



# 2021

## ANNUAL SCHOOL REPORT



### St Paul's Catholic College

Darley Road, MANLY 2095

Principal: Mr Michael Reid

Web: [www.stpaulsdbb.catholic.nsw.edu.au](http://www.stpaulsdbb.catholic.nsw.edu.au)

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## About this report

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St Paul's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented in the School 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

St Paul's Catholic College provides a high-quality Catholic education, delivered with care and compassion. The staff of the College know each student and strive to ensure that he grows in faith and learning through service and a commitment to differentiated learning that addresses the needs of each one.

As an authentically Catholic learning community we seek to form relationships that are life-giving and affirming, based on the example of Jesus Christ. Our students, staff and families engage with the wider community as we strive to produce well-rounded graduates that live lives of meaning and purpose.

The College promotes an academic culture of continual learning and improvement that celebrates the success of every student and provides a wide range of opportunities for every student to grow and achieve physically, emotionally, socially and spiritually.

### Parent Body Message

In 2021 our focus was on building stronger families and communities. Then as the pandemic swept into our lives and so did the COVID lockdowns and we faced new challenges in adapting a community in an online world. We also discussed the many ways of helping our children celebrate milestones in their life while in the various forms of lockdown. Finally in 2021 there was a new lease on freedom, and then Delta struck, and then Omicron.

Focus became firmly fixed on mental health and well-being and allowed people to access resources and support. It became apparent that lockdowns and pandemics may be the new normal, so how might we live through them?

The Catholic Schools Broken Bay offered financial assistance via fee help. There was information regarding communicating with Teachers and our children during Home Based Learning. We thank our devoted and adaptable Teachers and we as Parents are so very appreciative of their dedication during this time, especially while they may also be supervising their own children in HBL.

There were still opportunities during 2021 to meet face to face at the College Open Day in Term 1 and at the Year 12 Mother's Day morning tea in Term 2. The Facebook Year Groups continue to be a place of sharing information and joining the conversations with Parents in our community.

## Student Body Message

As the College Captain, on behalf of the student body, I would like to thank the Staff of St Paul's for their ongoing commitment, dedication and effort they display everyday. With their guidance and support it enables students to strive for excellence and work to their potential.

From the classrooms to the playground, every student grows and learns each day through their engagement in quality teaching, learning experiences and their interactions with others, which in turn helps Manly boys turn into Manly men. Every student at St Paul's is guided by the values and morals demonstrated daily at St Paul's, which are consistently modelled throughout the school, ultimately guiding all students to have COURAGE (curiosity, organisation, understanding, responsibility, autonomy, grit and ethics). St Paul's students aim to be students that display courage by accepting new challenges and pushing themselves beyond safe limits in order to achieve.

Throughout my journey at St Paul's, the school has provided students with a range of activities including co-curricular activities, and support programs which have fundamentally built a brotherhood within the school community. It is a connection like no other, where all students feel as if they belong. Due to these programs and activities it has left me and other students with many long lasting friendships and memories that we will value forever.

The College motto "Prima Primum" also builds a culture within the school. It allows all students to set high goals, establish proper standards, and to strive for excellence in all aspects of life. It is through this motto that all students are able to succeed. May we all continue to show courage, pride, and apply the college motto "Prima Primum" in all aspects of life.

College Captain

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## School Features

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St Paul's Catholic College is a comprehensive secondary school that has been educating the young men of the Northern Beaches since 1929.

The College achieves consistently strong learning growth in NAPLAN and the Higher School Certificate by identifying and addressing the learning needs of each student. In this way the College creates a culture of success.

The College offers a wide array of courses to stimulate students' interest in learning and prepare them for the worlds of work and post-school learning. As a result, the College produces leaders and achievers in business, medicine, public service, education, professional sport and the arts. In recent years St Paul's students have been HSC All-rounders and Distinguished Achievers, and have been ranked first in the Diocese of Broken Bay in Mathematics, Information Technology, Applied Arts and a range of other courses.

