



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2025

## ANNUAL SCHOOL REPORT



### **St Paul's Catholic College**

Darley Road, MANLY 2095

Principal: Ms Gabie Stojanovski

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

## 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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 at local school level and 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 also be obtained from the [My School website](#).

## 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. As an authentic Catholic learning community, we seek to form life-giving and affirming relationships, inspired by the example of Jesus Christ. Our students, staff, and families engage with the wider community as we strive to develop well-rounded graduates who live lives of meaning and purpose. The College promotes an academic culture of continual learning and improvement that celebrated the success of every student and provides a wide range of opportunities for students to grow and achieve physically, emotionally, socially, and spiritually.

2025 marked a historic year in the history of St Paul's Catholic College, as it opened its doors to co-education in Years 7, 10, and 11. We welcomed our first foundational Year 7 co-educational cohort of 145 students, realising the vision of providing Catholic co-educational secondary schooling for families on the Northern Beaches.

I am honoured to be appointed as the first female Principal to lead the transition to co-education. This year our focus was on building a vibrant, faith-filled community with a strong learning culture, and encouraging our students to use their God-given gifts and talents to serve the community.

While the year was marked by transformation and enrolment growth, it also honoured the history of Catholic secondary boys' education at St Paul's. We farewelled our final all-boys cohort in the graduating Class of 2025, young men who marked the end of an era and who will be remembered fondly in the history of the College.

Throughout 2025, the spirit of the College was evident across all areas of school life. Academic achievement, creative expression, sporting success, and faith-based service all contributed to a rich and dynamic year. Key events such as St Paul's Feast Day brought joy and celebration to our community, while initiatives supporting Caritas, Vinnies Winter Appeal and Catholic Mission reinforced our commitment to social justice and service.

The continued implementation of our Strategic Directions provided a framework for intentional growth and meaningful formation. Through the development of high-quality teaching and learning, the strengthening of wellbeing supports, and the integration of Catholic values into everyday practice, these directions ensured that we remained focused on providing a holistic education for our students.

As we look ahead to 2026 and beyond, we do so with faith in our mission, confidence in our direction, and trust in the community that continues to make St Paul's a place of belonging.

I would like to thank the St Paul's community for their warm welcome and am honoured to serve as Principal of the College.

Ms Gabie Stojanovski

Principal

### **Parent Body Message**

The College actively seeks to build strong connections with its families. St Paul's is committed to working in collaboration with the local and wider community to enhance student learning, engagement, wellbeing, and faith formation. As the primary carers and first educators of their children, families are recognised as integral members of the school community and valued partners in their child's education.

St Paul's prides itself on fostering mutually respectful relationships with families through open and ongoing dialogue. We communicate regularly with parents through a range of channels, including Parent/Teacher/Student meetings, College emails, social media posts, the College website, Compass announcements, regular phone contact from staff, and updates focused on student learning. Parents are encouraged to engage with the College through these channels as a means of providing feedback and maintaining effective communication with staff.

In 2025, we were delighted to introduce our new Parent Partnership Group (PPG), which supports authentic engagement between families, the school, parish, and wider community. This group provides a forum that encourages parent involvement in school activities, consultation on school matters, and meaningful collaboration. We also appointed our first Catholic Schools Parent (CSP) Representative, Rafael Gracia, who represents St Paul's Catholic College at CSBB CSP meetings.

Throughout 2025, there were numerous opportunities for parents to engage in College life and receive important updates on school matters and the College's strategic direction. These included Year 7 Meet and Greet evenings, information evenings, as well as attendance at liturgical celebrations and awards presentations.

There was strong parent involvement in our College Open Day, where parent volunteers assisted at the welcome desk, guided visitors, and supported the BBQ. At St Paul's, we are grateful for such a dedicated group of parent volunteers who generously give their time to support the school community.

St Paul's also has a dedicated Parent Engagement Coordinator who supports the connections between families, the College, and Manly/Freshwater Parish. Throughout the year, parents and carers were actively involved in faith formation events and were invited to attend our College and Parish Masses.

## Student Body Message

The students of St Paul's are a close-knit community who pride themselves on respect. This respect extends to all members of the College, supporting high standards in learning, relationships, and participation in all school activities. Students work collaboratively to ensure the College continues to grow as a place where every young person can thrive.

