



2022

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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

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

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

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

Parent Body Message

In 2022 parents were given the opportunity to contribute to a broad community consultation on the future direction of the College through survey, focus groups and one-to-one consultation. This consultation was conducted by an external body and provided feedback to the College and Catholic Schools Broken Bay. On the whole, the parent community was pleased to have this opportunity and to focus on building on the strengths of the College. The outcome that the College is now preparing to become a co-educational school has been warmly welcomed by the parent community.

After the restrictions imposed upon all schools in the previous year, it was wonderful that the parent community was able to be welcomed back into the College in 2022. Parent teacher interviews were offered in two models, allowing face-to-face conversations to be held, whilst allowing parents whose work commitments did not allow for this to still engage with their son's teachers over Zoom. Having both options available was a positive development that parents welcomed and hope will be a feature of supporting their son's learning into the future.

Whilst the major social effects of COVID dissipated in 2022, a number of families continued to experience financial hardship and sought the support of the College and Catholic Schools Broken Bay with their son's education. Our community is grateful that assistance continued to be made available and that families were treated with care and dignity.

That the enrolment of new students into Year 7 continues to grow is a sign of the continuing confidence that the parents of St Paul's have in the College and in its teachers. We look

forward to the opportunities that continue to develop and support our son's (and soon daughter's) growth and learning.

Student Body Message

The students of St Paul's are a very close community who pride themselves on respect. That respect extends to all, establishing and maintaining high standards in learning, relationships and all school activities, coming together to work collaboratively on making the College the best it can be for all students. This collective effort is best seen in how students love to get involved in school activities, events, competitions and fundraisers.

St Paul's Catholic College provides students with countless opportunities to participate and demonstrate their strengths and lead in all dimensions of student life. These opportunities range from enriching our learning in the classroom, to College representation in things like Rugby, Soccer, Volleyball, House tournaments, but also being present in our community in activities such as the 'Head Above Water' fundraising swim, ANZAC Day ceremony at Manly's War Memorial and being a regular participant in the Enterprise in the Community initiative.

St Paul's students are expected to live out the College's motto: "Prima Primum" which means first things first - it is a challenge to students to properly arrange life's priorities, which are evident in our four Rs (Respect, Responsibility, Reverence and Results), and our COURAGE acronyms (Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit, Ethical Awareness). Our motto is the key for students to set high goals, establish proper standards, and to strive for excellence in all aspects of life - themes recited in the College prayer and lived out daily. It is through this motto that all students are able to succeed, and to be best prepared for life beyond the College.

College Captain

School Features

St Paul's Catholic College is a comprehensive secondary school that has been educating the young men of the Northern Beaches since 1929. The College achieves consistently strong learning growth in NAPLAN and the Higher School Certificate by identifying and addressing the learning needs of each student. In this way the College creates a culture of success.

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

The College is situated on the historic St Patrick's Estate, offering state-of-the-art hospitality facilities, a dedicated creative arts hub, fully equipped technology workshops and a robust ICT network. Our students engage in a wide range of co-curricular and enrichment activities.

The College offers a representative pathway for talented sportsmen, outdoor education and recreational pursuits that are unique to our harbourside location and engages in the Arts and Culture, offering musical education and enrichment. St Paul's student artworks are regularly selected for display in regional galleries and local businesses.

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

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	310	44	310

* 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 2023. 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 2022 was 87.10%. 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
88.00	88.00	82.50	86.10	87.00	90.80

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 2020, 74% completed Year 12 in 2022.

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 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	33 %
% 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.

Each year the College collects destination data for the Year 12 Cohort. Our records indicate that approximately 42% of students are at university and 20% are continuing from their SBAT or have commenced an apprenticeship. The remainder of students have taken a gap year or joined the work force in either a casual or permanent capacity.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	49
Number of full time teaching staff	30
Number of part time teaching staff	7
Number of non-teaching staff	12

Total number of teaching staff by NESA category

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

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

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

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

1. Friday, 28 January 2022: Staff Professional Learning day; pupil free day: Focus – Introduction to the school year; SIP goals.
2. Wednesday, 1 June 2022: Staff professional Learning twilight meetings: Focus – Literacy Quick Wins and Resource Building.
3. Friday, 10 June 2022: Staff Professional Learning day; Focus – Curriculum compliance and migration to One Drive.
4. Friday, 1 July 2022: Staff Professional Learning day; Focus – CSBB Whole System Day; Towards 2025 Strategy.
5. Wednesday, 17 August 2022: Staff professional Learning twilight meetings: Focus – Literacy Quick Wins and Resource Building.
6. Wednesday, 14 September 2022: Staff professional Learning twilight meetings: Focus – CSBB Charter for Catholic Schools.
7. Friday, 23 September 2022: Staff Professional Learning day; Focus – Migration to One Drive.
8. Monday, 10 October 2022: Staff Professional Learning day; Focus – Staff Spirituality Day.
9. Thursday, 1 December 2022: Staff professional Learning twilight meetings: Focus – Staff first aid training (Provide Cardiopulmonary Resuscitation).
10. Wednesday, 14 December 2022: Staff Professional Learning day; Focus – KLA preparation and planning for 2023 school year.
11. Thursday, 15 December 2022: Staff Professional Learning day; Focus – KLA preparation and planning for 2023 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 explores 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 7 classrooms in 2022 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.

In 2022, a focus on increasing the prayer life of the school led to the introduction of student lead prayer via the internal speaker system to the whole school during pastoral care periods. Students regularly celebrated Mass through whole school celebrations and smaller class masses in the newly dedicated chapel. 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.

