

Annual School Report

2019 School Year

St Paul's College, Kempsey



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About this report

St Paul's College is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2020 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6562 7200 or by visiting the website at moodle.kmpslism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Paul's College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Paul's College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2019. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Paul's College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Had 64 students sit for HSC Examinations, three students achieved ATARS of 90 or more and 8 students achieved a combined 12 Band 6 results (a mark of 90 or better in an individual subject).
- Dux of the College achieved an ATAR score of 96.75.
- Received the good news that 4 students were nominated for inclusion in HSC Major Work Presentations.
- Had one student who was a top achiever in the HSC Music Course. (Top 1% of results in the course).
- Participated in the Girls in Cyber Security Advancing Competition hosted by Charles Sturt University. Two Year 10 girls won this competition.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2019 the school:

- Participated in a filming of the Welcome to Country. 50 students from St Paul's College and St Joseph's Primary were involved in the 'Welcome to Dunghutti Country' filming. The purpose of the filming was to recognise the five Aboriginal nations within the Lismore Diocesan boundaries. The activities of traditional dance, singing, didgeridoo playing, storytelling and bush tucker gathering, demonstrated the rich cultural heritage that has been maintained by the Dunghutti Elders. The filming began at Trial Bay Gaol, then onto Wigay Park in Kempsey and on the following day, at Bellbrook. The purpose was to highlight the significance of 'Welcome to Country'.
- Was selected to participate in a Federal Government partnership initiative with the government of Papua New Guinea. A successful application was made to the Asia Education Foundation to participate in the PNG-AUS Partnership program. We are excited to be one of only three schools in NSW, and one of 12 in Australia, to be selected in this worthwhile program. This initiative will support specially selected Papua New Guinean and Australian secondary schools to work together over two years to strengthen the learning areas of Science, Technology, Engineering and Mathematics (STEM), English language, youth agency and leadership, girls' and inclusive education.
- Came together to celebrate the Feast Day of our patron saint, St Paul. The day began with a joyful Mass celebrated by Fr James Foster. The singing by the student body was both impressive and uplifting. We were blessed and enriched to be joined by a number of residents from Vincent Court, whom we look forward to seeing join with us again for future events. The day continued with a concert to showcase the musical talents of our students and some staff.



Break times included a barbecue for all and dancing and entertainment led by DJ Terry. Trivia and inter-PC games followed in the afternoon to round off what was both a successful and thoroughly enjoyable day.

- Had great success throughout the year with the College Beef Cattle Show Team. The Team were busy competing at three local shows; Wauchope, Kempsey and Macksville as well as the Hunter Valley Beef Bonanza. The results from those have been outstanding and shared across many students in a wide variety of categories. What was evident was the amount of work that goes into preparing students, the animals and transport to these events. At the Upper Hunter Beef Bonanza, which had 800 students and 400 head of cattle competing, our students and cattle excelled with possibly our most successful foray in cattle showing. First places and many other placings were achieved in: On the Hoof, Paraders Class and Carcass Results classes. This success was made possible for students by the support of the Agriculture teachers, the Farm Assistant and parents.
- Was very fortunate to secure an Arts Partnership with the Catholic Schools Office, Lismore Diocese which allowed us to employ a Writer-in-Residence throughout Terms 2 and 3. Mr Greg Barron, who has been published by Harper Collins, worked with students across Years 8, 9 and 12 on a variety of projects. Two small groups were selected from Years 8 and 9 from students who have demonstrated ability in creative writing and they worked through the stages of skill development, research, writing, drafting and editing to produce a piece which was published in an anthology. All Year 8 and 9 English classes also had the opportunity to work with Mr Barron on a piece of flash fiction, which could also be developed for publication in the anthology. The anthology, Cacophony, was published and presented to students and their parents.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- One student represented New South Wales in the National Cross Country Championships and placed 32nd overall in the 17 year + boys event. He was then selected to be part of the 5x3km New South Wales Relay Team and placed first overall receiving the Gold medal.
- One student was successful in the New South Wales CCC Cross Country event and attended the All Schools Cross Country. He was placed 17th overall at All Schools, a wonderful achievement.
- Our College was lucky enough to have 6 students attend the New South Wales CCC Swimming Championships.
- St Paul's U13s Girls Rugby 7s team won both the local and regional competition days, and as a result, attended the New South Wales State Rugby 7s Competition.
- St Paul's continued to showcase skill and sportsmanship on the netball court in 2019. At a local level, 5 of 6 teams won the Schools Cup competition and progressed to the regional level. Unfortunately, all teams narrowly missed a spot to progress to the state finals.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Paul's College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Kevin Lewis
Principal

1.2 A Parent Message

As I have said over the past few years with this report, it takes a village to raise a child and the St Paul's' College Parents and Friends Association (P & F) is just a small cog in the life of the school, and our work continues.