St Paul's Catholic College provides extensive opportunities for students to participate, showcase their strengths, and develop leadership across all dimensions of student life. These opportunities range from enriching classroom learning to College representation in sports such as rugby, soccer, volleyball, and House competitions. Students actively engage in community and fundraising initiatives, including the 'Head Above Water' fundraising swim, participation in the ANZAC Day ceremony at Manly War Memorial, and involvement in the Enterprise in the Community program.

Throughout the year, the College participated in and hosted a range of youth ministry events, including SHINE, Catholic Scripture programs in local primary schools, and as peer mentors at primary school leadership days. These experiences provided students from St Paul's and our feeder schools with opportunities to explore their faith, develop leadership skills, and build meaningful connections.

At St Paul's, students are called to live out the College motto, "Prima Primum" - "first things first." This motto challenges students to order their lives according to what is most important. It encourages the setting of high goals, the establishment of strong personal standards, and the pursuit of excellence in all aspects of life. These values are reflected in the College prayer and lived out daily by students, enabling them to succeed and to be well prepared for life beyond the College.

## School Features

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St Paul's Catholic College is a Catholic co-educational secondary school located in Manly on Sydney's Northern Beaches. Situated on the historic St Patrick's Estate, the College enjoys a beautiful setting with spectacular views of Manly Harbour and the Sydney skyline. The College provides young people with an outstanding educational focused on deep learning and positive relationships grounded in our Gospel values of Courage, Compassion, and Stewardship.

Founded upon the charism of Blessed Edmund Rice, St Paul's is an inclusive community committed not only to educating young people but also to forming future leaders who will contribute positively to society through a strong commitment to justice, service, and respect for all. The College enjoys a strong partnership with Manly Freshwater Parish.

St Paul's offers modern facilities and contemporary learning environments designed to foster collaboration, creativity, and innovation. The Waterford Hall is a purpose-built, state-of-the-art facility incorporating hospitality kitchens, a dedicated creative arts hub, theatre, gymnasium, and flexible spaces. Outdoor facilities include futsal and basketball courts and recreation areas.

The College consistently achieves strong learning growth in NAPLAN and the Higher School Certificate (HSC). In the 2025 HSC, 20% of students were recognised as Distinguished Achievers, while 35% of all HSC results achieved were in Bands 5 and 6. St Paul's graduates continue to excel across a wide range of professions, including business, medicine, public service, education, professional sport, and the arts.

Students at St Paul's actively participate in a diverse range of co-curricular, sport and enrichment opportunities. The College offers representative sporting pathways, outdoor education experiences, creative arts and cultural programs. This includes debating, public speaking, academic competitions, and a variety of curriculum-based enrichment programs in languages, science, mathematics, and the creative and performing arts.

St Paul's fields teams in the Broken Bay Sports Association and Northern Beaches Peninsula Cup competitions, while elite sporting pathways are supported through NSWCCC representation. The College proudly celebrates students who achieve success at regional, state, and national levels. In 2025, the co-curricular program expanded further with the introduction of a dance program offering both developmental and performance streams led by a specialist Dance Teacher.

As a Catholic co-educational secondary school on Sydney's Northern Beaches, St Paul's Catholic College warmly welcomes families seeking a faith-based education that combines academic excellence, personal growth, and authentic Catholic education for their children.

# Student Profile

## Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
85	383	85	468

\* 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 2025. 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 2025 was 88.85%. 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
90.47	88.47	88.69	83.84	87.72	94.25

## 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 Department of Education 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 Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	15 %
% 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.

The 2025 post school destination data indicated that 65% of HSC graduates pursued university studies, while 28% commenced apprenticeships or traineeships. The remaining students either entered the workforce directly or chose to undertake a gap year.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	66
Number of full time teaching staff	36
Number of part time teaching staff	12
Number of non-teaching staff	18

### 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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	4
Provisional Teachers	9
Proficient Teachers	33
HALT Teachers	2

## 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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

St Paul's Catholic College is inspired by the teachings of Jesus Christ and the example of our Patron Saint, the Apostle St Paul. Visible symbols of faith, including the Cross that stands prominently on the College grounds, serve as daily reminders that we are a hope-filled Christian community. These symbols, together with many others throughout the College, reflect our Catholic identity and inspire us to live our values of courage, compassion and stewardship.

The celebration of the Eucharist is the pinnacle of Catholic life and remains central to the spiritual formation of our students. Supported by our local parish, students have regular opportunities to gather in prayer and worship. College Masses are celebrated throughout the year to mark significant occasions, including the commencement and conclusion of the school year, major feast days, and Year 12 Graduation. In 2025, we introduced a special liturgy to commence our Mother's Day and Father's Day celebrations further strengthening family engagement in the faith life of the College.

