



Catholic  
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Paul's High School

Primrose Street, BOORAGUL 2284

Principal: Nicholas Wickham

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

[mn.catholic.edu.au](http://mn.catholic.edu.au)

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## About this report

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St Paul's High School (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the 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.

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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 38 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 38 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, Creative and Performing Arts Showcase Evenings, Liturgies and Graduations.

Feedback from parents and carers in the 2022 Tell Them From Me survey indicated they:

- Were aware of the faith life of the school.
- Believe St Paul's is well resourced, and the facilities are well maintained
- Would recommend St Paul's to other members of the community.

Semester Two, saw the reintroduction of parent meetings with one held in Term 3 and the second in Term 4.

After consultation and consideration at the two meetings the parents and carers in attendance were supportive of the Parent Engagement Model (PEG) format for further meetings. It was determined one PEG Meeting would be held each term and on other occasions when necessary. These meetings were held in a virtual format with advice regarding the meetings communicated to parents and cares via the College's Newsletter.

Parents and carers appreciated 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 and updates related to the Personal Technology Device Policy and Procedures.

### 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 2022, 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, Environment days and other 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 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.

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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 mid 1990's.

The school changed its name to St Paul's Catholic College in 2018 and in 2022 the current enrolment is 724.

### **Location/Drawing Area**

Being located on the western side of Lake Macquarie, St Paul's Catholic College is one of 13 secondary colleges in the diocese. The feeder schools are St Kevin's Primary School, Cardiff; St Benedict's Primary School, Edgeworth; Holy Cross Primary School, Glendale; St Joseph's Primary School, Kilaben Bay; St John Vianney Primary School, Morisset and St Mary's Primary School, Warners Bay.

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## Student Profile

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### Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
387	307	48	695

\* 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 2022 was 81.38%. 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
85.08	83.05	83.49	78.69	83.12	74.83

## 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 2020, 92% completed Year 12 in 2022.

## 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 2022</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	61 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98 %

### Post School Destinations

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

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

- % of students with destination - TAFE = 24%
- % of students with destination - University = 62%
- % of students with destination - Workforce Entry = 7%
- % of students with destination - Travel = 0%
- % of students with destination - Unknown = 2%
- % of students with destination - Other = Unknown
- % 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 2022:

Total number of staff	110
Number of full time teaching staff	53
Number of part time teaching staff	26
Number of non-teaching staff	31

### 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

The following is a summary of professional learning at this school throughout 2022:

- Leading Learning Collaborative diocesan initiative based on the Clarity publication by Lyn Sharratt
- VCOP Writing Strategies
- Network Days for Principal, Assistant Principals Middle Leaders
- Diocesan led RAP Analysis for 2021 HSC Courses
- CPR / Anaphylaxis Training
- Leader of Learning Planning Day
- Leader of Wellbeing Planning Day
- Spirituality Day which focused on St Paul
- STEM professional development for Maths, Science and TAS teachers
- Unpacking of Behaviour Management strategies
- Safeguarding and Child Protection Training
- Subject Association Profession Learning opportunities (eg English Teachers Association Conference)
- NESAs developed Professional Development
- CSOs developed Faith Formation professional learning
- Leader of Wellbeing and Engagement Conference
- St Paul's Strategic Planning Day
- Laboratory Technicians Conference

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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 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**

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.

Throughout 2022, several classes each week commenced attending mass at 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 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 and improve pedagogy in the classroom with the aim of quality teaching. Included has been CSO run and topic specific workshops to ensure a depth of knowledge for staff to teach with accurate theology the students in our care. Shared resources that focus on utilising 21st century methodology to engage students are being developed to encourage a deeper understanding of Catholicism. Incorporated into this is an opportunity to present an understanding through a variety of modes, such as written, artistic, digital, creative and verbal.

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

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

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

The 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.

### Secondary Curriculum

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 - 12 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**

2022 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 the highest number of students participating in the ASPIRE production. At St Paul's the Creative and Performing Arts and Languages Faculty held their showcases at the end of Semesters One and Two. Parents and Carers attended both performances as well as students from the feeder primary schools attending in second semester.

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. Furthermore, a number of First Nation students attended the diocesan launch of Reconciliation Action Plan at Kilaben Bay.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	23%	24%	18%	21%
	Reading	20%	27%	18%	15%
	Writing	30%	24%	22%	22%
	Spelling	25%	33%	20%	17%
	Numeracy	28%	32%	12%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	24%	22%	25%	28%
	Reading	19%	21%	20%	24%
	Writing	15%	17%	29%	33%
	Spelling	14%	17%	15%	21%
	Numeracy	14%	20%	12%	19%

## 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 highlights of the 2022 HSC Results was one of St Paul's student's placing third in the State in the Electrotechnology VET examination. A further highlight was one student being placed on the NESAs All Rounders List with this student awarded the highest ATAR of 97.95. This student was acknowledged for their efforts by Newcastle University with them being conferred with the sought after Ma and Morley scholarship.

