

ANNUAL SCHOOL REPORT

2017

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 NESAs 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 2017 and gives information about 2018 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

Principal's Message

The fourteenth 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 34 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 34 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.

Phase two of our Facilities Master Plan was completed in 2017. This included a new Administration wing, flexible learning spaces, new staff facilities and a dedicated Chapel. Along with upgrades to our Wireless network and ICT infrastructure, St Paul's is now able to fully support 21st Century teaching and learning.

In 2017, Bishop William Wright has given permission for the school to be renamed. From 2018, the School will be known as St Paul's Catholic College.

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 St Paul's P&F functions as a small but dedicated group of parents and caregivers, working to maintain and develop a friendly and constructive working relationship between parents, staff and the school Principal, Mr Graeme Selmes.

The main aspect of this working relationship was, in 2017, via term P&F meetings. These meetings provide the opportunity for the Principal to share information about the school and student activities first-hand – this allows the parents and caregivers to discuss issues arising, and to provide feedback to the Principal on many aspects of school life.

The meetings also allow issues of interest or concern to be raised with the Principal and other P&F members, and the appropriate courses of action can be suggested. In this way, parents and caregivers have a hands-on involvement with the school.

The P&F also provide parents and caregivers with a pathway to help the school and their students above what schools and their funding bodies normally provide. Fundraising is vital to the provision of a superior environment at St Paul's. The yearly chocolate drive (coordinated by a retired P&F member!) and the clothing pool are the main vehicles through which major P&F funds are raised.

In 2017 the P&F donated the funds for three projects:

1. Five water coolers, to provide a healthy option for students desiring a cool drink - cost of nearly \$15,000.
2. More lockers for the students to support the BYOD program..

These items have significantly enhanced the school function and environment.

The P&F also puts on the BBQ 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 newcomers that there is a strong and enthusiastic parent involvement at the school.

In 2017 we trialled a new model of Parent engagement alongside the regular P&F meetings. These sessions included guest speakers, BYOD and Cyber Safety information sessions and a Senior student and Parent Academic Writing program. These new initiatives were very well received and will continue into 2018.

Mr Greg Adams

P&F President 2017

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. In addition to this St Paul's has introduced a secondary level of leadership, namely the House Leaders to reflect the four houses of St Paul's and their charisms – Chisholm, MacKillop, Polding and Therry.

Opportunity for student leadership is an important part of life at St Paul's High School. In addition to the School Captains and House Leaders, 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 2017 to provide better drinking fountains and improved seating for students.

There are many additional opportunities to be involved in student-organised charity fundraising activities, for example: Project Compassion, St Paul's Day, True Colours/Cancer Awareness Day, Catholic Missions Socktober, SvDP Christmas Hampers as well as community focused activities with a social justice focus.

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

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 2017 enrolment is 940.

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's Primary School, Kilaben Bay; St John Vianney Primary School, Morisset and St Mary's Primary School, Warners Bay.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Our identity as a Catholic school is evident in everything we do at St Paul's High School. Gospel values guide all policies and decisions throughout the school, right down to the interactions in classrooms. The school acknowledges the self-worth and dignity of all of our community members: students, staff, parents, clergy and the wider community.

We are part of a global Catholic community, and we recognise the unique charism of our patron St Paul, whose words "Vivere Christus Est" (to live is Christ) form our school motto. The school aims to enable each student to live life to the full, and the spiritual formation and religious education that each student receives are part of our work toward this goal.

Family, Parish and Diocesan evangelising and catechesis

St Paul's enrolls students from the parishes of All Saints Blackbutt South, Booragul, Morisset, Sugarloaf, Toronto and Boolaroo-Warners Bay. 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. Each Year group celebrates Mass, presided at by a Parish Priest, at one of our Parish Churches throughout the year. Our Opening and Graduation Masses are presided at by our Bishop, Most Reverend William Wright, and concelebrated by our Parish Priests.

St Paul's students and staff also support the local St Vincent de Paul Society each year through our Christmas Hamper Appeal, as well as fundraising for Caritas, Catholic Mission and cancer charities. The school participates actively in the Way of the Cross at St Joseph's, Kilaben Bay, on Palm Sunday each year. The school's Executive meets with the Parish Priests each year to plan Masses and develop the interactions between school and parishes.

Christian Discipleship

The spiritual formation offered to students includes Reflection days, the Year 10 Camp and the Year 12 Retreat. These events provide opportunity for prayer, reflection and interaction with peers and staff outside the classroom or school yard.

Prayer and spirituality are a regular feature of school life, including prayers at school assemblies which are organised and read by students. Special events such as the feast day of St Paul are an opportunity to celebrate and express the ethos and values of the school.

Each year staff attend a development day devoted to spiritual formation and to the consideration of their role as Catholic educators. Staff are also provided opportunities to participate in professional development and retreats for religious educators.

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 of 21st century education. These needs are discerned by Religious Studies Coordinators, Religion teachers and staff involved in Religious Education. The Stage 5 course is a Content Endorsed Course of 200 hours and focuses on the history and development of religion, including a focus on the Catholic understanding of morality, beliefs and rituals in contemporary society.

In Stage 6, students have two options and are able to select what will best suit their interests and needs. The 1 Unit and 2 Unit Board Course Studies of Religion, is an academic course that studies Religion in Australia and selected religions of the world.

The Catholic Studies course, which is a Board Endorsed Course, is a more viable option for students who are not attempting to gain an ATAR, or who have a large number of units and do not need the Board Course for the ATAR.

Proficient staff help guide students into the courses that are best suited to their senior studies, allowing for students to perform at their best.

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 including a cultural immersion in Vietnam. These experiences enable students to broaden their perspective of our global community.

Student Profile

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

LBOTE*	SWD*	Indigenous
46	60	39

*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 2017

Scholastic Year	Number of Students
Year 7	160
Year 8	176
Year 9	177
Year 10	153
Year 11	155
Year 12	118
Total	939

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2017

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
91	91	89	89	90	94	90

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

Student Welfare Policy

St Paul's has reviewed its pastoral care processes to develop a Pastoral Care and Wellbeing policy and associated processes to promote student wellbeing throughout the entire School. It is essential that procedural fairness prevails in all dealings with students. The Principles of this policy and other pastoral documents are available on the school website. St Paul's is a community that follows Restorative Justice Principles.

The School's Pastoral Care and Wellbeing Policy 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 and Wellbeing 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. The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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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.

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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 staff working with ESL and ATSI students.

School Improvement

School Improvement Plan

In 2017, 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. The continuation 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. Continuation of a full BYOD program for Year 7
6. Completion of our new Administration wing, chapel, staff facility and flexible learning centre
7. Development of the school's first Five Year Strategic Plan developed in consultation with the school community, staff and students for implementation in 2018

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Some of the key improvements for 2017: New technologies for use in the class room introduced - Interactive Smart TV Panels and the implementation of BYOD for Year 7. The Senior Academic Support Program continues to be 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.</p> <p>Development of the Five Year Strategic Plan in Mission and Vision, Teaching and Learning, Community and Wellbeing and Facilities and Governance.</p>	<p>Priorities for 2018 include:</p> <p>Professional Development to enable staff to improve even further the academic performance of students – this is tied closely to staff professional Practice and Development.</p> <p>The beautification of certain areas of the school grounds - synthetic grass and landscaping as part of the new buildings.</p> <p>Implementation of Year 1 of the Five Year Strategic Plan.</p> <p>Purchase of new demountable classrooms and the establishment of the Student Centre for Wellbeing.</p>
<p>The use of Data continues to inform our practice and we have been Data mining particularly Literacy and Numeracy domain. We have been writing new programs to reflect the changes to curriculum and have been developing assessment practices that reflect the new curriculum and pedagogical practices.</p>	<p>Full implementation of a school-wide BYOD Program - All students will have their own devices to aid their learning.</p>
<p>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.</p>	<p>As per our Five Year Strategic Plan, exploration of our current Mission and Vision Statement.</p>

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 2017 HSC results, once again, continued our success of ensuring our 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 2017 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 program that 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. One 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.

Our students also took part in an Immersion experience in Vietnam. Planning is underway for an Immersion experience to Europe in 2018 for students from Language, History and the Arts.

Sporting achievements

St Paul's has an excellent tradition in many sporting ventures and this continued in 2017. Staff provide opportunities and encourage participation, whilst students develop skill, camaraderie and school spirit.

St Paul's provides many opportunities and experiences with regards to sporting activities, at school and representative level. The Friday afternoon sport program offers over twenty activities from which students can choose. This list enables students to participate in sport for fun and in a non-competitive environment.

There is also a vast array of representatives team sports the students can participate in at Diocesan level such as Touch Football, Rugby League, Basketball, Netball and Soccer. Students can also represent in individual sports such as Swimming, Netball Umpiring, Cross Country and Athletics. Students then have the opportunity to represent at NSWCCC and All Schools events. Extra competitions are entered by students at St Paul's to showcase their talents in Triathlon, Equestrian, Netball, Oztag, Rugby League, AFL, Rugby Union and Soccer.