St Paul's Feast Day was a wonderful celebration for our community and an opportunity to mark a significant milestone in the College's history with the transition to co-education in 2025. The day commenced with a special Mass, bringing students, staff, and families together in prayer and thanksgiving. This was followed by a vibrant festival atmosphere featuring amusement rides, live music, and food, providing an opportunity for the College community to celebrate together. The day was filled with joy, connection, and school spirit, reflecting the strong sense of belonging that characterises St Paul's Catholic College.

A key focus during 2025 was the strengthening of our partnership with Manly Freshwater Parish. Students and families were invited to attend the monthly Youth Mass at St Mary's Catholic Church, Manly, provided an opportunity to come together as a community to celebrate the Eucharist. Our College Chaplain, Fr Sam French visits the College on a Friday, ministering to students and staff through the celebration of the Sacraments, pastoral care, and faith formation opportunities.

Living out the Gospel call to service remains an important aspect of College life. Throughout the year, students actively participated in charitable fundraising initiatives, supporting Project Compassion, Catholic Mission, the St Vincent de Paul Winter and Christmas Appeals.

Year 10 students participated in the Catechist Program at Harbord Public School, sharing their faith and supporting religious education through weekly visits. Youth Ministry continued to play a vital role within the College community, fostering meaningful connections between students, families, the parish, and the wider community.

## 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.

The College seeks to provide flexible learning structures that enable the curriculum to be delivered in ways that meet the diverse needs of all students. Each student's learning program is informed by contemporary pedagogical practices and a focused analysis of student achievement and growth data. Refining professional practice and fostering collaboration among teachers remain key priorities within the College's strategic plan.

Staff are committed to continuous improvement in teaching and learning across all curriculum areas. Key Learning Area (KLA) leaders continued to emphasise the design of academic programs around identified focus areas, enabling deeper learning and more authentic engagement with syllabus content. Throughout the year, the College reviewed and strengthened whole-school literacy strategies, with a particular focus on supporting students to develop more sophisticated responses through a deeper understanding of concepts and subject-specific language.

In 2025, the College introduced Professional Learning Teams (PLTs), providing structured opportunities for teachers to collaborate, share high-impact teaching strategies, and analyse student learning data. Through this process, teachers examined literacy and numeracy strengths and areas for growth within their classes, using evidence to inform planning and classroom practice. A range of data sources informed this work, including effort and behaviour grades, semester academic reports, NAPLAN results, ACER Progressive Achievement Tests (PAT), and General Ability Tests (AGAT). This data-driven approach supported the development of differentiated learning experiences and contributed to improved student outcomes.

The curriculum offered at St Paul's is comprehensive and responsive, providing students with meaningful choice and opportunity. In Stage 5, students are able to select from a broad range of elective subjects that cater to diverse interests and talents. In Stage 6, students studied 28 different courses, reflecting the breadth of opportunities available. Ensuring that

each student is supported in developing an appropriate and personalised Stage 6 pattern of study remains a key priority of the College.

While many students pursued traditional academic pathways leading to university study, a significant number successfully engaged in vocational pathways, including School-Based Apprenticeships and Traineeships (SBATs). These programs enabled students to gain valuable industry experience, develop practical skills, and commence their career pathways while completing their secondary education.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Paul's Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	67%	62%
	Reading	76%	69%
	Writing	65%	64%
	Spelling	72%	72%
	Numeracy	78%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	61%	56%
	Reading	77%	65%
	Writing	56%	61%
	Spelling	79%	72%
	Numeracy	89%	66%

### Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented 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%.

In 2025, the College achieved strong HSC results, recording its best performance across a number of measures since 2020. In the 2025 HSC, 5% of all student results were in the highest achievement band (Band 6), while 20% of students were recognised as Distinguished Achievers. In addition, 35% of all HSC results were in Bands 5 and 6. Of particular note, 85% of all results were placed in the top three performance bands (Bands 4, 5, and 6), reflecting sustained academic improvement across the cohort.

One student was nominated for the HSC SHAPE exhibition in recognition of an outstanding Major Design Project in Design and Technology. Within the 2025 cohort, 22% of students achieved an ATAR above 80, and several students were offered university placements through early admission programs and scholarships.

