

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Paul's Catholic College

70 Primrose Street, BOORAGUL 2284

Principal: Nicholas Wickham

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

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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 provides information pertaining to the continued growth and well-being of students at 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. Over the past 42 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. The facilities infrastructure has grown over the past 42 years and it caters well for our students and staff. 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.

In 2026 a major refurbishment of the outdoor PDHPE learning space and sporting facilities was completed. The school now has a multi purpose basketball facility as well as an outdoor activity space which can be changed to accommodate a number of different sports. This area was also made safer with a tiered seating area. The cricket nets have also been refurbished on the oval area.

The completion of the new Administration wing, Chapel and Student Hub has enabled the College to function as a contemporary educational facility. Our students enjoy a quality modern and contemporary educational experience with a wide curriculum which is tailored to the individual. Our student support and wellbeing services are second to none and our use of technology as a learning tool enables our learners to be 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 at school events. Events where parents are invited to join include: Open Evenings, Year 7 Information Meetings, Year 8 and 10 Subject Selection Nights, Award Ceremonies, Musicals, Creative and Performing Arts Showcase Evenings, Liturgies and Graduations. Feedback from parents and carers in the 2024 Tell Them From Me survey indicated they:

- *Felt their child was treated fairly and included*

- *That the school informed parents about the Catholic practices that are part of the faith life of the school*
- *That the school is well maintained and resourced*

FACE Meetings were held via a TEAMS Meeting throughout 2025. These occurred on a Tuesday evening at 6.00pm in Week 8 of each term. Due to lack of engagement from parents the Term 4 meeting did not proceed. Parents are invited to register for these meetings and then a link is sent to those who have registered.

Parents and carers appreciate the opportunity to be consulted and advised on the life of St Paul's. Examples included, feedback on the Strategic Planning Workshop, Changes to the College's Student Formation and Community Building activities, updates related to the Personal Technology Device Policy and Procedures and information regarding the CARE Framework, PB4L and the MTSS structure used for student support and wellbeing.

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. St Paul's has an active SRC group with representatives from all year groups. They meet regularly with the College staff and present ideas and initiatives that are often taken up. In 2025, College Leaders join the SRC Meetings to gain student input and gauge feedback in relation to the life of the students. College leaders lead 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, Environment days and Diocesan celebrations like, Catholic Schools Week Liturgy. They have led the College community in major fundraising activities such as Caritas and SVDP Christmas Appeal, Cancer Awareness Days, Do It for Dolly, Harmony Day 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 to express, explore and share their culture with the wider community.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
340	296	81	636

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 84.81%. 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
87.72	84.09	81.05	79.12	87.14	89.74

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	5 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	74 %

Post School Destinations

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

The following available data for the 2025 HSC cohort was collected.

HSC Student Number - 74

Male - 27

Female - 47

Post school destinations included:

Tertiary Study - 25

TAFE - 1

Full time employment - 9

Gap year / travel - 7

Apprenticeship - 1

Neither working nor studying - 1

Unknown - 30

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	102
Number of full time teaching staff	50
Number of part time teaching staff	27
Number of non-teaching staff	25

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Paul's Catholic College in 2025:

Conditional Teachers	6
Provisional Teachers	1
Proficient Teachers	67

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)

At St Paul's our Catholic identity is evident in all that we do and represent. Gospel values guide all policies and decisions throughout the school, especially in the day-to-day classroom interactions where our CARE values of Compassion, Appreciation, Respect and Endurance are at the forefront when developing positive relationships. In developing these relationships, not only with the students in our classrooms, but parents, clergy and the wider community the self-worth and dignity of all is acknowledged.

In 2025, class masses continued with our students joining with the local parishioners on a Tuesday morning at Michael the Archangel Church at Booragul. Along with this experience students also shared in a number of school events, celebrations and liturgies where they were enabled the ability to express their faith. The Opening College Mass, Catholic Schools Week, St Paul's Feast Day Mass, Year 12 Graduation Mass, the many liturgies marking significant church events such as Easter and Christmas, Retreat experiences in Year 10 & 12 and the community and reflection days for other year groups have provided the students an opportunity to continue with their own faith journey and formation.

The community at St Paul's are given many opportunities to live out the vision and mission of the school and to express and be witnesses to the values St Paul's promotes. Families and staff are generous in the many ways they donate to local charities such as St Vincent de Paul and Emma's Cottage and the support given to social justice issues.

The vision and mission statements will be refreshed in the coming year.

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 in the Diocese.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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.

