



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



www.mn.catholic.edu.au



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 fifteenth 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 35 years, St Paul's has developed an enviable reputation as a vibrant and innovative school community where excellent outcomes have been the hallmark.

The College 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 35 years where our facilities, staffing and resources are such that our students and the wider community are well catered for.

In 2016, the College 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 to become a student hub, has enabled the College 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 changed its name to St Paul's Catholic College.

As a proudly Catholic College, 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 Parent Community continues to develop a friendly and constructive working relationship between parents, staff and the school Principal.

The main aspect of this working relationship was, in 2018, via term Parent Engagement opportunities. These meetings provide the opportunity for the school to share information about the school and student activities first-hand. The agenda responds to current needs of the parent community as well as opportunities to hear from experts in various fields such as Cyber Safety, engaging young people, HSC wellbeing and living our lives to the full.

The meetings also allow issues of interest or concern to be raised with the Principal and Leadership teams.

The Parent Community 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.

Surveys of families are done regularly to gain feedback as well as Parent Teacher nights that give our families the opportunity to speak with the staff about their child's growth over the year.

Student Body

The Student Leadership team has worked collectively with the student body and the College executive team throughout the year. Leadership opportunities exist for students from Year 7 to Year 12. We have an

active SRC group with representatives from all year groups. We meet regularly with the College executive and present ideas that are often taken up. These include refurbishment of the water coolers, changes to the canteen including the removal of sugar style drinks and proposals for greening of the College environment. College Student Leaders have lead the College at a variety of community events including ANZAC Day ceremonies, Environment days, Catholic festivals and fundraisers such as Caritas and St Vincent Da Paul initiatives. Each Tutor Group has an elected leader who works with the Tutor Group Teacher and Student Coordinator to drive fundraising initiatives and to provide opportunities for students growth and development.

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 2018 enrolment is 900.

Location/Drawing Area

St Paul's is located on the western side of Lake Macquarie. It is one of twelve 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 Catholic College. 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 towards 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, or in our purpose-built school Chapel throughout the year. Our Opening and Graduation Masses are presided at 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.

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

St Paul's students and staff 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 College has taken up the work of preparing meals for the DARA Van Diocesan initiative supporting homeless in the Newcastle area.

Student Profile

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

LBOTE*	SWD*	Indigenous
51	54	49

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 7	144
Year 8	159
Year 9	181
Year 10	181
Year 11	116
Year 12	127
Total	908

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
95	93	93	91	93	91	93

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

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 College. 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 College website. St Paul's is a community that follows Restorative Justice Principles. Continual review of policies this year has included our Mobile Device Policy for 2018.

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 College's Student Discipline Policy may be accessed on the College website or at the College 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 College has in place policies and procedures for special provisions examinations (NAPLAN and HSC). This is administered by the Learning Support Unit at the College. This unit consists of a Learning Support Coordinator, Learning Support Teachers and Teacher Aides. We also have staff dedicated to working with EALD and ATSI students.

Our Student Coordinators, Pastoral Care Workers and Counsellors are integral parts of the Special

Provisions team at the College.

School Improvement

School Improvement Plan

In 2018, St Paul's focussed on a multitude of areas for school improvement. These areas included:

1. Continued development and imbedding of professional learning communities for teaching staff.
2. An intense focus on literacy 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. Completion of our new Administration wing, chapel, staff facility and flexible learning centre. As well the College completed renovation of the Student Hub, a facility for Student Coordinators, Learning Support, counsellors and student welfare.
6. Continued driving of the school's first Five Year Strategic Plan developed in consultation with the school community, staff and students that informs the Annual School Improvement Plan for 2018.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Some of the key improvements for 2018: 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>Implementation of Year 2 of the Five Year Strategic Plan in Mission and Vision, Teaching and Learning, Community and Wellbeing and Facilities and Governance.</p>	<p>Priorities for 2019 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 3 of the Five Year Strategic Plan.</p>
<p>The use of data continues to inform our practice and we have been data mining particularly in the 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. Professional Learning Communities for the teaching group has led to the development of excellent opportunities for learning across all KLA's. The introduction of the new Student Management System - Compass - has begun in term 4 with the view to full implementation by the end of 2019. Successful reviews and audits of WHS have been achieved as well as a thorough and successful review of Religious Identity and Charism.</p>	<p>Implementation of a 7-10 Literacy program using Education Perfect as a learning platform and the introduction of a Literacy Coordinator.</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 Catholic College exhibits an environment in which students across all ranges of abilities can develop strongly. Our NAPLAN and HSC results confirm the outstanding position the college is in. The teaching staff have sustained a clear focus on school improvement across 2018 building upon the quality and depth of our academic results. It is pleasing that our 2018 HSC results, once again, continued our success of ensuring our students reach their full potential. Students at St Paul's can clearly perform among the very best in the state with the inclusion of student work in NESA's OnStage exhibition and a number of students achieving First Place in Course across the Maitland Newcastle Diocese. In addition, students who are in need of support are indicating performance that is highly positive about their progress. Indicators from our 2018 NAPLAN and HSC results clearly demonstrate the growth and strength of student performance.

The results have reinforced the academic standing of the school in the wider community and the college

continues to maintain a clear focus on high expectations and sustained growth in all areas of the curriculum. This is evidenced in 2018 by the establishment of a number of initiatives in order to support academic achievement including a whole school Literacy Plan and appointment of a Literacy Coordinator, a number of Professional Learning Teams working in the areas of curriculum design, pedagogy, data analysis, Gifted Education, Numeracy and eLearning, and a number of intervention programs in order to support quality learning at the college.