We are a volunteering group of like-minded parents and friends who come together to assist the school in a variety of events which directly benefit the school, students, teachers and parents.

The St Paul's P&F Executive committee is elected at the Annual General Meeting held early in March each year and meets on the second Wednesday of the month during each term, unless they fall during the School Holidays. The P&F, with great support from the Principal and some teachers, encourage new families to attend the P&F without any pressure to take up executive positions.

Events held during 2019 include:

- Debutante Ball.
- Macleay Coast Diabetes Ball.
- Year 12 Graduation Dinner.
- Easter Raffle.
- Fathers' Day Raffle.

Over the last two years, the P&F has encouraged the school and its teachers to submit proposals for assistance in matters requiring support. All written requests are discussed and due consideration is given.

The St Paul's P&F would like again to thank the parents, teachers, staff, the student body as well as the local community for their support and hopes this will continue into the future. I would also like to congratulate 2019 Year 12 Students for the great results in the HSC.

Mr Greg Sowter
President
St Paul's College Parents & Friends Association

2.0 This Catholic School

2.1 The School Community

St Paul's College is located in Kempsey and is part of the Macleay Valley Parish which serves the communities of Kempsey, South West Rocks, Crescent Head, Macksville, Willawarrin, Smithtown, Stuart's Point, from which the school families are drawn.

Last year the school celebrated 54 years of Catholic education.

The parish priest Fr James Foster is involved in the life of the school.

St Paul's College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Hosting Parish Sunday Masses throughout the year, by leading the community in worship through music, readings, offertory procession, and also sharing in morning-tea afterwards.
- Having regular visits to the school campus from our Parish Priest, Fr James Foster, as well as from local Sister of Mercy, Sr Cabrini Mainey.
- Providing opportunities for students to engage in the Parish Sacramental Programme if they so desire.
- Participating in fundraising campaigns along with the Parish, such as Project Compassion as well as appeals run by the local St Vincent de Paul Society.
- Allowing Year 12 students to be 'prayer sponsored' by a parishioner for their HSC examinations.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines



support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Paul's College caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2019	TOTAL 2018
Male	67	45	46	55	39	39	291	288
Female	58	56	58	40	35	30	277	288
Indigenous *	13	14	12	7	8	6	60	57
EALD *	0	1	2	7	7	8	25	0

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2019 is shown in the following table.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
89.8%	86.0%	86.3%	87.1%	86.8%	90.6%	87.3%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 59 teacher(s) accredited with NESA, 15 teacher(s) with recognised qualifications to teach Religious Education, 5 Indigenous staff and 31 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.4%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Respect and responsibility are fundamental to the school's restorative justice program and we have adopted Real Schools led by Adam Voigt to professionally develop our staff regarding restorative conversations. These conversations are practiced daily between staff and staff, and staff and students. Our pastoral care coordinators and counselling staff are also equipping our students to use restorative justice skills when undertaking both one on one and group mediation as a result of a breakdown in relationship(s).
- Three staff were trained in Seasons in 2019 which has ensured this small group intervention continues at the College.
- Several surveys were conducted to ensure student voice was captured.
- We continue to have guests presenters visit the College and speak to the the students regarding bullying, in particular cyber bullying and the legal ramifications for them as a social media user.
- Regular newsletter articles and Facebook posts relating to bullying are communicated to our parent body and the wider community.
- Staff model respect and responsibility through our daily interactions with our peers and our students in addition to their contribution to both the college recycling and environmental programs.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.



Teacher satisfaction levels are sourced from multiple forums on a weekly basis. Staff briefings on Monday mornings provide an opportunity for dissemination of information, in addition to collaboration regarding structural changes. Professional Learning Team (PLT) meetings and staff meetings are also opportunities whereby staff can question, articulate and answer colleagues on an array of topics. Many surveys also invite staff to contribute to decision making processes including Professional Development opportunities. These are formal and informal ways of ascertaining teacher satisfaction.

