

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Paul's High School

Primrose Street, BOORAGUL 2284

Principal: Graeme Selmes

Web: <http://www.booragul.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Paul's High School (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

The sixteenth 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 College 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 2018, the College finalised two major building projects 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. The completion of the new Administration wing, Chapel and Student Hub has enabled the College to function as a true 21st Century Education Facility.

Our students enjoy a quality modern and contemporary educational experience with a wide curriculum tailored to the individual. Our student support services are second to none and our use of technology as a learning tool make our learners vibrant, adaptable and inquisitive.

As a 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 Message

The St Paul's Catholic College Parent Community continues to develop a friendly and constructive working relationship between parents, staff and the college Principal.

The main aspect of this working relationship has been Parent Engagement opportunities. These meetings provide opportunities for the college to share information and dialogue about the college and its various programs and initiatives first hand. The agenda responds to current needs of the wider parent community as well as the opportunity to hear from experts

in various fields such as educational excellence, engaging young people, Cyber-safety and HSC well being.

These meetings also allow issues of interest and concern to be raised with members of the College Executive team.

Surveys of members of our community are done regularly and feedback at Parent Teacher Interviews give the community the opportunity to speak with staff about their child's growth over the year.

Student Body Message

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. They meet regularly with the College Executive and present ideas and initiatives that are often taken up. This has included the continued refurbishment of water coolers, removal of sugar based drinks from the canteen and the greening and establishment of soft fall spaces in the yard.

College Student Leaders have represented the College at community events such as ANZAC Day, Environment days, Catholic Youth festivals and gatherings and have led the College community in major fund raising activities such as Caritas and SVDP Winter and Christmas Appeals. They have also raised funds for Cancer research and other worthwhile causes.

School Features

St Paul's Catholic College commenced in 1984 under the name St Paul's High School. The impetus for the establishment of a Catholic Secondary school to serve the Westlakes region came originally parents as far back as 1972. A committee was set up in the Parish of Toronto to work towards the setting up of such an educational facility. The Catholic Church already owned land at Booragul on the current parish church site and negotiations commenced with the Housing Commission for the acquisition for more land adjacent to this. The College opened with an enrolment of approximately 240 in both Year 7 and 8. Current enrolment for 2019 is 900.

Being located on the western side of Lake Macquarie, St Paul's Catholic College is one of 13 secondary colleges in the diocese. The feeder 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.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
456	407	53	863

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 86.63%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.00	86.40	87.00	82.70	86.90	87.80

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2017, 85% completed Year 12 in 2019.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	58 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Our students from 2019 have accessed a variety of post school destinations.

While it is evident that Newcastle University is the favoured option, it is encouraging that an increasing number are exploring other pathways. Tertiary training at other universities and education providers across the state have been the destination for many of our students. Others have moved into employment in the greater Newcastle area. It was also interesting to examine not only the destinations but also the many varied courses our students chose as their career paths. Here are just some examples: Teaching, Nursing, Sport Science Speech Pathology, Engineering, Business, Psychology, Business, Arts, Law, Science, Forensics, Social Work, Criminology, Theology, Environmental Science and Biomedical Science and Mathematics.

Students at St Paul's Catholic College are able to access so many different vocations and tertiary pathways. Over 68% of our Year 12 students gained places in tertiary institutions across the state.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	114
Number of full time teaching staff	55
Number of part time teaching staff	28
Number of non-teaching staff	31

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff at St Paul's Catholic College engage in a variety of in-service and professional development opportunities each year. These opportunities are tied closely with our annual improvement plans as well as teacher focused development courses. Support staff are also encouraged to attend professional learning courses to keep them current in best practice.

In 2019 staff engaged in over 200 professional learning opportunities both face to face and online. Courses included:

1. HSC Course in-service and marking opportunities.
2. Subject KLA Network meetings.
3. Teaching and Learning Conferences conducted by ACER and ACSP.
4. Gifted Education.
5. Adolescent Mental Health in-services.
6. STEM Development.
7. Laboratory Technicians Conference.
8. Autism Spectrum Disorder Training.
9. Early Career Teachers Induction and mentoring.
10. Staff Spirituality day where the staff explored the charism, mission and vision of the College with a view for renewal and new discovery.