The College is situated on the historic St Patrick's Estate, offering state-of-the-art hospitality facilities, a dedicated creative arts hub, fully equipped technology workshops and a robust ICT network. Our students engage in a wide range of co-curricular and enrichment activities. The College offers a representative pathway for talented sportsmen, outdoor education and recreational pursuits that are unique to our harbourside location and engages in the Arts and Culture, offering musical education and enrichment. St Paul's student artworks are regularly selected for display in regional galleries and local businesses.

Founded upon the Charism of Blessed Edmund Rice, St Paul's is an inclusive community that seeks to not only educate but form young men that will become leaders and shapers of their community with a strong commitment to justice and respect for all. The College's strong commitment to a rigorous and relevant Religious Education and involvement in Social Justice ensures that every student develops strong values and the confidence to live according to their beliefs.

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	330	44	330

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2021 was 94.22%. 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
95.48	92.90	94.32	93.39	94.54	94.66

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

## Student Retention Rate

Of the students who completed Year 10 in 2019, 63% completed Year 12 in 2021.

## 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 2021</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	30 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

### Post School Destinations

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

#### Senior Secondary Outcomes

30% of students undertook vocational training or school based traineeships in their senior years of schooling. All students attained the award of Higher School Certificate. The number of students who chose to undertake school based apprenticeships fell this year – due in part to COVID restrictions. This is an anomaly with an increase in Year 11 students undertaking school based apprenticeships and traineeships.

#### Post School Options

Each year the College collects destination data for the Year 12 Cohort. A significant number of students received early offers to university. The late release date of HSC results and University offers meant that some students decided to defer their studies and enjoy a gap year of working and travel. Our records indicate that approximately 50% of students are at university and 25% have commenced their apprenticeship. Given the COVID restrictions of 2020-2021, a number of students have taken a gap year and planned to travel overseas during the latter half of 2022.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	58
Number of full time teaching staff	36
Number of part time teaching staff	9
Number of non-teaching staff	13

### Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

- Wednesday, 27 January 2021: Staff Professional Learning day; pupil free day: Focus – Introduction to the school year; SIP goals.
- Monday, 19 April 2021: Staff Professional Learning day; Focus – Literacy.
- Friday, 25 June 2021: Staff Professional Learning day; Focus – CSBB Unpacking Toward 2025 Strategy.
- Wednesday, 11 August 2021: Staff Professional Learning day; Focus – Implementation of Year 12 final assessment remote learning tasks; Years 7-11 Semester 2 assessment modifications.
- Friday, 27 August 2021: Staff Professional Learning day; Focus – Staff Wellbeing [PL cancelled due to COVID].
- Tuesday, 5 October 2021: Staff Professional Learning day; Focus – Staff Spirituality Day [PL cancelled due to COVID].
- Tuesday, 14 December 2021: Staff first aid training; Provide Cardiopulmonary Resuscitation – HLTAID009 and Provide Basic Emergency Life Support – HLTAID010.

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## Catholic Identity and Mission

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As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Examples of this include the ALPHA program, Praisefest and inter school faith formation activities such as RUA. On the first staff day, St Paul's staff celebrated the Eucharist together at our Parish Church in Manly. The College school year began with a Mass of Welcoming celebrated in our Parish church. All new students and staff were presented with a certificate of welcome into the community. National and Religious festivals are marked by Liturgical assemblies including Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas with liturgical services.

The College engaged in charitable fundraising throughout the year for Project Compassion, Catholic Mission, St Vincent de Paul's Winter Appeal and the St Vincent de Paul Christmas hamper appeal, which we support every year. Year 10 students were involved in the Catechist Program at Harbord Public School, visiting once a week. A vital part of this is the role of Youth Ministry which is important as it fosters relationships with Parents and Parish community. This has resulted in a Parish Youth Group that meets once a month that students attend.