College School Leaders attend the Executive meetings each term to communicate student concerns. These discussions have been very valuable in obtaining insight into what the students believe is working well and what is missing. Identified items included the need for more seating, more shade and the ability for the canteen to facilitate EFTPOS.

We still receive many emails, letters and phone calls which include both parental praise and concern. These are then communicated with the relevant staff member and if required are taken to PLT meeting for additional staff to be consulted and communicated with.

Recent survey data indicated that a large number of students and teachers believe that student behaviour in the classroom could be improved. As a result of this data, a pilot program was developed to include a sample cohort to reward students using a Positive Behavior Model, namely, Stress, Performance, Ability, Resiliency and Cognition (SPARC) involving year 10 students.

We have also assisted staff with classroom management behaviour tools including a visual paradigm to work towards a consistent college approach to expectations in the classroom regarding classroom management.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 33 Higher School Certificate (HSC) courses and 5 extension courses.

The parish secondary school's curriculum includes the following features:

- Identified students in Years 7 and 8 participated in a writing intervention program working closely with a specialist writing teacher three times a week to support the development of basic writing skills. Students in Years 7 and 8 also participated in the Quicksmart numeracy intervention program and a small group of Year 7 students, along with all Life Skills students, participated in the Leveled Literacy Intervention (LLI) program which is aimed at improving reading skills. Students requiring additional support across all year groups were withdrawn from class by the additional needs teacher and four students worked with a speech pathologist once a week. Additional programs run at the College include Seasons for Growth, So Safe - Social Safety program and an Indigenous girls' group.
- In 2019 the College received CSO Arts Partnership funding to run a Writer-in-Residence program over Terms Two and Three. Students from Years 8 and 9 participated both at the whole class level and with a small group of gifted students from each year group in an ongoing weekly workshop. In early Term Four a book launch was held for students, parents and teachers to celebrate the publication of 'Cacophony' an anthology of writing created during throughout program.
- Robust interest in the Vocational Education and Training (VET) subjects of Hospitality, Construction and Primary Industries means that a significant number of senior students depart the College with Certificate II qualifications in their particular subjects and use this qualification to gain employment as trainees or apprentices. VET subjects utilise purpose-built learning spaces for these practical Industry Framework Courses.



- The College continues to use the STILE Online learning platform. Teachers and students have embraced this technology, which gives all students access to learning opportunities using a variety of digital forms. The school thus continues to work towards using and developing 21st century pedagogy. This pedagogy underpins learning across the school.
- Years 7 and 8, students undertake a pattern of study that includes Catholic Studies, English, Mathematics, Science, History, Geography, Technology, Visual Arts, Music, Indonesian and Personal Development, Health and Physical Education (PDHPE).
- In Years 9 & 10, students undertake a pattern of study that includes Catholic Studies, English, Mathematics, Science, History, Geography, PDHPE, as well as choosing two elective courses chosen from Food Technology, Agriculture, Drama, Music, Elective History, Physical Activity and Sport Studies (PASS), Industrial Technology (Timber & Multimedia), Visual Arts, STEM (Science, Technology, Engineering and Maths), Information and Software Technology (IST) and Textiles Technology.
- Senior students have taken advantage of the excellent learning opportunities provided by involvement in a range of excursions. Agriculture and Primary Industries students spent a week in Western NSW on-farm visits; History students visited Sydney to discover the wonderful historical aspects of the early settlers; English and Drama students attended plays and drama presentations in Sydney and Port Macquarie. Many other students throughout the school also participated in numerous one, two or three day excursions or field trips that provided valuable learning experiences.
- The school's homework centre gives students a valuable opportunity to receive assistance outside of regular school hours and continues to expand in terms of student numbers.
- As a learning community, we work in partnership with students, parents, staff and the wider community for the purpose of improving our own learning and all students' growth in learning.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- Many faith-based events on a local, Diocesan and national level. All students partake in whole year-level retreats, be they just for a single day or overnight. As part of the Lismore Diocese, students have the opportunity to develop their Christian faith further at the many lively and meaningful events right from Years 7 - 12. As well, students attended the IGNITE Conference and the Australian Catholic Youth Festival in 2019, both of which are nationwide Catholic Youth gatherings.
- A wide variety of fundraising events for local, national and international groups. At a local level, St Paul's students once again generously supported the St Vincent de Paul Winter Appeal, donating blankets, sleeping bags and warm clothing, as well as the Christmas Hamper Appeal, donating non-perishable food items to be given to families in the local community. In 2019, students and staff took part once again in raising money through the World's Greatest Shave for the Leukaemia Foundation, and for Caritas Australia's Lenten Appeal, Project Compassion.
- International educational connections through the Australian South East Asian Nations Bridge program, which developed partnerships with schools and education departments in the Philippines, Indonesia and Papua New Guinea. St Paul's College has had the opportunity to build cultural capacity, build relationships with our overseas colleagues, work with 21st century learners and establish ourselves as global citizens, thereby putting our local community on the global map.
- Various technological initiatives, one, in particular, is the Girls in Cyber Security Advancing (GiCSA) project through Charles Sturt University. Fourteen Year 9 and 10 female students participated in the project which was aimed to encourage female students to involve themselves with cybersecurity.



