

2024

Annual School Report

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TOGETHER IN CHRIST



St Paul's Catholic College

Primrose Street, BOORAGUL 2284

Principal: Nicholas Wickham

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About this report

St Paul's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

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. In 2024 the College celebrated its 40th anniversary and over the years has served the community from Cardiff in the north-east, Edgeworth in the north-west and Morisset in the south.

Throughout the 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 40 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. In 2024 the College honoured foundation staff member, Paul Burke whose contribution to the community continued until his untimely death in 2021. A PDHPE teacher, Mr Burke spent many hours on the college's oval, so it was appropriate for an outdoor learning space to be constructed on the oval in his honour.

Our students enjoy a modern and contemporary educational experience with a broad 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 the 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, Creative and Performing Arts Showcase Evenings, Liturgies and Graduations.

In 2024, the Parent Engagement Group (PEG) Meetings continued to occur once each term in a virtual format. From the PEG forum two delegates were nominated to represent the College and provide input at the diocesan Parents and Friends Association Meetings.

Parents and carers appreciated the opportunity to be consulted and advised on the life of St Paul's. An example includes feedback on the Behaviour Support Framework.

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 2024, College Leaders led SRC Meetings to gain student input and gauge feedback in relation to the life of the students. College leaders led Assemblies with other SRC members being involved in liturgies and celebrations.

College Student Leaders have represented the College at community events such as ANZAC Day, and other diocesan celebrations including, Project Compassion Launch and Catholic Schools Week Liturgy. They have led the College community in major fundraising activities such as Caritas and SVDP Winter and Christmas Appeal, Cancer Awareness Days and Soctober. They have also been involved in whole College activities based on the values of the CARE Program.

Working with the SRC is the First Nations Leadership group under the guidance of the Aboriginal Education Workers. This group focuses on ensuring First Nations students identify and educate the broader community on the culture of our First Nations peoples. Harmony Day, Reconciliation Week and NAIDOC Week provide platforms for the students.

School Features

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 mid 1990's.

The school changed its name to St Paul's Catholic College in 2018 and in 2024 the current enrolment is 665.

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 Catholic 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 2024: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 355 | 294 | 60 | 649 |

* 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 [Enrolment 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 2024 was 83.78%. 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 |
| 86.34 | 81.71 | 81.66 | 79.54 | 85.99 | 87.45 |

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 Professional Officer for School Enrolment 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.

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 2024 | |
|--|-------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling | 25 % |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 100 % |

Post School Destinations

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

- % of students with destination: TAFE – 8%
- % of students with destination: University – 53%
- % of students with destination: Workforce Entry – 13%
- % of students with destination: Travel – 6%
- % of students with destination: Unknown – 20%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

| | |
|------------------------------------|----|
| Total number of staff | 97 |
| Number of full time teaching staff | 48 |
| Number of part time teaching staff | 25 |
| Number of non-teaching staff | 24 |

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Catholic Mission and Identity

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.

In 2024, several classes each fortnight continued to attend mass with the local parishioners on a Tuesday morning at St Michael the Archangel Church Booragul. Students were welcomed into the community by the parishioners and participated in the mass by proclaiming the word. The St Paul's community is appreciative of the way the students were welcomed by the clergy and parishioners.

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 College Mass, St Paul's Feast Day Mass and Year 12 Graduation Mass; liturgies marking significant events - Easter, Christmas, Year Group liturgies and Spirituality days and Year 10 and 12 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.

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 Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The following is an outline of the curriculum offerings at St Paul's:

Religious Studies:

- Years 7-10: Religious Studies; Years 11-12: Studies of Religion 1 & 2 Unit; Years 11-12 Studies in Catholic Thought 1 Unit

English:

- Years 7-10: English; Years 11-12: English Advanced; English Standard; English Extension 1 and 2; English Studies

Mathematics:

- Year 7-10: Mathematics; Years 11-12: Mathematics 2 Unit; Mathematics Extension 1 & 2; Mathematics Standard 1 and 2.

Science:

- Years 7-10: Science; Years 11-12: Biology, Chemistry, Earth and Environmental Science, Marine Studies and Physics

HSIE:

- Years 7-10: History and Geography; Years 9-10: Commerce; Years 11-12: Aboriginal Studies, Ancient History, Business Studies, Legal Studies, Modern History, Society and Culture.

PDHPE:

- Years 7-10: PDHPE; Years 9-10: PASS; Years 11-12: Exploring Early Childhood, Community and Family Studies, PDHPE, Sport Lifestyle & Recreation.