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; Studies in Catholic Thought

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 and 8 Visual Arts and Music; Years 9-12 Visual Arts; Years 9-12 Visual Design; Years 9 -10 Music; Years 11 and 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

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	59%	62%
	Reading	65%	69%
	Writing	50%	64%
	Spelling	74%	72%
	Numeracy	73%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	52%	56%
	Reading	58%	65%
	Writing	55%	61%
	Spelling	70%	72%
	Numeracy	58%	66%

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 2025 HSC results at St Paul's Catholic College reflect continued strength in the middle and upper achievement bands, with 78 Band 5 results and 7 Band 6 results across the cohort.

There has been a steady performance trend when compared with 2024, with 11 of 31 courses achieving above the state average in Bands 5–6 (up from 10 in 2024), demonstrating incremental growth in higher-band attainment.

Strengths are evident in practical and vocational courses such as Construction and Hospitality, alongside strong performances in Aboriginal Studies and Visual Arts, where students exceeded state averages.

These outcomes suggest that targeted intervention strategies, differentiation, and a strong focus on middle-band uplift continue to add value. Additionally, successful early entry offers highlight effective transition and pathway planning, supporting diverse post-school outcomes and demonstrating growth from Year 10 to Year 12 in line with DeCourcy analysis principles.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Aboriginal Studies	40 %	38 %	-	-	43 %	14 %
Ancient History	0 %	33 %	43 %	37 %	56 %	14 %
Community & Family Studie	45 %	36 %	57 %	36 %	58 %	13 %
Dance	-	-	-	-	100 %	31 %
Japanese Beginners	-	-	-	-	100 %	15 %
Music 1	50 %	69 %	88 %	68 %	100 %	29 %
Visual Arts	50 %	66 %	69 %	67 %	71 %	27 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

In the last round of surveys St Paul's Catholic College gathered feedback from 63 parents. Results indicated generally positive perceptions of school communication and support, with parents feeling welcome and informed about activities. Areas for improvement included timely updates on student progress and opportunities for involvement in school committees. Parents reported moderate engagement in supporting learning at home and most agreed their child felt safe at school. Overall, the school demonstrated commitment to learning and Catholic values, with strong ratings for behaviour expectations and faith formation, while continuing to address communication and inclusion challenges.

Student satisfaction

In the most recent survey, 380 students shared their experiences, highlighting strong peer relationships and positive behaviour across the school. Academic achievement remains steady, with performance in core subjects aligning closely with expected standards. While participation in extracurricular activities and sports is an area for future growth, students demonstrate resilience and commitment to learning, reflected in their consistent effort. These foundations provide an excellent platform for enhancing engagement and motivation. Catholic identity continues to be a strength, with students valuing opportunities for spiritual formation and expressing confidence in the school's leadership and facilities.

Teacher satisfaction

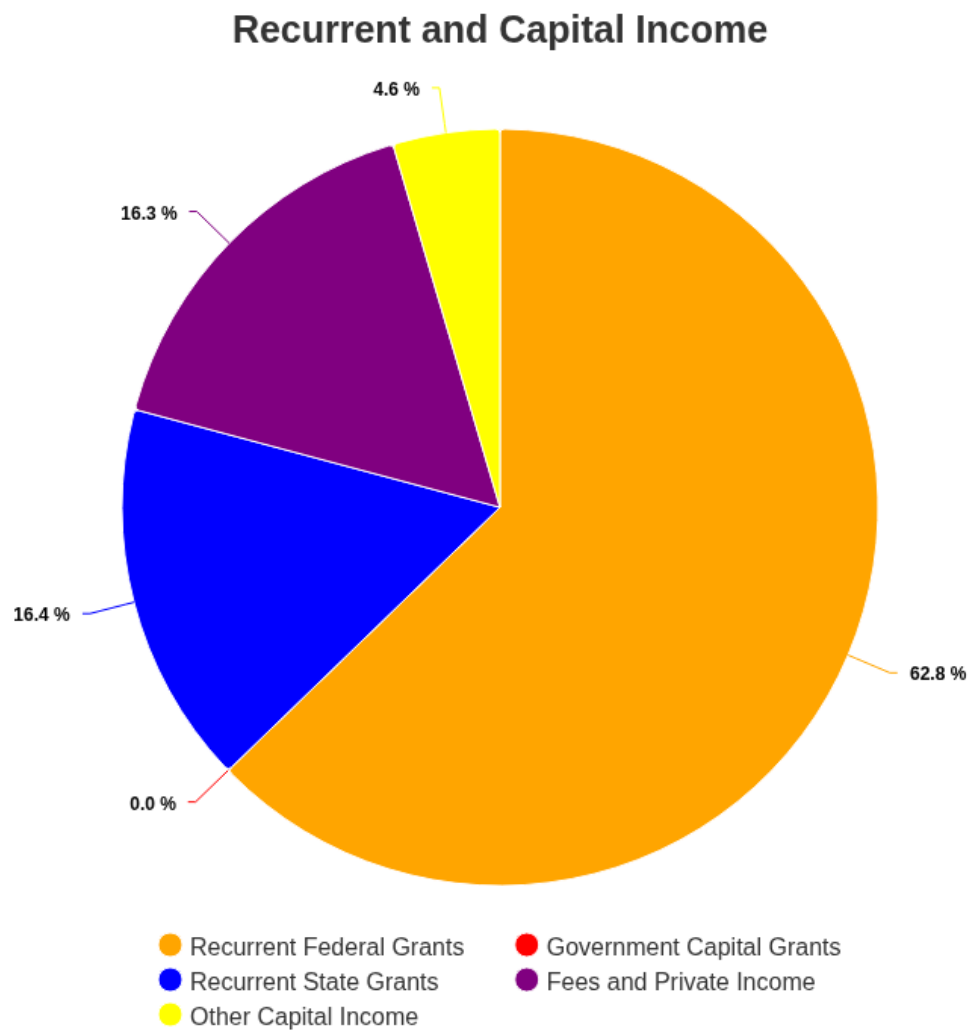
The recent teacher survey at St Paul's Catholic College, Booragul, reflects a strong commitment to student learning and collaboration. Teachers reported high levels of inclusive practice, effective use of assessment data, and clear expectations for classroom behaviour. There is a positive culture of sharing strategies and supporting students with diverse needs, alongside consistent efforts to provide meaningful feedback and create engaging learning opportunities. While technology integration and parent involvement present areas for further development, staff expressed confidence in leadership, safeguarding practices, and the