- Many sporting, musical and debating teams and ensembles, who represent the College and the community far and wide in the local region and as well across the state, These teams always perform very successfully, as does the St Paul's Agriculture Team that travels to many Agricultural Shows in the region throughout the year.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 118 students presented for the tests while in Year 9 there were 99 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The following data indicates the percentage of St Paul's College students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	10.2	3.4	20.4	17.7	29.9	31.9	22.3	26.1	11.3	13.4	4.0	6.7
Writing	3.9	2.6	14.7	14.7	23.5	14.7	31.0	33.6	18.4	26.7	6.2	7.8
Spelling	12.1	4.3	21.6	15.5	29.4	28.4	21.6	36.2	8.9	11.2	3.7	4.3
Grammar and Punctuation	13.6	2.6	17.1	3.4	26.6	31.9	19.1	31.9	14.5	17.2	6.2	6.3
Numeracy	14.6	5.8	19.7	16.7	26.2	29.2	21.3	33.3	10.9	11.7	3.5	3.3

Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	7.1	0.0	18.4	7.5	29.4	34.9	25.9	32.1	12.7	1.2	5.7	8.5
Writing	4.4	1.9	9.4	3.9	24.7	18.4	25.3	25.2	21.3	26.2	12.3	20.4
Spelling	7.8	0.0	17.9	10.7	30.2	33.0	27.6	34.0	10.6	17.5	4.5	2.9
Grammar and Punctuation	7.5	1.9	14.6	5.8	24.6	24.0	27.4	37.5	17.3	22.1	7.1	6.7
Numeracy	11.5	1.0	17.2	8.7	27.2	30.1	28.6	42.7	14.0	16.5	1.3	1.0

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 118 students presented for the tests while in Year 9 there were 99 students.

2019 was the first year of online testing and the data presented in the Diocesan NAPLAN Report shows an improvement in mean scores from Year 3 to Year 7 compared to the state.

Analysis of the 2019 NAPLAN results at St Paul's College has identified areas for improvement in both literacy and numeracy which have informed our intervention programs outlined below.

In literacy, continued Intervention funding for writing programs will target withdrawal groups of Year 8 students across KLAS. The benefit of writing programs to assist poorer students was recognised



amongst staff as beneficial and will continue into 2020 to improve student outcomes. The analysis of NAPLAN and PAT tests results will be used to select the students for the writing program. In addition, continued Intervention funding for a reading program (LLI) will target withdrawal of Year 8 students (English Class) and Year 7 students. Continued testing in reading comprehension for Years 7 and 8 students in terms 1 and 4 and the analysis of NAPLAN results and reading tests will be used to select students for the reading program.

In numeracy, Quick Smart and EMU interventions will continue in the junior years. Targeted numeracy lessons in Mathematics will provide intervention for Year 10 students who do not reach the required numeracy minimum standard. Other strategies for improvement include: the development of numeracy approaches across the curriculum; continued standardised testing of Mathematics skills for Years 7 and 8 students in terms 1 and 4 and analysis of NAPLAN and the use of test results to select the students for the intervention lessons.

3.2.2 Higher School Certificate

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At St Paul's College, school and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on Data Analysis workshops.

