.

### Parent Satisfaction

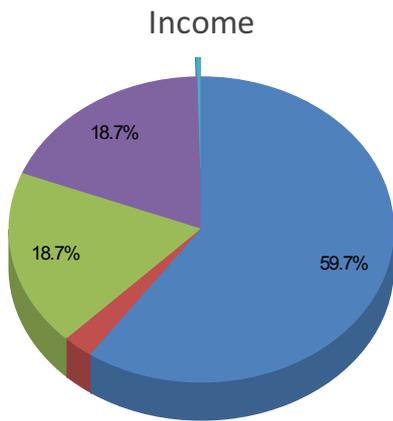
2015, as in the past, has been a year with a high degree of community satisfaction. This is noted on a regular basis from comments at monthly Parents and Friends Meetings, letters of commendation from numerous outside agencies and parent comments from the evaluations of all our Information Evenings and Extra Curricular Activities.

### Student Satisfaction

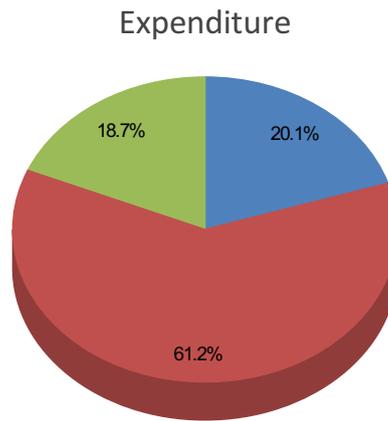
Students report a high level of satisfaction with all aspects of the school program. High participation rates at school events such as sporting carnivals and liturgical celebrations indicate that our students are genuinely wanting to be fully connected to their community. Survey feedback from special events such as Year 12 retreat and Year 10 Challenge Camp has indicated that the students are very satisfied with the various programs that they have been working with. Our student tracking data suggests that the vast majority of our young men and women are engaged fully in the educational, sporting, cultural and religious aspects of their school life.

### Staff Satisfaction

Staff report that they are very happy to be teaching here at St Paul's High School. At staff gatherings, comments regarding the gentle nature of our students as well as their welcoming nature are often part of the conversation. Casual staff in particular comment on the students, facilities and the positive nature of the school.



- Commonwealth Recurrent Grants (59.7%)
- Government Capital Grants (2.6%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (18.7%)
- Other Capital Income (0.4%)



- Capital Expenditure (20.1%)
- Salaries and Related Expenses (61.2%)
- Non-Salary Expenses (18.7%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,035,837
Government Capital Grants <sup>2</sup>	\$388,739
State Recurrent Grants <sup>3</sup>	\$2,823,421
Fees and Private Income <sup>4</sup>	\$2,825,992
Other Capital Income <sup>5</sup>	\$59,233
<b>Total Income</b>	<b>\$15,169,802</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$3,539,673
Salaries and Related Expenses <sup>7</sup>	\$10,794,554
Non-Salary Expenses <sup>8</sup>	\$3,290,042
<b>Total Expenditure</b>	<b>\$17,624,269</b>

For the 2015 year the St Paul's High School received \$36,580 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Graeme Selmes**

**St Paul's High School**

**BOORAGUL**

**Phone: 4958 6711**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>