

# 2021

## 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>

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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 Cardiff in the north-east, Edgeworth in the north-west and Morisset in the south. In the past 37 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 37 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

Parents and Carers are crucial partners with the school in the education of their children. St Paul's appreciates the support and engagement of the parents and carers in school events. These include, Year 7 Information Meetings, Year 8 and 10 Subject Selection Nights, Parents in the Classroom, Curriculum Nights which showcase student works such as the Archipauls, Award and Graduation Ceremonies and Liturgies.

Feedback from parents and carers in the 2021 Tell Them From Me survey indicated they:

- feel as though their children are safe at St Paul's
- believe St Paul's is well resourced, and the facilities are well maintained
- would recommend St Paul's to other members of the community.

Broader engagement with the parent community was impacted in Semester Two by the COVID lockdown which commenced in August.

## 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. In 2021 College Leaders initiated SRC meetings – led by them and separate to staff involvement – to gauge student voice and discuss ideas and issues relevant to and for students. College Leaders are instrumental in MCing College Assemblies and SRC Members from all year groups participate in college liturgies and celebrations.

College Student Leaders have represented the College at community events such as ANZAC Day, Environment days and other diocesan celebrations like Catholic Schools Week Liturgy. They have led the College community in major fund raising activities such as Caritas and SVDP Winter and Christmas Appeals, Cancer Awareness Days and Soctober. They have also been involved in whole college community awareness days such as 'Bullying No Way' to draw attention to the key values of the CARE program.

Working with and alongside the SRC is the First Nations Leadership group which has continued to develop under the guidance of the Aboriginal Liaison Officer. These students meet together as a group and were involved in the 2021 Staff Professional Day – 8 Deadly Ways. This group focus on ensuring First Nations students within our community identify with and educate the broader community on the culture of our First Nations peoples. Harmony Day, Reconciliation Week and NAIDOC Week provide students with the opportunity to immerse themselves in leadership opportunities at St Paul's.

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 from 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 site. The College opened with an enrolment of approximately 240 in both Year 7 and 8. For several years St Paul's offered a Year 7 – 10 education before transitioning to a 7 - 12 school in the 2001.

The school changed its name to St Paul's Catholic College in 2018 and in 2021 the current enrolment is 764.

### **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.

Students from local non-feeder primary schools are welcomed at St Paul's and the number of students who enter St Paul's in Year 7 from non-feeder schools has continued to rise.

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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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
419	345	58	764

\* 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 2021 was 89.10%. 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
91.01	90.47	87.05	85.20	89.77	91.10

## 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 2019, 85% completed Year 12 in 2021.

## 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 2021</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	65 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	97 %

### Post School Destinations

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

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- 20% of student with destination: TAFE
- 64% of student with destination: University
- 8% of student with destination: Workforce Entry
- 0% of student with destination: Travel
- 5% of students with destination: Unknown
  
- 0% of students with destination: Other
  
- 95% of students with destination: Total = 95 %



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	108
Number of full time teaching staff	55
Number of part time teaching staff	26
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

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- Leading Learning Collaborative diocesan initiative based on the Clarity publication by Lyn Sharratt
- Clarity - Learning Intentions and Success Criteria
- Clarity – Case Management Approach
- Formative Assessment & Feedback
- Well-being and Engagement Workshop – Andrew Fuller
- Eight Deadly Ways
- Literacy and Feedback
- Network Days for Principal, Assistant Principals and Middle Leaders
- Diocesan led RAP Analysis for 2020 HSC Courses
- CPR / Anaphylaxis Training / / Diabetes Training
- Leader of Learning Planning Day
- Leader of Well-being Planning Day

Staff also attended specific workshops / zoom meetings / Teacher Association Days / Conferences relevant to their teaching / curriculum / wellbeing areas throughout 2021.

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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**

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. COVID restrictions for 2021 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. 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 improved 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.

Students are encouraged to live out and action the values of Compassion, Appreciation, Respect and Endurance by participating in and immersing themselves in activities around the CARE of themselves, others, the environment and the communities in which they live. A CARE program has been embedded in the daily routine at St Paul's so students have an opportunity to work alongside and with staff and their peers. Within this CARE program students have an opportunity to engage in social justice issues so that they continue to develop themselves as active citizens grounded in the teachings of St Paul.

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

2021 was again 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 2021.

Students participated in the Diocesan Theater Sports and Dram Fest events, Vietnam Immersion Day, the United Nations Youth Forum and connected with our feeder schools through NAIDOC Week celebrations and with the PASS Coaching Program. Traditional public speaking and debating competitions and the annual Mock Trial competition were not run due to COVID.

### 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

Representative Pathways sports for example, swimming at Diocesan, Regional and CCC level, occurred during Semester One but events scheduled for Semester Two were impacted by the second COVID lockdown which commenced in early August.

Friday School sport was organised using a rotation of sports and within the given COVID restrictions. Students remained in their year groups and were provided with venues and opportunities to participate in sport within their own cohorts. A variety of sports were offered such as basketball, touch football, volleyball and soccer.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	27%	26%	26%	22%
	Reading	20%	28%	21%	17%
	Writing	19%	20%	30%	25%
	Spelling	26%	32%	20%	15%
	Numeracy	20%	33%	15%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	24%	19%	25%	27%
	Reading	23%	21%	19%	24%
	Writing	9%	14%	45%	36%
	Spelling	17%	21%	30%	22%
	Numeracy	20%	22%	14%	18%

## 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%.

The highlight of the 2021 HSC Results was one of St Paul's student's placing First in the State in the Retail Services VET examination. A further three students were placed first in the diocese in different courses. In addition, nine students were placed on the distinguished achievers list. All students who were awarded the HSC credential in 2021 are to be greatly affirmed as the greater proportion of their final term of study was completed during the 2021 COVID Lockdown. These students were ably supported by their dedicated teachers who went above and beyond to prepare and care for their students in the lead up to the 2021 HSC Examinations.