The College has a Gifted and Talented program that promotes and organises activities that enrich and extend the students including Mock Trials; various Writing, Maths and Science competitions; Public Speaking; Debating; Lions Youth of the Year; MUNA; and the Science and Engineering Challenge. A significant number of students from the college were also successful in auditioning and gaining a place in the Diocesan ASPIRE Program for students who excel in the areas of Performing and Visual Arts.

Cultural achievements

The cultural fabric of St Paul's Catholic College is alive, rich and diverse. To complement the student centred learning opportunities already offered in the classroom, many co-curricula opportunities are in place and are indeed part of the traditions that are defining the character of the college.

In the area of Visual Arts, two major Art Shows are held. One encompassing all media from the two courses offered across Years 7-12, that is Visual Arts and Visual Design and the second, continuing the established tradition of the School's portrait prize 'The Archipaul'.

In the area of Performing Arts students have the opportunity to engage in various programs/events including the annual performing arts evening, Splendour in the Arts, String Ensemble, School Concert Band, Diosounds, Stage 6 Drama production, School Choir, Dance Group, Instrumental ensembles, Assembly and Lunch Time Concert Program, Year 12 Swan Song Soiree, Year 12 Drama Evening and ASPIRE.

Our students also took part in an Immersion experience in Vietnam. Planning is underway for an Immersion experience to Europe in 2020 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 2018. 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	65.00%	56.00%	10.70%	16.70%
	Writing	38.00%	35.70%	35.20%	32.00%
	Spelling	55.60%	58.70%	16.90%	16.80%
	Grammar	58.50%	58.50%	12.00%	17.50%
	Numeracy	62.60%	57.80%	10.80%	14.70%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	56.80%	51.00%	14.20%	18.50%
	Writing	45.50%	31.50%	35.40%	41.20%
	Spelling	55.10%	51.80%	20.80%	21.50%
	Grammar	64.00%	49.10%	17.40%	20.80%
	Numeracy	50.60%	55.50%	10.70%	14.80%

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>	
	2018	
	School	State
Drama	100	82
English (Advanced)	97	90
Geography	100	74
Music 1	90	90
Studies of Religion II	93	71

The final few days of 2018 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 2018 was 424

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	84
II. Teachers at Highly Accomplished/Lead	

Workforce Composition

Number of Staff	
Total teaching staff	84
Total non-teaching staff	30
Grand total	114
Percentage of teachers who are indigenous	0

Teacher Attendance

94%

Teacher Retention

98%

St Paul's Catholic College has a minimal staff turn over each year. In 2018, the percentage turnover was 10% made up of 2 staff on temporary leave for 12 months, 2 retirements and 2 moving to new schools.

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); LoP Annual Planning Day; 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, Understanding by Design Workshops, Understanding Children on the Autism Spectrum, Masterclass in Marketing, Maths Annual conference, Science Annual Conference, English Teachers Annual Conference, Drug & Alcohol Seminar, The Happiness Mission with Carly & Tresne, Writing Days in all Faculty's & NESA Accreditation, Coding & Digital Technology

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

2018, 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 Parent Engagement Evenings, 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.

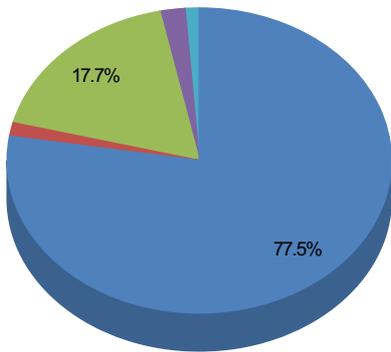
Student Satisfaction

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

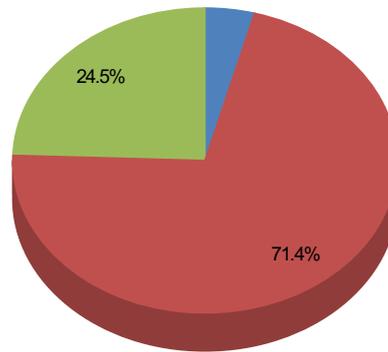
Staff report that they are very happy to be teaching here at St Paul's High School. At staff gatherings, comments regarding the gentle nature of our students as well as their welcoming nature are often part of the conversation. Casual staff in particular, comment on the students, facilities and the positive nature of the school. Staff turnover is low and absenteeism is well within established norms. Staff engagement in change and renewal is positive and their willingness to engage in professional development and learning opportunities is a strong indicator of their professional nature and satisfaction.

Income



- Commonwealth Recurrent Grants (77.5%)
- Government Capital Grants (1.4%)
- State Recurrent Grants (17.7%)
- Fees and Private Income (2.1%)
- Other Capital Income (1.2%)

Expenditure



- Capital Expenditure (4.2%)
- Salaries and Related Expenses (71.4%)
- Non-Salary Expenses (24.5%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$12,439,467
Government Capital Grants ²	\$231,759
State Recurrent Grants ³	\$2,842,725
Fees and Private Income ⁴	\$339,099
Other Capital Income ⁵	\$189,778
Total Income	\$16,059,225

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$682,760
Salaries and Related Expenses ⁷	\$11,700,320
Non-Salary Expenses ⁸	\$4,010,142
Total Expenditure	\$15,710,462

For the 2018 year the St Paul's High School received \$16,397 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>