Professional Development is the hallmark of the College and the continual development of quality educational outcomes for our students.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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 toward this goal.

Guided by the ethos of St Paul in Romans 15:7, the St Paul's community lives out our vision and mission of welcoming everyone into our community as Christ has welcomed us. Through our staff spirituality day, staff explored what it meant to be a faith leader in our school focusing on revisiting our school vision and mission statement to better reflect the Catholic ethos of our school community.

St Paul's demonstrates its Catholic identity and belief through expressing the values taught by St Paul the Apostle. Daily prayer is practiced within the community, identified by our communal petition for St Paul to pray for us.

Expression and witness of our Catholic Identity is marked by regular celebration of liturgies- Opening Mass and Year 12 Graduation Mass; liturgies marking significant events- Easter, Christmas, St Paul's Feast Day, year group liturgies.

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.

Year 8 Reflection Day focusing on environmental stewardship, volunteering for Landcare's Eco Angels, tidying up the local Booragul foreshore and maintaining the St Michael's Church grounds.

St Paul's students and staff also support the local St Vincent de Paul Society each year through our Christmas Hamper Appeal, volunteering for DARA's van, 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.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

St Paul's Catholic College provides a broad curriculum that meets the wide range of interests and learning needs of students. The secondary curriculum follows the NESA syllabus for each course and implements the curriculum requirements of the CSO. In Stage 4 and Stage 5 students are streamed or semi-streamed for English, Mathematics, Science and HSIE and mixed ability classes for RE, PDHPE and mandatory subjects in Stage 4. Student placement in these classes is based on a balance between student's academic performance and aptitude for learning. Two electives are offered in Stage 5 which provides students with the opportunity to engage in learning experiences outside the compulsory curriculum. Furthermore, Stage 5 students also take part in a careers program which aims to prepare students for Stage 6 studies and post-school pathways. St Paul's Catholic College is in the fortunate position to offer a comprehensive Stage 6 curriculum which also incorporates a range of VET and e/tVET courses to accommodate students who wish to pursue post-school vocational pathways. In all subjects learning is designed to take into account student interest and school context, therefore meeting the CSO's Statement on Authentic Learning. Furthermore, the secondary curriculum at St Paul's Catholic College is characterised by high expectations for students to achieve excellence through the delivery of a rigorous and innovative curriculum. The College Learning Support unit is available to support students in their engagement in learning and there is a particular focus on the full range of abilities with the provision of a CSO appointed Gifted Education Mentor who works with students who are enrolled in the CSO Virtual Academy.

Leveraging the findings from the COSI review, faculties at St Paul's Catholic College have an ongoing focus on improving student engagement in learning through a rigorous approach to assessment and an emphasis on high expectations. The outcome of this ongoing focus will be to develop students who are identified as assessment capable learners with the ability to utilise learning goals and success criteria to identify their next steps in their learning. The process for ensuring this outcome is achieved involves collaboration and consultation between teachers, students and parents/carers, with the involvement of the latter recognising the importance of supporting learning outside of school.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	32%	29%	15%	19%
	Reading	29%	29%	20%	15%
	Writing	13%	15%	23%	28%
	Spelling	29%	31%	12%	16%
	Numeracy	35%	34%	8%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20%	19%	23%	25%
	Reading	13%	21%	26%	21%
	Writing	12%	13%	33%	38%
	Spelling	22%	21%	15%	20%
	Numeracy	28%	24%	13%	16%

Higher School Certificate (HSC) Diocese

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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

St Paul's Catholic College has achieved excellent results across all subject areas in the 2019 Higher School Certificate. A good number of students received Band 6 in their respective subjects and 16 of our subjects received marks that were above the state average. The following courses were significantly above that average: Industrial Technology, Design and Technology, Construction, French Beginners and Hospitality. Once again our achievements with students of humble and middle ability has been quite exceptional. The students scored 90 Band 5's including many high Band 5 results. Our performance in Band 5 and 6 improved significantly from 2018.