school's Catholic identity, noting that faith formation and social justice initiatives remain central to the school's mission.

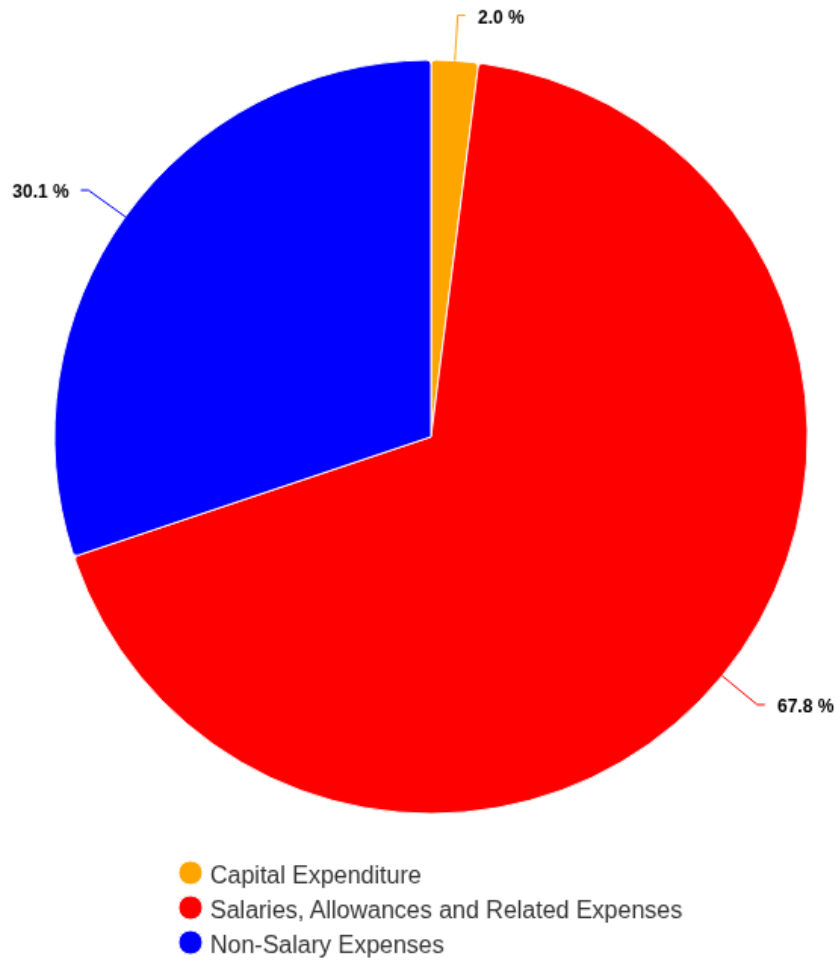
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT