

# 2020

## 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](http://www.mn.catholic.edu.au)

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## About this report

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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.

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## Message from key groups in our community

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### Principal's Message

This 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 36 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 36 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.

### 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. 2020 (COVID) unfortunately resulted in limited opportunities for full parent engagement but the use of technology such as Zoom

and Teams allows the College to interact with our parent community in a very meaningful and constructive way.

### **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. 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. COVID restrictions had a significant effect on the types of activities that the College was able to conduct but the spirit displayed by our College Student Leaders ensured that the student body was well looked after in these challenging times.

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## School Features

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### **History of the school**

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 2020 is 849.

### **Location/Drawing Area**

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.

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## Student Profile

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### 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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
453	396	60	849

\* 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 2020 was 88.56%. 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
91.09	88.52	86.70	85.47	89.65	89.92

## 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 2018, 69% completed Year 12 in 2020.

## 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).

<b>Senior secondary outcomes 2020</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	96 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	68 %

### Post School Destinations

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

- % of students with destination: TAFE: 15%
- % of students with destination: University: 62%
- % of students with destination: Workforce Entry: 8%
- % of students with destination: Travel : 0%
- % of students with destination: Unknown: 2%
- % of students with destination: Other: Unknown
- % of students with destination: Total: 93%

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	110
Number of full time teaching staff	58
Number of part time teaching staff	25
Number of non-teaching staff	27

### 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

- Mental Health First Aid for Youth All KLA Network meetings
- All KLA RAP Analysis sessions
- Crossing Cultures Hidden History training Food Handling TAFE
- Leadership in Aboriginal Ed (Online)
- Strategies for Developing BOW Stage 6 Visual Art Hazardous Manual Task Safety (online)
- Work Safely at Heights
- Exploring Yr 11 CAFS Program (online) Child Protection Training (online)
- Mental Health & Wellbeing Young People Student Coord's Training Day Understanding & Support. Behaviours (Early Career Teachers)
- Teen Sleep Solutions, Anxiety Disorders in Children, Stress Emotions & Learning Leading Learning Collaborative School Teams
- GEM Action Research
- P & AP's Challenges & Rewards of Leadership Leadership Aboriginal Education Online
- Office of Safeguarding Diocesan Reporting Requirements online Coach 2 Cope
- SOC PD 'Hooked on Society & Culture' Staying Well - Teacher Wellbeing Year 7 Best Start Training
- 4 Steps to Emotional Intelligence, Educator Wellbeing, Power of Empathy & Communication Mathematics Ext 2: In Depth Part IV Mechanic
- Anxiety Disorders in Children, Power of Nature Play for Shaping the Brain, Support. YP with Healthy Gaming Behaviour
- Differentiation in the classroom - a whole school approach
- Professional Development is the hallmark of the College and the continual development of quality educational outcomes for our students.

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## Catholic Identity and Mission

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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)

### **Catholic Imagination and Spirituality**

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.

### **Family, Parish and Diocesan evangelising and catechesis**

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. Parents and the wider community are invited to our major celebrations and our staff and students

interact and are present at our 4 feeder parishes. COVID restrictions for 2020 have limited the depth of involvement and connection.

### **Christian Discipleship**

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 revising 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 practised 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 and Spirituality days and retreat experiences.

### **Religious Education and Curriculum**

The Religion Faculty at St Paul's has prioritised a variety of professional development focused activities to promote improve pedagogy in the classroom with the aim of quality teaching. Included has been CSO run and topic specific workshops to ensure a depth of knowledge for staff to teach with accurate theology the students in our care. Shared resources that focus on utilising 21st century methodology to engage students are being developed to encourage a deeper understanding of Catholicism. Incorporated into this is an opportunity to present an understanding through a variety of modes, such as written, artistic, digital, creative and verbal.

The Religion Faculty are working with students to strengthen how they communicate their knowledge of key concepts. We are encouraging students to go beyond the regurgitation of information to an ability to apply their understanding to their lives, society, and the wider world.

Feedback from both staff and students is collected to see continuous progress and address issues of concern across Stages 4-6 and then changes are implemented collaboratively to encourage shared ownership of improving Religious Literacy in all stages.

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## Curriculum, Learning and Teaching

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### 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.

### Academic Achievements

2020 was a greatly disrupted year as a result of the COVID pandemic. In saying that, students have worked very effectively in the internal programs offered by the College. As well, we have students engaged in the Diocesan Virtual Academy for Gifted students and their work in this space has been outstanding. Student work has been celebrated in the local media and throughout the Diocese via the VA Showcase event held in Term 4 2020.

Students also took part in the NSW History Teachers Association ANZAC Essay competition and the Annual Constitutional Convention held at Kirribilli House in Sydney. The Colin Doyle Memorial Mathematics Competition sponsored by the University of Newcastle resulted in some outstanding success for our students with a number of distinctions and honourable mentions being awarded.

Traditional public speaking and debating competitions and the annual Mock Trial competition were not run due to COVID. These are events that traditionally St Paul's Catholic College has great success and we look forward to resuming them in 2021.

### Cultural achievements

The pandemic had a significant impact on the scope of activities that would normally happen in a typical school year. Students at the College were able to become involved in some cultural activities including the annual ASPIRE Music festival but unlike other years where there would be a live audience, the production was filmed and this quality production was shared with the schools across the diocese with much applause and success.