Initiatives in Literacy and Academic Writing has made a significant difference to our students as they approached the Exam period. As well, our work in supporting students with learning difficulties and other significant issues has also resulted in great success for those students. This is evident in the fact that no student received a band 1 result.

Our community prides itself in our HSC performance and 2019 once again continues to show significant continued growth in this important domain.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	33 %	36 %	27 %	36 %	21 %	36 %
Biology	24 %	40 %	20 %	37 %	30 %	32 %
Chemistry	36 %	43 %	17 %	42 %	60 %	46 %
English (Advanced)	62 %	64 %	42 %	63 %	42 %	62 %
English (Standard)	15 %	16 %	9 %	15 %	2 %	12 %
English Extension 1	100 %	94 %	100 %	96 %	100 %	94 %
French Beginners	-	-	50 %	42 %	100 %	47 %
Hosp Exam Kitch Op & Cook	38 %	34 %	45 %	32 %	70 %	34 %
Industrial Technology	62 %	22 %	75 %	23 %	50 %	22 %
Legal Studies	36 %	44 %	21 %	45 %	22 %	42 %
Mathematics	28 %	54 %	8 %	52 %	4 %	49 %
Mathematics Extension 1	78 %	82 %	0 %	80 %	25 %	80 %
Mathematics Extension 2	33 %	84 %	0 %	86 %	33 %	86 %
Mathematics Standard 1 ex	-	-	-	-	0 %	18 %
Mathematics Standard 2	-	-	-	-	5 %	24 %
Modern History	14 %	39 %	19 %	42 %	0 %	40 %
Physics	13 %	34 %	0 %	34 %	21 %	37 %
Studies of Religion I	43 %	50 %	30 %	37 %	13 %	46 %
Studies of Religion II	67 %	47 %	29 %	41 %	53 %	45 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2019, the number of students issued with a RoSA was 306.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

During 2019 St Paul's Catholic College continued to promote the values of respect and responsibility. These ideas were discussed with staff and students in staff meetings and whole school assemblies throughout the year. Initiatives to promote and reinforce these ideas were also implemented throughout the school year and included a focus on social justice, poverty, hardship and sickness. Students supported fundraising opportunities for Caritas' Project Compassion, a Cancer Awareness Day, Soctober and the Vinnies Christmas Appeal.

Respect for one another, our community, our history, cultural diversity and the environment was promoted by using significant awareness days/weeks such as the National Day against Bullying and Violence, Harmony Day, National Common Courtesy Day, International Woman's Day, Reconciliation Week (with Christine Anu as guest presenter), RUOK Day, Anzac Day and Remembrance Day. School assemblies and whole college activities were used to promote respect for one another through these awareness days. The Student Representative Council was instrumental in delivering, organising and running these assemblies and activities. Responsibility and active citizenship were encouraged through leadership opportunities in the SRC. The SRC continued to gain strength and momentum as students became more confident in engaging with their peers and the school community.

Respect and responsibility were also key values that drove the pastoral care program lead by Student Coordinators. Leadership responsibilities were given to Year 10 and Year 11 students in the Peer Support Program and the Peer Mediation Program. Individual responsibility on social media and raising awareness of respectful relationships were key elements in the Year 8 & 9 pastoral program, whilst developing good citizenship in Year 12 was the dominant focus where our College Leaders led with courage and determination. Brainstorm Productions was also used to support and reinforce these key elements of the pastoral program.

Through the SRC, students were also encouraged to demonstrate an active responsibility and care for their community. Students were involved in a Vinnies Sleepout fundraiser, a blanket and jacket drive, a Share the Dignity fundraiser, assistance with the DARA food van as well as fundraising for the Mark Hughes Foundation, the Leukemia Foundation, Catholic Mission, St Vincent de Paul Society and ARUMA. All activities encouraged the students and staff at St Paul's to take an active role and responsibility in their immediate community, where care and compassion for others is dominant feature of their relationship with others and the world around them.

