



2023

ANNUAL SCHOOL REPORT



St Paul's Catholic College

Darley Road, MANLY 2095

Principal: Mr Michael Reid

Web: www.stpaulsdbb.catholic.nsw.edu.au

About this report

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 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

Principal's Message

St Paul's Catholic College delivers top-tier Catholic education with a focus on care and compassion. Our dedicated staff personally know each student and work tirelessly to foster their growth in faith and learning, emphasizing service and tailored learning approaches to meet individual needs.

As a genuinely Catholic community of learners, we prioritize building life-giving and affirming relationships, following the example set by Jesus Christ. Our students, faculty, and families actively engage with the broader community, striving to nurture graduates who lead purposeful lives.

At our College, we foster an academic environment of continuous learning and improvement. We celebrate every student's success and provide a diverse range of opportunities for their physical, emotional, social, and spiritual growth.

Parent Body Message

In 2023 there were several opportunities for parents to become involved with the future direction of the College. One was the reforming of the School Advisory Board. A cohort of 6-8 parents regularly met with the Principal and the Senior Leadership Team to discuss matters of importance.

Another opportunity was the consultation process on the new school uniform. Many existing and new to school parents were invited to learn about and discuss the new uniform once the school moves to Co-Educational.

There was also great parent involvement in the College Open Day in March which showcased St Paul's fabulously. This is an area that needs to continue to progress as there is a huge appetite within the parent community more broadly to be involved and help play a part in the future of St Paul's.

Student Body Message

As the Year 12 College Captain of St Paul's Catholic College Manly, I am immensely proud of the close-knit community we foster, built on a foundation of respect. Here at St Paul's, 'respect' is not just a word, it's a guiding principle that permeates every aspect of our school life. We hold ourselves to high standards in learning, relationships, and all school activities, united in our mission to make our College the best it can be for every student.

Our collective effort shines through in our eagerness to engage in school activities, events, competitions, and fundraisers. Whether it is cheering on our teams at rugby, soccer, or volleyball matches, participating in House tournaments, or supporting initiatives like the 'Head Above Water' fundraising swim, ANZAC Day ceremony at Manly's War Memorial, or the Enterprise in the Community initiative, St Paul's students are always ready to step up and make a difference.

At St Paul's, we believe in providing our students with ample opportunities to showcase their strengths and leadership abilities. From excelling in the classroom to representing the College in various endeavours, we encourage our students to explore and grow in all dimensions of student life.

Central to our ethos is our College motto: "Prima Primum," meaning 'first things first.' It is a call to action for students to prioritise what truly matters, encapsulated in our four Rs: Respect, Responsibility, Reverence, and Results. Additionally, our COURAGE acronym - Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit, and Ethical Awareness serve as guiding principles for personal and academic growth.

College Captain

School Features

St Paul's Catholic College has been a cornerstone of education for young men on the Northern Beaches since 1929. The college is renowned for its ability to identify and address the individual learning needs of each student, fostering a culture of wellbeing for all.

Offering a diverse range of courses, St Paul's prepares students not only for the workforce but also for further education. The college has a proud history of producing leaders and achievers across various fields such as business, medicine, public service, education, professional sport, and the arts.

Nestled within the historic St Patrick's Estate, the College boasts state-of-the-art facilities including hospitality facilities, a dedicated creative arts hub, technology workshops, and a robust ICT network. Students are encouraged to participate in a wide range of co-curricular and enrichment activities, including representative pathways for talented sportsmen, outdoor education, and artistic pursuits unique to the harbourside location.

With a foundation rooted in the Charism of Blessed Edmund Rice, St Paul's fosters an inclusive community focused on forming young men into leaders and shapers of their community. Emphasising justice and respect for all, the College rigorous Religious Education curriculum and commitment to social justice ensure that every student develops strong values and the confidence to live according to their beliefs.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	309	43	309

* 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 2024. 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 2023 was 87.93%. 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
90.90	84.10	86.90	85.10	89.40	91.20

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 2021, 75% completed Year 12 in 2023.

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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	18 %
% 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.

Annually, the College compiles destination statistics for the Year 12 student group. Our data shows that roughly 44% of students pursued university education, while 18% either continued with their SBAT or embarked on an apprenticeship. The remaining students opted for a gap year or entered the workforce.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	47
Number of full time teaching staff	37
Number of part time teaching staff	10
Number of non-teaching staff	9

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

Friday, 27 January 2023: Staff Professional Learning Day; pupil free day; Focus – Introduction to the school year; SIP goals.

Tuesday, 21 February 2023: Staff professional learning twilight meeting (Teaching staff only); Focus – SIP Diverse Learning.

Monday, 24 April 2023: Staff Professional Learning Day; pupil free day; Focus – Australian Indigenous culture.

Tuesday, 16 May 2023: Staff professional learning twilight meeting (Teaching staff and general employees); Focus – CSBB Safeguarding.

Friday, 30 June 2023: Staff Professional Learning Day; Focus – CSBB Whole System Day, Towards 2025 Strategy.