Creative Arts:

- Years 7-8: Visual Arts and Music; Years 9-12: Visual Arts; Years 9-12: Visual Design; Years 9-10: Music; Years 11-12: Music 1.

Technologies:

- Years 7-8: Technology Mandatory; Years 9-10: Industrial Technology – Timber and Metal; Years 9-10: Food Technology; Years 9-10: Industrial Technology – Metals; Years 9-10: Graphics; Years 11-12: Industrial Technology Timber Products and Furniture Technologies; Years 11-12: Software Design and Development; Year 11-12: Design and Technology; Year 11-12: Information and Processing Technology.

Languages other than English:

- Year 7 – French; Years 9-10: French

Vocational Education and Training:

- Years 11-12: Hospitality - Kitchen Operations and Cookery Stream; Years 11-12: Construction; Year 11-12: Work Studies.

Cultural Achievements

2024 saw students once again participate in regular cultural activities. These included the annual diocesan performances, DioSounds in Term 2 and the ASPIRE production in Term 3. Proudly, St Paul's had a high number of students participating in the ASPIRE production. At St Paul's the Creative and Performing Arts and Languages Faculty held their showcase at the end of Semester One and Two.

The school community came together to celebrate both Reconciliation Week and NAIDOC week in Terms 2 and 3. Both of these events are important gatherings in light of St Paul's connections with the local First Nations community.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Paul's Catholic College for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 7 | Grammar and Punctuation | 55% | 61% |
| | Reading | 66% | 67% |
| | Writing | 61% | 65% |
| | Spelling | 70% | 72% |
| | Numeracy | 65% | 67% |
| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
| | | School | Australia |
| Year 9 | Grammar and Punctuation | 45% | 55% |
| | Reading | 56% | 63% |
| | Writing | 49% | 61% |
| | Spelling | 68% | 72% |
| | Numeracy | 66% | 63% |

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%.

A summary of the 2024 HSC Results include, 8 results above 90 in the HSC Examinations, in addition the students achieved 77 Band 5 results, with a number of our courses were above the State Average. Four of our students were first in the diocese, these courses were Business Studies, Italian Beginners, Automotive Examination and Retail Services Examination.

The 2024 HSC cohort 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 2024 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.

| Higher School Certificate | Percentage of students in the top 2 bands (Bands 5 and 6) | | | | | |
|---------------------------|---|-------|--------|-------|--------|-------|
| | 2022 | | 2023 | | 2024 | |
| | School | State | School | State | School | State |
| Ancient History | 0 % | 34 % | 0 % | 33 % | 43 % | 37 % |
| Auto Exam | - | - | - | - | 100 % | 18 % |
| Community & Family Studie | 52 % | 33 % | 45 % | 36 % | 57 % | 36 % |
| Drama | 0 % | 59 % | 33 % | 60 % | 75 % | 62 % |
| English Extension 1 | 100 % | 93 % | 100 % | 94 % | 100 % | 96 % |
| English Extension 2 | - | - | 100 % | 86 % | 100 % | 87 % |
| Hosp Exam Kitch Op & Cook | 60 % | 44 % | 20 % | 39 % | 67 % | 51 % |
| Italian Beginners | - | - | - | - | 100 % | 53 % |
| Music 1 | 40 % | 70 % | 50 % | 69 % | 88 % | 68 % |
| Science Extension | - | - | - | - | 100 % | 82 % |
| Visual Arts | 58 % | 66 % | 50 % | 66 % | 69 % | 67 % |

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents and Carers have appreciated the opportunity to have input into the direction of the College through the Parent Engagement Group Meetings. Further anecdotal evidence indicates parents and carers feel welcome, and the school supports the learning goals of their children, through the learning opportunities and pastoral support provided to students and their families.

Student satisfaction

Insights gathered from the students in 2024 indicated they 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. The students enjoyed participating in the Social Justice initiatives offered by the College to support the Catholic beliefs of the Church.

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.

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 2024 year is detailed below:

| Recurrent and Capital Income 2024 | |
|--|---------------------|
| Commonwealth Recurrent Grants ¹ | \$11,610,062 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$3,052,201 |
| Fees and Private Income ⁴ | \$3,030,711 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$769,686 |
| Total Income | \$18,462,660 |

| Recurrent and Capital Expenditure 2024 | |
|--|---------------------|
| Capital Expenditure ⁶ | \$864,373 |
| Salaries and Related Expenses ⁷ | \$13,014,900 |
| Non-Salary Expenses ⁸ | \$6,640,073 |
| Total Expenditure | \$20,519,346 |

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 2024 REPORT