School Improvement

The College implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Our 2019 School Improvement Plan focused on the following domains:

1. Building the Catholic Identity and Mission of the College.
2. Spiritual Formation of staff and Students.
3. Improvement in Writing across all KLA's.
4. Creation of a community of Professional Learners.
5. Building of a collaborative community between School and Families.
6. Positive learning relationships within the College.

Much was done in all these spaces and a very successful COSI review indicated that the College has been developing in all areas to ensure that we remain a quality Catholic College where the growth of the individual as a learner is the priority. Our 2019 NAPLAN results indicated very positive growth for all our students particularly in Writing. Our staff have engaged successfully in professional learning that has ensured quality development in all areas of College life. We continue to develop our new Mission and Vision statement which will be launched in 2020. Connection with the wider community has been enhanced particularly as a result of initiatives where families join the college community for guest speaker presentations and celebrations.

Priority Key Improvements for Next Year

For 2020, the College Improvement Plan has the following focus areas. These areas have been developed as a result of the 2019 COSI Cyclical Review of the College:

1. Continued review of the College Mission and Vision.
2. Application of Learning Intentions and Success Criteria in stage 4.
3. Continued literacy focus on Writing.
4. Quality Assessment and Feedback.
5. Differentiation in Stage 4.
6. Establishment of new Pastoral Care Framework - CARE.

These areas of development are both a continuation of the 2019 direction and also as a result of the COSI review from 2019. Staff development plans for the year have been established and all professional development has been registered with NESAs. This will ensure that all staff have access to quality professional learning and that the Annual Improvement Plan will be the focus for continued school professional growth and development.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2019, the College surveyed our Parent Community as part of the COSI Review Process. The data collected has been used to inform our 2020 school improvement plan and to improve our processes.

88% of parent respondents felt that the College had a distinctive Catholic Identity that nurtures the spiritual and religious well-being of their child. "I think that the ethos of the school is evident in the regular liturgies that occur for special occasions that the students participate and support."

85% of parents feel that the College caters for the learning needs of their child. The vast majority feel that the College promotes a culture of high expectations for student achievement and most of parents believe that the College promotes a safe and inclusive environment that respects the dignity of all individuals.

Communication with all stakeholders is seen as very good, with almost 80% of respondents rating this aspect a most positive aspect of the College work with its community.

Student satisfaction

As part of the COSI review in 2019, the student body were also surveyed on a wide range of areas. This feedback also informed our 2020 School Improvement Plan and strategic directions.

85% of students felt that the College offered them rich and meaningful opportunities to celebrate as a Catholic Community. They also reflected in a very positive way the opportunities to work with community groups to support the marginalized in our local and wider communities. They see this as a very important aspect of their growth as young christian men and women. They also reflected that their teachers were quality educators who go above and beyond for them in all aspects of their life at the College. "My teachers

provide me with great learning experiences and allow me to follow my own path while (still) knowing if I need guidance. They are always there."

They also reflected on the quality learning environment offers at St Paul's Catholic College well as the variety of opportunities that are afforded to them as members of our community.

Teacher satisfaction

Teacher satisfaction was also measured as part of the COSI review held in 2019. As well anecdotal evidence speaks to the high regard the the College is held by the staff. As has been the case for most years, we have a small turn over of staff each year with the vast majority who do leave are doing so as a result of excellent leadership opportunities that they are successful in applying for due to the excellent work that they have engaged in here at St Paul's.

Over 80% believe that the College has a distinctive Catholic identity and that this supports all staff and students. They feel that the College caters for the diverse learning of all in a most positive way. They also believe that student behavior is well managed and that the College is well resourced and maintained. Staff also feel well supported in their roles. "Our leadership team is always accessible, consultative and pro-active providing unwavering support of the staff. Open dialogue with all stake holders is promoted and maintained."

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$9694528
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2830093
Fees and Private Income ⁴	\$2936038
Interest Subsidy Grants	\$11158
Other Capital Income ⁵	\$545906
Total Income	\$16017723

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$9639
Salaries and Related Expenses ⁷	\$11578025
Non-Salary Expenses ⁸	\$3916333
Total Expenditure	\$15503997

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.

END OF 2019 REPORT