Religious Education Coordinator

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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2021 provided an opportunity for the College to broaden the range of pedagogies already evident in day-to-day practice. The continuation of home-based learning was embraced by staff and students, as a necessity, and the ability of students to work in multi-modal learning spaces will support them in the future as they embrace the changing face of the workplace.

The Year 7 pattern of study for Religious Education, HSIE and English continued to be delivered as the whole year INSPIRE program. Students continue to develop inquiry-based learning skills as they engage in the general capabilities of critical and creative thinking, collaboration, communication, and literacy skills.

Providing an appropriate Stage 6 pattern of study for each student is an important undertaking of the College. While many students choose the traditional academic path

towards their HSC and tertiary study, the number of students choosing to begin their apprenticeship or traineeship while at school is increasing. Being able to provide these opportunities for students is an example of the school community, diocese and other educational entities working together to provide appropriate learning journeys for our students.

## Student Performance in Tests and Examinations

### NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	29%	26%	0%	23%
	Reading	22%	28%	0%	16%
	Writing	17%	20%	0%	25%
	Spelling	22%	31%	0%	15%
	Numeracy	37%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	5%	21%	24%	26%
	Reading	21%	21%	18%	24%
	Writing	16%	14%	39%	36%
	Spelling	5%	21%	8%	22%
	Numeracy	26%	22%	11%	18%

## 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 in recent years 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 results of the College 2021 Higher School Certificate (HSC) candidature are reported for a range of subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparisons with results from previous years.

The comparative learning gain (CLG) of students, particularly in English, affirms the engagement by the teaching staff in a three year secondary literacy program supporting students in specific genres of writing. There were also notable CLG trends in Music, Business Studies, Physics and Food Technology.

All 2021 HSC students presented as a collegial and supportive cohort, meeting the challenges that COVID-19 had on their Year 12 learning. Their achievements across a broad range of subjects, were commensurate with their ability, and generally provided them with access to their chosen post school options.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
English (Advanced)	41 %	62 %	52 %	63 %	77 %	69 %
HSC English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
HSC Mathematics Extension 1	100 %	80 %	58 %	74 %	100 %	74 %

## 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 2021, the number of students issued with a RoSA was 3.



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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 [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

### Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

The College engages students in numerous initiatives that endeavour to encourage the students to develop into young men who are curious, organised, understanding, responsible, autonomous, gritty and ethically aware. These opportunities are offered through our holistic approach to education through Mission, Student Wellbeing, and quality Teaching and Learning, enabling our students to flourish.

The Student Wellbeing Team explicitly teach skills in Social Emotional Learning (SEL) - relationship skills, responsible decision making, self-awareness, self-management and social awareness. Celebrating significant events such as Harmony Day, National Day Against Bullying, R U OK? Day and supporting the promotion of mental health to reduce the social stigma with the assistance of external agencies we provide students with the opportunity to take become agents of change and develop advocacy for themselves and others.

United we create a school community that is safe, healthy, and just.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In keeping with our commitment to continual collaborative improvement the College entered into a two-year professional learning commitment with Catholic Schools Broken Bay to improve the knowledge and skill of the whole teaching staff in teaching literacy. This program equips classroom teachers to embed good literacy teaching practice within each subject area with an explicit focus on improved student outcomes. With the support of our system, the College also engaged with teachers and leaders from across the Diocese of Broken Bay to share expertise and develop resources.

Minor refurbishment works in The Waterford Hall, including renewing classrooms in the Creative Arts precinct were completed during the year. This allowed for a more expansive use of these spaces by the whole College.

In consultation with parents a new parent engagement model was developed during 2021 for implementation in 2022. The SPC – School, Parents, Community model will focus on equipping parents with the knowledge and skills to support their son's learning, faith development and wellbeing (social and emotional development). This will be supported in 2022 by a renewed Parent Advisory model.

