2023

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About this report

St Paul's High School (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The 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. 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 39 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 39 years where our facilities, staffing and resources are such that our students and the wider community are well catered

process, Changes to the College's Student Formation and Community Building activities and information related to the changes in NAPLAN reporting.

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 2023, 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
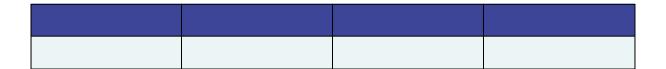
School Features

History of the GWXcc``

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 2023 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

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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

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Post School Destinations

Each year the College collects

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	105
Number of full time teaching staff	50
Number of part time teaching staff	27
Number of non-teaching staff	28

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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.

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 improve pedagogy in the classroom with the aim of quality teaching. Included has been CSO run and knowledge for staff to teach with accurate 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

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- 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

Cultural 5VX̌]Yj Ya Ybhg˙

2023 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 very 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. In Semester Two the Creative Arts students and faculty performed the musical Alice in Wonderland. The main performance was held on Thursday evening with other performance held throughout he week for students from St Paul's and the Catholic feeder primary schools.

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 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 High School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	66%	64%
	Reading	65%	68%
	Writing	52%	63%
	Spelling	75%	73%
	Numeracy	66%	67%

| Higher School Certificate | Percentage of students in the top 2 bands (Bands 5 and 6) | | | | | |
| | 2021 | | 2022 | | 2023 | |
	School	State	School	State	School	State
Aboriginal Studies	-	-	-	-	40 %	38 %
Biology	22 %	31 %	19 %	27 %	15 %	32 %
Business Studies	21 %	36 %	31 %	35 %	36 %	36 %
Community & Family Studie	38 %	32 %	52 %	33 %	45 %	36 %
Engineering Studies	33 %	36 %	25 %	30 %	33 %	29 %
English (Advanced)	41 %	69 %	65 %	67 %	50 %	67 %
English (Standard)	8 %	17 %	14 %	15 %	6 %	13 %
English Extension 1	75 %	94 %	100 %	93 %	100 %	94 %
French Beginners	-	-	-	-	67 %	43 %
History Extension	80 %	77 %	33 %	84 %	100 %	85 %
Hosp Exam Kitch Op & Cook	42 %	34 %	60 %	44 %	20 %	39 %
Legal Studies	28 %	42 %	27 %	41 %	50 %	43 %
Mathematics Advanced	18 %	50 %	18 %	49 %	7 %	50 %
Mathematics Extension 1	50 %	74 %	71 %	74 %	40 %	72 %
Mathematics Extension 2	100 %	87 %	100 %	85 %	33 %	86 %
Mathematics Standard 2	5 %	25 %	14 %	29 %	5 %	32 %
Studies of Religion I	24 %	42 %	23 %	41 %	21 %	49 %
Studies of Religion II	50 %	67 %	50 %	46 %	14 %	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)

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 the CSO Student 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

school

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

School Improvement

The College implements the system's 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 Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Our 2023 School Improvement Plan focused on the following domains:

- Building the Catholic Identity and Mission of the College.
- Spiritual Formation of staff and Students.
- Improvement in Writing across all KLA's.
- Improving the students' engagement in each classroom.
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- Continue the implementation of Professional Learning Communities methodologies for faculty and staff meetings.
- Maintain the authentic links between St Paul's and the local feeder Catholic Primary Schools - Implement strategies to build the student enrolment numbers.

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The feedback 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,

Staff indicated the implementation of the Personal Technology Policy and procedures had made a significant improvement in the classroom.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants[1]	$11,036,039
Government Capital Grants[2]	$0
State Recurrent Grants[3]	$3,065,601
Fees and Private Income[4]	$2,839,979
Interest Subsidy Grants	$0
Other Capital Income[5]	$745,890
Total Income	$17,687,509

Recurrent and Capital Expenditure 2023	
Capital Expenditure[6]	$230,748
Salaries and Related Expenses[7]	$12,852,215
Non-Salary Expenses[8]	$5,264,035
Total Expenditure	$18,346,998

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.