Other highlights of the 2022 Year 12 cohort include:

- 7 students achieved an ATAR above 90.
- 22 results above 90 in the HSC Examinations
- 122 results were either a Band 5 or 6
- 75% of the results across the HSC cohort were either Bands 4, 5 or 6.
- A Visual Art students work was selected to be displayed in the prestigious Art Express exhibition.
- These 2022 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 2022 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)					
	2020		2021		2022	
	School	State	School	State	School	State
Ancient History	36 %	33 %	40 %	34 %	0 %	34 %
Biology	12 %	31 %	22 %	31 %	19 %	27 %
Chemistry	11 %	43 %	8 %	40 %	25 %	33 %
Community & Family Studie	37 %	34 %	38 %	32 %	52 %	33 %
Design and Technology	-	-	75 %	55 %	43 %	47 %
Earth & Environmental Sci	27 %	30 %	0 %	28 %	100 %	32 %
Electrotechnology Exam	-	-	-	-	100 %	9 %
English (Advanced)	44 %	63 %	41 %	69 %	65 %	67 %
English (Standard)	6 %	12 %	8 %	17 %	14 %	15 %
English Extension 1	100 %	93 %	75 %	94 %	100 %	93 %
Food Technology	43 %	30 %	-	-	100 %	30 %
History Extension	100 %	76 %	80 %	77 %	33 %	84 %
Hosp Exam Kitch Op & Cook	35 %	36 %	42 %	34 %	60 %	44 %
Industrial Technology	50 %	24 %	0 %	25 %	29 %	22 %
Mathematics Advanced	27 %	53 %	18 %	50 %	18 %	49 %
Mathematics Extension 1	88 %	75 %	50 %	74 %	71 %	74 %
Mathematics Extension 2	100 %	84 %	100 %	87 %	100 %	85 %
Mathematics Standard 2	13 %	25 %	5 %	25 %	14 %	29 %
Modern History	20 %	37 %	-	-	0 %	34 %
Studies of Religion I	22 %	44 %	24 %	42 %	23 %	41 %
Studies of Religion II	37 %	44 %	50 %	46 %	50 %	46 %
Textiles and Design	0 %	57 %	-	-	67 %	54 %

### 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 2022, the number of students issued with a RoSA was 223.

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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 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.

There were changes to the policy in 2022.

### 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 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.

## Initiatives promoting respect and responsibility

### 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 structure CARE activities take place.

During 2022, Year 12 students in one of the Community and Family Studies class undertook the process of advocating for sanitary products to be made available for female students in all the student toilets. The students undertook the process in response to the NSW government's announcement that sanitary products would be provided in government school, but not private schools. The students wrote letters to NSW members of parliament whose responses indicated it the decision had to be determined at a diocesan level. In response to this feedback, the students wrote to the Director of Catholic Schools in the Maitland-Newcastle diocese. After presenting their information to him, approval was given for St Paul's to be a trial school for the implementation of the initiative for the diocese. The initiative became known as the 'Period Positivity Project' and the feedback from the students was overwhelmingly positive, with many female student's indicating the initiative helped to maintain their dignity. The students were wonderfully support by their Community and Family

Studies teacher. The Year 12 students are to be affirmed for the mature way they approached the process of ensuring the sanitary products were supplied at the school.

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## School Improvement

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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 Culture and Mission
- Learning

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 2022 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.
- Building of a collaborative community between School and Families.

### Priority Key Improvements for Next Year

- Continue the Spiritual Formation of Staff and Students.
- Implement a revised Student Formation Plan involving Retreats, Reflection Days, and Camps.
- Writing across the curriculum.
- Implementing the College's Personal Technology Device Policy and Procedures.
- Continue the implementation of the Leading Learning Collaborative initiatives of the diocese.
- Implementation of Professional Learning Communities methodologies for faculty and staff meetings.
- Build closer links between St Paul's and the local feeder Catholic Primary Schools.
- Implement strategies to build the student enrolment numbers.

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## Community Satisfaction

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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

Feedback from the 2022 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,

### Student satisfaction

Insights gathered from the students in 2022 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.

### 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.

Staff supported the introduction of a common approach to commencing and ending lessons in Semester Two to support the engagement of students with their learning.

Furthermore, the staff actively participated in a Strategic Planning day to identify areas where the school was working well and ways the school could improve in the future.

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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$11,015,373
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,121,290
Fees and Private Income <sup>4</sup>	\$2,496,869
Interest Subsidy Grants	\$1,566
Other Capital Income <sup>5</sup>	\$755,189
<b>Total Income</b>	<b>\$17,390,287</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$115,494
Salaries and Related Expenses <sup>7</sup>	\$12,412,666
Non-Salary Expenses <sup>8</sup>	\$4,468,689
<b>Total Expenditure</b>	<b>\$16,996,849</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 2022 REPORT