In addition, 20% of students transitioned directly into apprenticeships and traineeships across a range of industries, including trades, hospitality, and animal care. These outcomes reflect the College's commitment to supporting diverse post-school pathways and enabling students to pursue success in line with their individual strengths and aspirations.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Design and Technology	43 %	47 %	0 %	48 %	75 %	49 %
Hospitality Examination (Kitchen Operations and Cookery)	-	-	67 %	51 %	56 %	34 %
Mathematics Advanced	0 %	50 %	29 %	50 %	40 %	51 %
Mathematics Standard 2	25 %	32 %	12 %	29 %	24 %	30 %
Studies of Religion I	38 %	49 %	67 %	44 %	75 %	47 %

## 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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

### Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

### **Complaints Handling Policy**

The College follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

## 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

The majority of parents express a high level of satisfaction with the educational opportunities and support provided by the College. Strong parental engagement and attendance at school events reflect positive support for the opportunities available for families to participate in College life. Teachers and support staff are consistently approachable, responsive, and committed to working in partnership with families.

Parents have consistently identified the following strengths of St Paul's Catholic College:

- parents feel welcomed within the school community
- the College provides a safe and inclusive environment
- the College supports the learning needs of all students
- the College promotes positive behaviour
- parents are well informed about their child's learning

The Parent Partnership Group provides a forum for updates on College matters, as well as opportunities for consultation and collaboration between families and the College Executive. Feedback raised by parents is acknowledged, considered, and addressed in a timely and appropriate manner.

### Student satisfaction

Students at St Paul's Catholic College are proud members of their school community. With the transition to co-education, the College introduced a range of additional programs to support student wellbeing and the development of positive relationships, including a Peer Support Program and a Year 11 Retreat. These initiatives were designed to strengthen connections and foster a sense of belonging within the foundational co-educational year groups.

Year 12 students were also provided with the opportunity to reflect on and provide feedback regarding their experience at the College. Students were invited to comment on a range of aspects of school life, including the quality of relationships with peers and teachers, the

effectiveness of teaching and learning strategies, the accessibility of resources, and the breadth and quality of co-curricular opportunities.

This feedback process provides the College with valuable insight into the student experience and supports ongoing reflection and improvement. The information gathered is used to identify strengths and areas for development, with the aim of continually enhancing the overall educational environment for all students.

### **Teacher satisfaction**

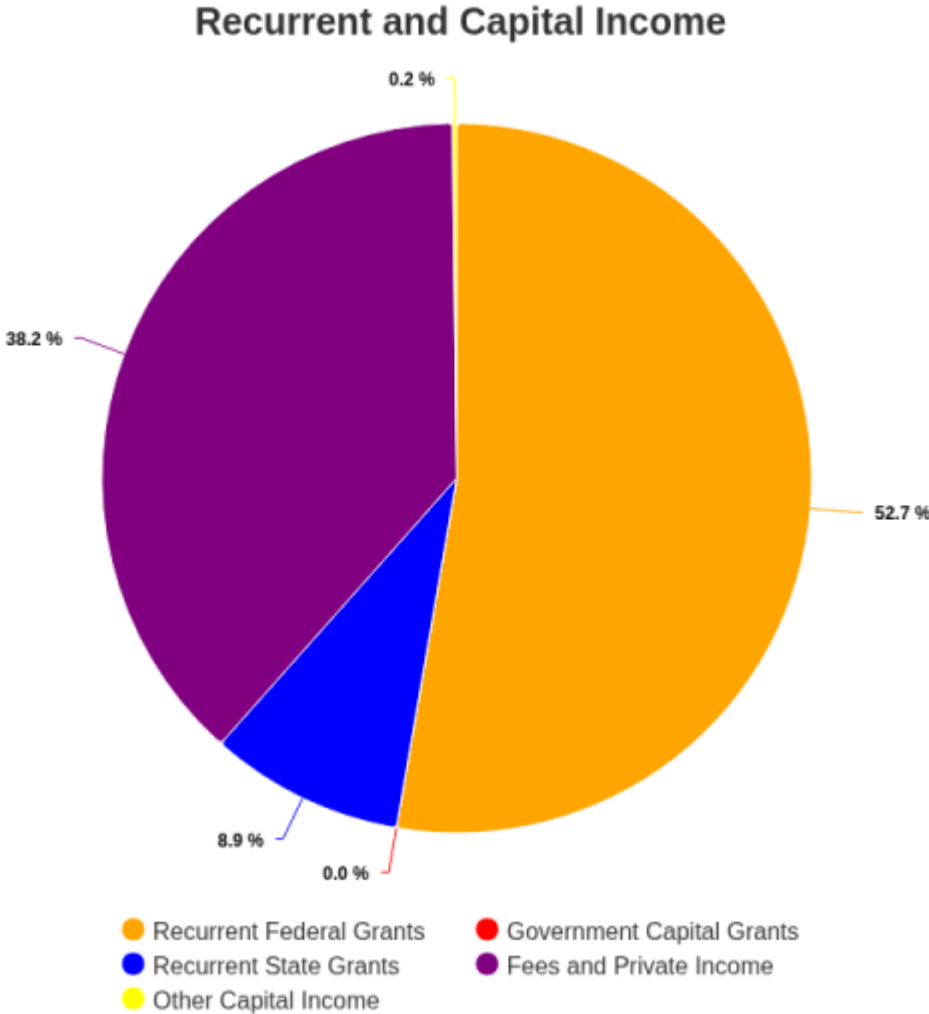
The College fosters a positive and collegial workplace culture, with staff demonstrating strong engagement and a shared commitment to the mission of the College. Teachers have expressed satisfaction with the high level of collaboration and professional support provided by their colleagues. Staff are encouraged to engage in open dialogue with the College Executive and voice suggestions for improvement or raise concerns.