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: Percentage of students in Bands 4, 5, 6

	2017		2018		2019	
	School	State	School	State	School	State
Studies of Religion 1	44%	81%	32%	71%	43%	79%
English Standard	44%	54%	29%	50%	11%	52%
English Advanced	83%	91%	74%	91%	80%	92%
Mathematics Standard 2	37%	50%	27%	53%	53%	56%
Mathematics	45%	74%	43%	78%	25%	79%

St Paul's College achieved statistically improved results in the 2019 HSC compared to 2018. The school was again the most successful in the Macleay Valley and improved its state ranking by over 100 places and Diocesan rating by two places. 44% of HSC subjects were above the state average. The group's level of growth was overall below expected growth levels according to De Courcy Data which compares NAPLAN and HSC results.

3.2.3 Senior Secondary School Outcomes

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

Senior Secondary Outcomes Year 12, 2019

% of students undertaking vocational training or training in a trade during the senior years of schooling.	36%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

St Paul's is continuing to ensure that all students who complete Year 12 are awarded the Higher School Certificate. 28% of students undertook a Non-ATAR Pathway and completed a range of Vocational Courses where valuable competencies were credited via a Statement of Attainment in these courses.

3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2019 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
45%	20%	20%	15%

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Spirituality and Team Practices	12/04/2019	Dominic MacAndrews and Kevin Lewis
Professional Learning Teams	29/04/2019	Colin Sloper
Spirituality and School Improvement Plan	30/04/2019	College Executive
Real Schools - Restorative Practices	22/07/2019	Adam Voight
Spirituality and Staff Formation EREA	27/09/2019	Dominic MacAndrews and College Staff

Additionally, staff attended either singly or in groups a range of professional development opportunities including:



Activity	Staff numbers	Presenter
Building and Developing assessment Capable learners	1	Doug Fisher and John Hattie
Clarity Workshops	1	Lyn Sharratt
Graduate to Proficient Formation Program	4	Lismore CSO
Australian Catholic Youth Festival	1	Multiple
Conference on Science, Technology and Agriculture	1	Sydney University
Network Meetings	20	Lismore CSO
EMU specialist teacher	1	Jo Hall
MET training	3	CSO
2019 Religious Symposium	9	Multiple
Franklin Covey 7 Habits of Highly Effective People	2	Lismore CSO
Jim Knight Instructional Coaching	1	Jim Knight
Understanding Trauma in Aboriginal Communities	1	Mark Morrison AIS
Fibre Art Festival	1	Multiple
Coding and Gaming Development	5	Game Training
Stage 4 Mathematics	5	Peter Sullivan
Porta Fidei Staff Retreat	5	Lismore CSO
Studies in Catholic Thought	3	Kurt Challinor and Joan Lancaster
Preparing for New Syllabi	8	Multiple
Hawker Brownlow Conference	10	Multiple
Future Focus Learning (STEM) conference	1	NSW DET
ISRI SOR in Focus	2	ISRA
Marzano Research Summit	3	Marzano Institute
Seven Steps to Writing	2	Seven Steps to Success
Bangarra Teacher Training	3	Bangarra
PNGAus Partnership Melbourne	2	Aust Government - DFAT

The professional learning expenditure has been calculated at \$5583 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio-economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Paul's College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational

experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year. <https://www.kmpslism.catholic.edu.au/wp-content/uploads/ENROLMENT-POLICY.docx>