Tuesday, 8 August 2023: Staff professional learning twilight meeting (Teaching staff only); Focus – CSBB Curriculum Compliance.

Friday, 22 September 2023: Staff Professional Learning Day; pupil free day; Focus – Living Works suicide prevention online course and KLA planning time.

Monday, 9 October 2023: Staff Professional Learning Day; pupil free day; Focus – Staff Spirituality Day.

Thursday, 30 November 2023: Staff professional learning twilight meeting (Teaching and Support staff); Focus – Staff first aid training [Provide Cardiopulmonary Resuscitation - HLTAID009], Anaphylaxis and Asthma training.

Wednesday, 13 December 2023: KLA preparation and planning for 2024 school year.

Thursday, 14 December 2023: KLA preparation and planning for 2024 school year.

Friday, 15 December 2023: KLA preparation and planning for 2024 school year.

Catholic Identity and Mission

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include 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 missionary activities aimed at living out their mission as disciples of Jesus.

St Paul's continues to be a Catholic community that shares the mission of the local Church. It is a place where the common purpose: "... to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples." (The Diocesan Charter) 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.

Jesus Christ is at the centre of all that St Paul's does. It is focused on Christian values including faith, joy, witness, compassion, and courage. The College Religious Education (RE) program is now fully based on the CSBB 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 to live it. It aims to provide opportunities to accompany students to be transformed by an encounter with Christ. This

includes formal Religious Education, retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. Students regularly celebrated Mass through whole school celebrations and smaller class masses in the newly dedicated chapel have continued to be embedded in school life. Students are invited to participate in sacramental and missionary activities aimed at living out their mission as disciples of Jesus. Examples of this include the ALPHA program, Praisefest, Shine and inter school faith formation activities such as RUA. In 2023, Year 9 students experienced the 'Catching the Wave' program and were able to discern whether they would like to take part in the CSYMI class for 2024.

On the first staff day, St Paul's staff celebrated the Eucharist together, along with the other Precinct schools 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 and feast days (Blessed Edmund Rice, St Paul, Saints Anne and Joachim) 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 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.

Curriculum, Learning and Teaching

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.

Given the focus on curriculum reform over the next few years staff members are preparing for implementation of new syllabuses in 2024 - Stage 4/5 Mathematics, English and Modern Languages and Stage 6 Geography. The curriculum at the College is a comprehensive curriculum that allows for student choice in Stage 5 across a broad range of electives. In Stage 6, 31 subjects were studied by our students.

The College continued with the targeted Literacy in Subject Areas (LiSA) program, supporting students in developing subject specific writing skills. This has been identified as an area of need and the College, with Diocesan support, has enjoyed improvement in student writing across all subjects.

College faculties continue to provide learning opportunities for all students. Evidence collected from NAPLAN, Progressive Achievement Tests (PAT), formal and informal learning tasks, as well as classroom observations, ensures teachers know their students, allowing them to provide teaching and learning sequences, and opportunities for each student to demonstrate their achievement of outcomes across all learning areas, at a level commensurate with his ability. Providing an appropriate Stage 6 pattern of study for each student is a key undertaking of the College.

While many students choose the traditional academic path, a meaningful number of students engaged in and successfully achieved their first-year apprenticeship through a School Based Apprenticeship or Traineeship. The College continues to provide a broad range of opportunities for all students irrespective of their desired path. The College is well supported in this endeavour by the school community and by Catholic Schools Broken Bay.

Student Performance in Tests and Examinations

NAPLAN

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

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Paul's Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	56%	64%
	Reading	76%	69%
	Writing	63%	63%
	Spelling	75%	73%
	Numeracy	82%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	50%	59%
	Reading	61%	63%
	Writing	56%	58%
	Spelling	64%	71%
	Numeracy	81%	64%

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'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.

St Paul's students continue to have the opportunity to study a range of subjects with students presenting for 28 Higher School Certificate examinations in 2023. Student interest continues to drive student choice with opportunities for students to pursue a variety of post school pathways including, but not limited to, university, apprenticeship and traineeships.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State

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 2023, the number of students issued with a RoSA was 3.

Pastoral Care and Student Wellbeing

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 significant changes made to this policy in 2023.

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 2023.

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 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

The College engages students in many programmes and activities that encourage all students to develop into young adults who are curious, organised, understanding, responsible, autonomous learners, 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 at school and beyond.

The students are taught skills to support social and emotional learning, these include relationship skills, responsible decision-making, self-awareness, social awareness and self-management. The College celebrates significant events such as Harmony Day, National Day Against Bullying, R U OK Day and promotes positive mental health initiatives with the assistance of external agencies. We provide students with the opportunity to develop advocacy for themselves and others. Together as a school community, we create an environment that is safe, healthy and just.

School Improvement

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The Teaching staff at the College have remained dedicated to enhancing collaboration and literacy teaching practices across all subject areas. Through the use of explicit teaching methods and integration of literacy modeling into lessons, there has been a noticeable improvement in student outcomes.

