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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





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.

387	307	48	695

\* Language Background Other than English

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.

The average student attendance rate for 2022 was 81.38%. Attendance rates disaggregated by Year group are shown in the following table.

85.08	83.05	83.49	78.69	83.12	74.83

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

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% 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 %

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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

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.

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 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)
- NESA developed Professional Development
- CSO 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 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)

As such, they are to: Be truly Catholic in their identity and life; Be centres of the 'new

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.

The Religion Faculty has provided 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

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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.

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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

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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.

		23%	24%	18%	<del>21%</del> 23%
		20%	27%	18%	15%
		30%	24%	22%	22% (sta3)T
		25%	33%	20%	17%20N7
		28%	32%	12%	19%

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

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	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
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 %

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.



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.

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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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.

- 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.
  
- 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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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.

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,

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.

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.

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:

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

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

1. Commonwealth Recurrent Grants s
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