Teachers have one hour per week for collaborative planning as dedicated time to work on professional learning goals. This initiative has further strengthened opportunities for professional collaboration and enhanced staff connection to shared goals.

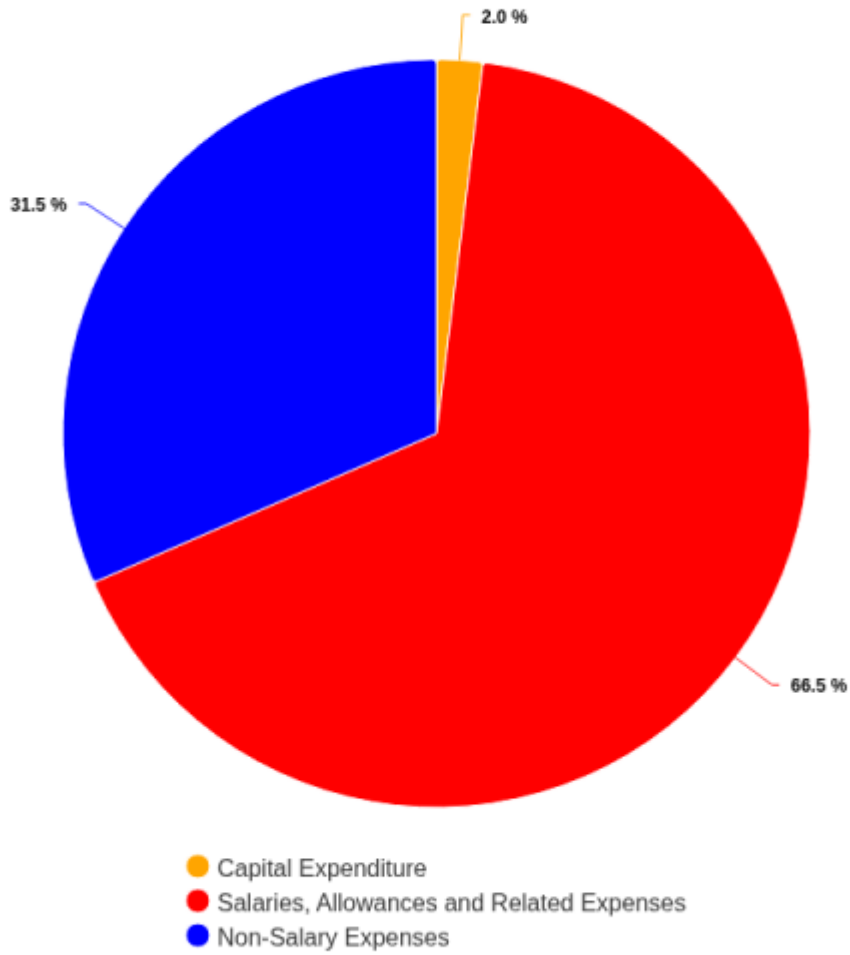
The College also maintains a supportive network and structured development program for early career teachers. In 2025, a New Staff Induction Program was introduced in Term 1 to support a smooth and positive transition into the College community. This 10-week program provided new staff with information on school policies and procedures in a timely manner ensuring strong support during the induction period.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



## Recurrent and Capital Expenditure



END OF 2025 REPORT