### Priority Key Improvements for Next Year

In 2022 we will continue with our two-year professional learning commitment with Catholic Schools Broken Bay to improve the knowledge and skill of the whole teaching staff in teaching literacy. This will include the development of literacy intervention plans in Key Learning Areas across the College, which will be showcased as part of our commitment to improving practice in all schools across the Diocese of Broken Bay.

The College is engaging with CSBB to develop and implement a revised Religious Education Curriculum that is rigorous and relevant to the lives of our students in 2022. This Curriculum will be trialled in Year 7 with identified staff to also participate in the development of a Year 9 program. Members of the College staff will contribute as Subject Matter Experts on the CSBB Working Party, ensuring we have a substantial voice in this important project.

To ensure that the College, and priority feeder schools, continue to meet the current and emerging educational needs of the wider community, St Paul's will participate in an open review of Catholic Education. This review includes broad consultation with students, parents, teaching, support staff and the wider community (parishes, families engaged in SRE and Catechetical programs in public schools).

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

### Parent satisfaction

We can look back on 2021 and be greatly satisfied that parents contributed and achieved some highly valued work for the school community. It was an extremely challenging year for all with COVID, but we rose to the challenge.

2021 was a year where we were given many opportunities to be involved in discussions with the Broken Bay Catholic Schools and our feedback being valued and heard.

Because of COVID we were not able to engage face to face within the school but throughout the Home Based Learning we were able to communicate through Facebook pages and keep parents engaged with each other.

### Student satisfaction

On behalf of the student body I would like to thank the Teachers and Support Staff for their overwhelming support in not only our academic endeavours but also our development as young men. The ability of the staff to overcome the year's adversities, such as Home Based Learning with such proficiency shows their strong dedication to the education of their students. The student body was extremely grateful for the effort given by our Teachers and their ability to adapt our work during the pandemic.

Academically our students learn foundational skills in their early years at the school that they then carry through and utilise throughout their schooling life. This knowledge imprinted in them allows them to learn and grow from boys into young men, better equipping them with the skills and abilities to be successful in whatever journey they take in their life after school. The opportunities we have as the student body to have a say and actively participate in many aspects of school life are endless. We were able to create our own fundraising opportunities during the year, and we as students are always given the ability to further ourselves outside of the classroom.

The morals and values instilled in St Paul's students allows us to grow and develop academically, socially and emotionally. The college motto of "Prima Primum" ensures just this with a strong emphasis on work ethic, determination and diligence. Our motto of

“COURAGE” has further summarised the value and morals ingrained in our students. Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit and Ethical Awareness are the values of “COURAGE” and they encourage students to show kindness, be ambitious and have a good work ethic in every aspect of their lives.

The efforts of the departing 2021 Year 12 cohort for their success in such a difficult year are to be applauded. Their ability to succeed in the midst of such adversity epitomises the values of “Prima Primum” and “COURAGE”. They have set a standard for the rest of the years to look up to and strive to replicate.

To the current students lets all continue to show diligence and ambition in all aspects of our lives. From academics to sports let us all strive to live by our college motto of “Prima Primum” and “COURAGE”, leading us to mature and develop into fine, caring and hardworking men.

### Teacher satisfaction

Staff were surveyed through the 'Tell Them from Me' survey which looked at eight drivers of student learning, namely leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusion and parent involvement. Staff satisfaction was relatively high across most domains and reflective of the wellbeing for learning focus and the continual journey of inquiry based pedagogy across the teaching and learning space.

Staff are supported by the continued journey of professional development in both accreditation focus and the commencement of the literacy program.

The COURAGE program to be embedded in the 2021 timetable will support all members of the community in enhancing wellbeing for learning.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,757,254
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,575,307
Fees and Private Income <sup>4</sup>	\$2,231,723
Interest Subsidy Grants	\$13,939
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$9,578,223</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$20,009
Salaries and Related Expenses <sup>7</sup>	\$6,893,412
Non-Salary Expenses <sup>8</sup>	\$2,689,907
<b>Total Expenditure</b>	<b>\$9,603,328</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 2021 REPORT