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

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	64.38%	57.80%	11.88%	16.20%
	Writing	50.00%	40.20%	23.75%	28.40%
	Spelling	67.50%	61.30%	16.88%	15.50%
	Grammar	60.63%	55.90%	15.00%	18.80%
	Numeracy	67.30%	61.30%	15.72%	13.90%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	26.01%	50.40%	19.08%	21.30%
	Writing	13.22%	36.60%	31.61%	36.80%
	Spelling	17.82%	49.80%	16.09%	21.70%
	Grammar	25.29%	45.40%	24.71%	25.40%
	Numeracy	17.82%	53.10%	10.92%	16.00%

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>	
	2017	
	School	State
Chemistry	73	71
Community & Family Studies	88	68
Earth & Environmental Science	91	74
English Advanced	100	92
English Standard	67	55
General Mathematics 2	59	51
Industrial Technology	77	47
Studies of Religion 2 unit	89	78
Visual Arts	100	90

The final few days of 2017 provided considerable excitement in the St Paul's community as so many of our young men and women received results that exceeded their expectations. Such performances were a clear reflection of the determined attitudes and commitment to study displayed by this group, as well as being a powerful endorsement of the commitment of their teachers.

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 2017 was 30

Staffing Profile

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).	86
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	86
Total non-teaching staff	30
Grand total	116
Percentage of teachers who are indigenous	1

Teacher Attendance

95%

Teacher Retention

98%

Professional Learning Undertaken

Child Protection Training - new staff; Child Protection update for all staff; Orientation Day for new teachers; Principals Association Meetings; Staff Retreat; Faith Education Accreditation of Staff; Secondary Ministry Coordinators; The Catholic School (Faith Accreditation to teach); Learning Support Assistant 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 Arts; Laboratory Technician in-service; Curriculum Validation for COSI; Learning Technology in the 21st Century; HSC Marker days for all KLA's; Professional Learning Communities Training and 'Lawsense' in-services.

Parent, Student and Teacher Satisfaction

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

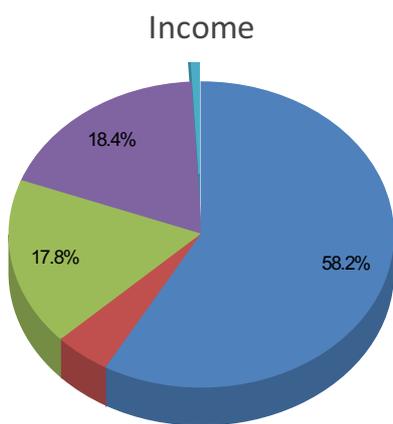
2017, as in the past, has been a year with a high degree of community satisfaction. This is noted on a regular basis from comments at monthly Parents and Friends Meetings, letters of commendation from numerous outside agencies and parent comments from the evaluations of all our Information Evenings and Extra Curricular Activities. As part of the COSI Review Cycle – a survey of parents was conducted. It overwhelmingly supported the school and its endeavours. Surveys for our Strategic Plan also indicated a high level of satisfaction and provided quality data to form our plan.

Student Satisfaction

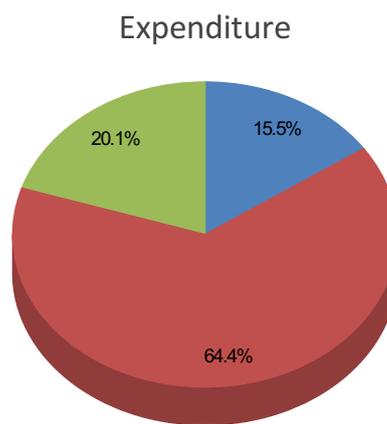
Students report a high level of satisfaction with all aspects of the school program. High participation rates at school events such as sporting carnivals and liturgical celebrations indicate that our students are genuinely wanting to be fully connected to their community. Survey feedback from special events such as the 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 fully engaged 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 (58.2%)
- Government Capital Grants (4.7%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (18.4%)
- Other Capital Income (0.9%)



- Capital Expenditure (15.5%)
- Salaries and Related Expenses (64.4%)
- Non-Salary Expenses (20.1%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,836,137
Government Capital Grants ²	\$800,184
State Recurrent Grants ³	\$3,005,119
Fees and Private Income ⁴	\$3,110,515
Other Capital Income ⁵	\$148,454
Total Income	\$16,919,705

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$2,772,588
Salaries and Related Expenses ⁷	\$11,541,413
Non-Salary Expenses ⁸	\$3,598,312
Total Expenditure	\$17,912,313

For the 2017 year the St Paul's High School received \$19,296 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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents 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:

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>