Additionally, the staff have actively participated in Expert Teacher Groups across Catholic Schools Broken Bay, where they share their subject expertise and course knowledge. This collaboration aims to develop collaborative teaching programs and resources for the benefit of all colleges within the Catholic School Broken Bay community.

The implementation of new syllabi across various subjects has promoted a culture of collaborative planning within the College and throughout the Diocesan networks. These networks will continue to play a vital role as the College transitions to a co-educational institution in 2025.

Due to the College's current size, it continues to attract students with diverse learning needs, leading to increased enrolments. To address this, teaching staff have been engaging in professional learning in literacy and improving behaviour management strategies.

A key strategy to ensure the success of the coeducational enrollment in 2025 was to strengthen connections between the College and the community of Catholic Primary schools. Primary students were actively engaged in the College community, showcasing their creative talents throughout the year and regularly using College facilities and subject-specific resources to enhance their learning.

For instance, Stage 3 Science classes were conducted in the College Science laboratories with the guidance of a dedicated Science Teacher. This integration allowed Primary school students to familiarise themselves with the College environment and resources, fostering a smoother transition when they become part of the coeducational program.

Priority Key Improvements for Next Year

The identified Precinct of Catholic Schools will continue to strengthen its connections as we approach 2025. The increased enrolments, driven by the needs of the community, have

prompted the leadership of the College and Catholic Schools Broken Bay to engage in a school evaluation. This evaluation has identified priority improvement areas to be addressed.

These areas include facilities to accommodate outdoor learning spaces, refurbished classrooms, and professional learning needs for both the college staff and students to understand the requirements of a co-educational College. This proactive approach ensures that the College is well-prepared to meet the evolving needs of its students and community.

The College has implemented Collaborative Planning, laying the foundation for both the planning of new syllabi and the transition to coeducation. This planning will continue to focus on teaching and learning, as well as behaviour management. Professional learning will also include understanding the differences between an all-boys classroom and a coeducational one.

Middle Leaders will be actively involved in further developing their own practice and supporting the development of their teams. This holistic approach ensures that the College is prepared for the challenges and opportunities that come with becoming a coeducational institution.

Over the coming years, the College will undergo an upgrade to its existing facilities. This will include the construction of new classrooms to accommodate increased enrolments, as well as the development of new outdoor learning spaces to enhance the overall learning environment. These improvements will contribute to a more modern and effective educational experience for all students at the College.

Community Satisfaction

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

Parents speak incredibly highly of the vibe they get when entering St Paul's; unassuming and welcoming. Teachers and Support Staff are always incredibly approachable and responsive.

The Goal setting initiative was very well received and a great way to get school-child-parent engagement on such an important matter.

Student satisfaction

The College has been proactive in assessing various aspects of student well-being and engagement, both formally and informally. The trends identified suggest a positive environment where students feel valued, supported, and connected.

Strong sense of community: Students feel a strong sense of community, and this is indicative of a supportive and inclusive environment which is crucial for student well-being and academic success.

Emotional awareness: Students are aware of their own emotional health and are comfortable speaking up about it. There is an open dialogue around mental health, and students feel empowered to seek support when needed.

Supportive relationships: There is a strong sense of belief that there is at least one adult in the school community whom they can turn to for assistance and encouragement is vital. Students feel supported by the staff and that there are positive relationships between students and Teachers.

Goal-setting process: Students are advocating for a goal-setting process that allows all students to reach their potential. Showing an interest in personal growth and development among the student body.

Excitement for changes: The enthusiasm among current students for the changes the College is facing bodes well for the success of any upcoming initiatives or developments within the College.

Overall, students feel empowered and motivated to succeed.

Teacher satisfaction

The school evaluation of Teaching staff indicated that the College benefits from a strong sense of community and collegiality among its staff.

Community feel: The size of the College contributes to its community feel, fostering a sense of closeness among staff.

Staff collegiality: The strong sense of staff collegiality indicates that there is a supportive and collaborative atmosphere among the teaching staff; essential for professional growth and development. This collaborative approach can lead to greater success in meeting the needs of all students.

Excitement about change: The staff's excitement about the changing nature of the College suggests a willingness to embrace new challenges and opportunities.

Appreciation for support: The appreciation of support and time given for planning enables teachers to create engaging and challenging lessons for students.

Commitment to student growth: The strong commitment to the college and its future indicates that staff are dedicated to fostering an environment focused on growth in learning. This includes a commitment to challenging students to reach their full potential and supporting those who may be struggling.

Overall, the evaluation suggested that the College has a positive and supportive culture among its teaching staff, with a shared commitment to continuous improvement and student success.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,184,557
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$864,878
Fees and Private Income ⁴	\$2,273,873
Interest Subsidy Grants	\$17,325
Other Capital Income ⁵	\$1,969
Total Income	\$6,342,604

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$812,664
Salaries and Related Expenses ⁷	\$6,940,189
Non-Salary Expenses ⁸	\$3,351,379
Total Expenditure	\$10,291,569

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 2023 REPORT