### Sporting achievements

Once again, COVID restrictions has a significant impact on our sporting program for 2020. Our annual Swimming carnival was a great success with record attendance and participation.

unfortunately our other carnivals and competitions were cancelled over the remainder of the year.

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## Student Performance in Tests and Examinations

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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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

### 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%.

There was much to celebrate with our 2020 HSC Results. We enjoyed an increase in students who achieved a Band 6 as well as a pleasing number of students who have achieved a Band 5 particularly a high Band 5. Our students achieved an astounding 128 Band 5's. We have also noted healthy growth in achievement in many subjects compared to previous years. We also had a number of students complete external courses and have performed very well and should be acknowledged for their efforts. The significant improvement in results has been led by dedicated staff who worked tirelessly with our students.

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.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Biology	20 %	37 %	30 %	32 %	12 %	31 %
Chemistry	17 %	42 %	60 %	46 %	11 %	43 %
Community & Family Studie	-	-	50 %	37 %	37 %	34 %
Drama	50 %	42 %	20 %	44 %	75 %	47 %
English (Advanced)	42 %	63 %	42 %	62 %	44 %	63 %
English (Standard)	9 %	15 %	2 %	12 %	6 %	12 %
English Extension 1	100 %	96 %	100 %	94 %	100 %	93 %
English Extension 2	100 %	71 %	-	-	100 %	82 %
French Beginners	50 %	42 %	100 %	47 %	67 %	52 %
Industrial Technology	75 %	23 %	50 %	22 %	50 %	24 %
Legal Studies	21 %	45 %	22 %	42 %	33 %	40 %
Mathematics Advanced	-	-	-	-	27 %	53 %
Mathematics Extension 1	0 %	80 %	25 %	80 %	88 %	75 %
Mathematics Extension 2	0 %	86 %	33 %	86 %	100 %	84 %
Mathematics Standard 1 ex	-	-	0 %	18 %	33 %	16 %
Mathematics Standard 2	-	-	5 %	24 %	13 %	25 %
Modern History	19 %	42 %	0 %	40 %	20 %	37 %
Music 1	60 %	65 %	57 %	66 %	100 %	64 %
Physics	0 %	34 %	21 %	37 %	25 %	41 %
Studies of Religion I	30 %	37 %	13 %	46 %	22 %	44 %
Studies of Religion II	29 %	41 %	53 %	45 %	37 %	44 %

### 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 2020, the number of students issued with a RoSA was 28.

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## Pastoral Care and Student Wellbeing

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### 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](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2020.

### 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

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. COVID restrictions impacted on these initiatives in 2020.

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## School Improvement

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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 2020 School Improvement Plan focused on the following domains:

- Building the Catholic Identity and Mission of the College.
- Spiritual Formation of staff and Students.
- Improvement in Writing across all KLA's.
- Differentiation in stage 4.
- Building of a collaborative community between School and Families.

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. The restrictions of COVID did impact on our Improvement Plan for 2020.

Differentiation became the main focus of our professional development in this COVID Year. All teaching staff and Learning Support Staff completed a registered Professional Development Course on Differentiation and began to implement the strategies developed in their classes.

The use of technology forced upon us as a result of COVID meant that we developed a range of strategies to connect with our wider college community. This included Zoom Student Conferences (Parent Teacher Interviews), Subject Selection and Information evenings and other important events that would normally occur face to face. The feedback from parents and the wider community was very positive.

## Priority Key Improvements for Next Year

As a result of the restrictions placed on all schools as a result of COVID, our 2021 priorities are similar to 2020. They include the following:

- Application of Learning Intentions and Success Criteria across all classes in the College (Stage 4 and 5)
- Continued Professional Development of teacher capacity to teach writing in all KLAS.

As a result of the restrictions placed on all schools as a result of COVID, our 2021 priorities are similar to 2020. They include the following:

- Continued Professional learning to increase teacher knowledge and understanding of quality authentic assessment and quality feedback.

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## Community Satisfaction

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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

Parent satisfaction remains high for St Paul's Catholic College. Data from surveys and anecdotal evidence indicates that parents are pleased with our educational and pastoral approaches and in this particularly difficult COVID year have indicated that they have felt very supported and that the communication from the College keeping them abreast of the ever changing landscape has been effective. Use of technology has been well received for information evenings and feedback has been most positive.

### Student satisfaction

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. COVID Wellbeing surveys indicated that students felt well supported by the College during this difficult time.

### Teacher satisfaction

The annual "Tell It From Me" Survey process was completed in Term 3 2020. In that survey 80% of staff reported that they felt well supported and were very positive about in all domains including Safeguarding, Faculties, Leadership, Reputation of the College, Mission and Vision, the teaching of Religion, Faith Formation and faith life of the College.

Areas for further development include timely feedback for students which is a major focus for our annual improvement plan for 2021.

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## Financial Statement

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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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,107,483
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,926,604
Fees and Private Income <sup>4</sup>	\$2,539,166
Interest Subsidy Grants	\$6,174
Other Capital Income <sup>5</sup>	\$697,904
<b>Total Income</b>	<b>\$16,277,331</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$5,319
Salaries and Related Expenses <sup>7</sup>	\$11,780,191
Non-Salary Expenses <sup>8</sup>	\$3,742,454
<b>Total Expenditure</b>	<b>\$15,527,964</b>

### 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 2020 REPORT