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)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	21 %	36 %	36 %	33 %	40 %	34 %
Biology	30 %	32 %	12 %	31 %	22 %	31 %
Chemistry	60 %	46 %	11 %	43 %	8 %	40 %
Design and Technology	100 %	47 %	-	-	75 %	55 %
Drama	20 %	44 %	75 %	47 %	100 %	46 %
English (Advanced)	42 %	62 %	44 %	63 %	41 %	69 %
English (Standard)	2 %	12 %	6 %	12 %	8 %	17 %
English Extension 1	100 %	94 %	100 %	93 %	75 %	94 %
English Extension 2	-	-	100 %	82 %	50 %	84 %
Geography	-	-	-	-	0 %	44 %
History Extension	100 %	77 %	100 %	76 %	80 %	77 %
Hosp Exam Kitch Op & Cook	70 %	34 %	35 %	36 %	42 %	34 %
Mathematics Advanced	-	-	27 %	53 %	18 %	50 %
Mathematics Extension 1	25 %	80 %	88 %	75 %	50 %	74 %
Mathematics Extension 2	33 %	86 %	100 %	84 %	100 %	87 %
Mathematics Standard 2	5 %	24 %	13 %	25 %	5 %	25 %
Music 1	57 %	66 %	100 %	64 %	100 %	64 %
Physics	21 %	37 %	25 %	41 %	10 %	41 %
Studies of Religion I	13 %	46 %	22 %	44 %	24 %	42 %
Studies of Religion II	53 %	45 %	37 %	44 %	50 %	46 %

### 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 2021, the number of students issued with a RoSA was 241.

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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 2021.

### 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. St Paul's students and staff also support the local St Vincent de Paul Society each year through our Christmas Hamper Appeal, as well as fundraising for Caritas, Catholic Mission and cancer charities. The school participates actively in the Way of the Cross at St Joseph's, Kilaben Bay, on Palm Sunday each year.

St Paul's CARE values of Compassion, Appreciation, Respect and Endurance are unpacked in a range of activities each term. There is a dedicated time throughout each term where the structured CARE activities take place.

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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

#### Key Improvements Achieved

As a result of the restrictions placed on all schools as a result of COVID, our 2021 priorities were 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.
- Continued Professional learning to increase teacher knowledge and understanding of quality authentic assessment and quality feedback
- Continued Development of the CARE program and a greater connection with social justice issues
- Continued Development of student leadership

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

### Priority Key Improvements for Next Year

- A continual focus on writing across the curriculum underpinned by Formative Assessment and Teacher Feedback.
- Embedding of the diocesan Leading Learning Collaborative initiatives based on Clarity published by Lyn Sharratt.
- The development of a culture based on positive relationships with staff.
- Expansion of the communities understanding of St Paul and the important role he plays in the Christian story and our school.
- Review St Paul's behaviour management policy and procedures.
- Develop closer links with parents and cares.

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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

Feedback from the 2021 Tell Them From Me survey would indicate the parents and carers of St Paul's Catholic College feel welcomed and the school supports the learning goals of their children. Further anecdotal evidence indicates that parents and carers are pleased with the pastoral support provided to students and their families, especially during the second consecutive year where traditional schooling was interrupted by an extended COVID lockdown and stringent restrictions when school resumed.

### Student satisfaction

Insights gathered from the students in 2021 indicated the greater proportion feel safe at St Paul's. Furthermore, most students identified they have friends at school who they trust and who would encourage them to make positive choices. Along similar lines, students outlined they have positive relationships with their teachers and that their teachers promote independence in each student. With respect to learning, student's responses suggested they found learning engaging, enjoyable and relevant. In the faith dimension, student's replies found the Catholic beliefs of the Church are an integral part of the school life and are given life by the student's involvement in social justice activities.

Due to the extended COVID lockdown in Semester 2, many extra curricula and sporting activities that would normally take place didn't occur.

### Teacher satisfaction

Feedback from staff indicates St Paul's is an inclusive school which has a positive Catholic culture with a focus on the formation of community members. Further insights from staff showed they reflected on available data to inform their classroom practice. This led to a range of teaching and learning strategies being implemented to deliver the curriculum.

Anecdotal evidence from staff suggests their capacity to effectively deliver the curriculum was challenged by the second extended COVID lockdown in Semester 2. While a range of technology platforms were used, they indicated it was not the same as to having the students face to face. One of the main challenges was the engagement of the students with their work online.

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,959,725
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,093,140
Fees and Private Income <sup>4</sup>	\$2,345,867
Interest Subsidy Grants	\$3,776
Other Capital Income <sup>5</sup>	\$692,182
<b>Total Income</b>	<b>\$17,094,690</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$112,164
Salaries and Related Expenses <sup>7</sup>	\$12,276,239
Non-Salary Expenses <sup>8</sup>	\$3,572,647
<b>Total Expenditure</b>	<b>\$15,961,050</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 2021 REPORT