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
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<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> • Staff were prepared for the introduction of the Studies in Catholic Thought course to be offered to senior students in 2020. • Catholic Worldview was implemented in more units from all Key Learning Areas. • A greater emphasis was made of a Scriptural Focus for the Catholic Studies courses. • A continued emphasis was placed on the celebration of the College Chrism of Catherine McAuley and Blessed Edmund Rice. • More diverse opportunities were promoted for student evangelisation including the Catholic Youth Festival in Perth. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> • Enhance singing at College Masses and Liturgies, by having whole school singing practices. • Strengthen Ministry leadership amongst the student body through the fostering and building up of the Senior Ministry Team. • Promote to staff, students and parents the importance of involvement in the faith life of the College, such as Masses, retreats, reflection days, feast day celebrations, etc. • Promote and foster staff formation and faith development through different retreat opportunities such as Porta Fidei, Christian Meditation, Ignite, etc. • Make the Christian faith relevant and relatable for our school, particularly in the areas of social justice, stewardship and restorative justice. • Introduce the Studies in Catholic Thought course to replace the Catholic Studies Course in Year 11. • Implementation of RENEW 2020-2021 Religious Education through inquiry based learning in Stage 4. • Continue to provide an emphasis on deepening Scriptural understanding for teachers of Catholic Studies, using the Composite Model.
<p>Learning and Teaching</p> <ul style="list-style-type: none"> • The SPOT Team was instituted to observe and give feedback to all teaching staff regarding pedagogical practices. This team of 4 under the guidance of the Leader of Pedagogy (LOP) observed each staff member at least twice targeting specific areas of pedagogy and providing data to staff to assist in their goal development and fulfilment. • Had a whole school emphasis on writing and in particular on the PEEL process. • Trialled in year 8, a variety of contemporary pedagogical strategies such as project-based learning and evaluated their effectiveness. • Developed effective PLTs and structures to ensure that the four essential questions around learning were achieved. • Improved and strengthened the transition from Stage 3 to Stage 4 Mathematics. • Identified and taught explicit skills across the year for each year group. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> • The SPOT to continue observing and providing the opportunity for reflection and feedback, two members stay the same and two new people will be introduced. • To further improve the skills and learning of staff from within College from past external professional learning opportunities - professional learning days and throughout the year. • Continue developing writing skills across subjects and to introduce a range of vocabulary into the responses. • Increase the use of project-based learning across the year groups and student-centred learning strategies. • Evaluate the effectiveness of PLTs to meet student and staff needs. • To develop effective and reflective practices around feedback that students receive. • Introduce Turnitin for years 10, 11 and 12 to develop further academic integrity.

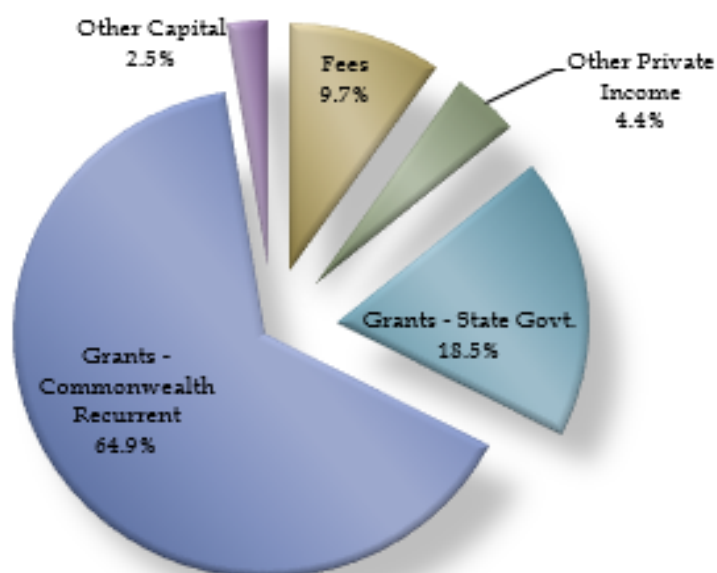
	<p>Pastoral Care</p> <ul style="list-style-type: none"> • Three visits by Police Liaison Officer to speak to our cohorts regarding social media responsibilities and obligations. • Mind matters visit to the college. • Motivational speaker booked for June 2020. • Additional resources include Headspace and YAFT clinicians working from an office within the school on at least three days per week. These relationships to our external providers were established in 2019.
	<p>Leadership</p> <ul style="list-style-type: none"> • The College feels that opportunities for growth and development must continue for leadership planning and succession. • Encouragement and support is providing for middle leaders to enable them to be inspiring leaders rather than excellent managers. • Ensuring a strong coherence of three aspects of College Vision: Mission, Learning and Well-being.
	<p>Family School Partnership</p> <ul style="list-style-type: none"> • The College aims to have increased family engagement in school, while considering culturally appropriate systems and opportunities • The College aims to provide families with information to have reason, evidence, skills and opportunities to be 'champions' of our College and all of its endeavours

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:

2019 INCOME - St Paul's College WEST KEMPSEY



2019 EXPENSE - St Paul's College WEST KEMPSEY