On the first staff day, St Paul's staff celebrated the Eucharist together at our Parish Church in Manly. The College school year began with a Mass of Welcoming celebrated in our Parish church. All new students and staff were presented with a certificate of welcome into the community. National and Religious festivals and feast days (Blessed Edmund Rice, St Paul, Sts 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's Winter Appeal and the St Vincent de Paul Christmas hamper appeal, which we support every year. Year 10 students were involved in the Catechist Program at Harbord Public School, visiting once a week. A vital part of this is the role of Youth Ministry which is important as it fosters relationships with Parents and Parish community.

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.

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Staff members are committed to continuous improvement in teaching and learning in all facets of the curriculum. 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, 29 subjects were studied by our students.

2022 provided an opportunity for the College to return to a conventional learning environment, with the teaching strategies learned through home-based learning, embedded in the regular face-to-face learning experiences. Our commitment to helping students becomes successful, confident and creative learners (ACARA) requires a variety of pedagogies be used for student learning. Individual student need inform the pedagogical methods used in the classroom.

The College is in its second year of a targeted Literacy in Subject Areas program. This program is run across all Learning Areas, except Mathematics, and is providing for consistent teaching of literacy across the College, focusing on the key areas of literacy for each learning area. The commitment of the College and Catholic Schools Broken Bay in providing time and resources to this program is responding responds to the needs of our students. 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.

Student Performance in Tests and Examinations

NAPLAN

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

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

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	7%	24%	34%	21%
	Reading	14%	27%	21%	15%
	Writing	13%	24%	36%	22%
	Spelling	9%	33%	29%	17%
	Numeracy	25%	32%	23%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	11%	22%	29%	27%
	Reading	18%	21%	22%	23%
	Writing	7%	17%	27%	33%
	Spelling	9%	17%	15%	21%
	Numeracy	11%	20%	18%	19%

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 achievements of the Class of 2022 were commensurate with student ability. The broad range of options undertaken by our Year 12 students was driven by student interest and the opportunities afforded students allowed them to engage in the HSC pathway most appropriate in the context of their future direction.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2020		2021		2022	
	School	State	School	State	School	State
Business Studies	27 %	35 %	34 %	36 %	30 %	35 %
Information Processes and Technology	100 %	32 %	0 %	32 %	17 %	28 %
Personal Development, Health and Physical Education (PDPHE)	33 %	34 %	17 %	31 %	33 %	26 %

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 2022, the number of students issued with a RoSA was 2.

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 changes made to this policy in 2022.

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 2022.

Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

The College engages students in many programmes and activities that encourages 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 Student Wellbeing Team explicitly teach skills within the framework of Social Emotional Learning (SEL) – 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 promote 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

In keeping with our commitment to continual collaboration improvement, the teaching staff of the College engaged in the second year of a two-year professional learning commitment to improve the knowledge and skill of the whole teaching staff in teaching literacy. This program equips classroom teachers to embed good literacy teaching practice within each subject area with an explicit focus on improved student outcomes.

Teaching staff of the College have engaged in Expert Teacher Groups across Catholic Schools Broken Bay to share their subject expertise and course knowledge to develop shared teaching programs and resources for the benefit of all Colleges within the Catholic School Broken Bay community. Leaders of Learning in English and Mathematics have also engaged in workshops to further prepare the College for the implementation of revised syllabuses.

Major repair works were undertaken to address building faults in the Creative Arts and Technology precinct. These works were programmed to coincide with improvements to outdoor learning spaces to ensure that they are fit for use in varying weather conditions. These works were funded by Catholic Schools Broken Bay and were conducted largely outside of the school Term to lessen their impact on learning. A significant repairs and maintenance program was also conducted in the North and South blocks, improving the amenity of learning spaces for all students.

In response to the changing needs of the community, the College and Catholic Schools Broken Bay conducted a broad community consultation in the future of the College and its ongoing growth. Late in the year the recommendations of this consultation were announced with the significant decision made that the College will enrol its first co-educational cohort in 2025.

Priority Key Improvements for Next Year

Following the announcement by Bishop Anthony Randazzo that the College will enrol its first co-educational cohort in 2025, the teaching staff and leadership will engage in curriculum and resource planning to accommodate its changing demographic. This will include the

development of a building plan, the provision of female and mixed sporting competitions and the social and emotional readiness of the current student population for this change.

The College will extend its professional learning commitment to improve the knowledge and skill of the whole teaching staff in teaching literacy. This will enable teaching staff to further embed those successful strategies developed over the past two years into the teaching and learning cycle.

As part of the newly identified Precinct of Catholic School on the Southern Peninsula of the Northern Beaches, the College will enter into shared professional learning with its feeder schools. Opportunities for students from Stage 3 (Years 5 & 6) to use the College's specialist learning facilities will be developed. This will also provide the teaching staff of the College to begin engaging with the students that will form the first co-educational cohort in 2025. The schools of the Precinct will also enter into a shared commitment to parent engagement to enhance the K-12 Pathway for all students.

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

A comprehensive survey of parent satisfaction with the College in 2022 demonstrated that there are a number of areas in which they have rated the College higher than other schools participating in the survey. These include that:

- parents feel welcome in the school community
- the College is a safe and inclusive environment
- the College supports the learning needs of ALL students
- the school supports positive behaviour, and
- that parents are informed about their child's learning.

Moving forward the College aims to improve parents' sense of engagement with their child's learning at home.

Student satisfaction

A comprehensive measure of student learning engagement, social and emotional learning, relationships and aspirations was undertaken in 2022 utilising the Tell Them From Me Survey. The results of the survey show that there has been a measurable increase in the following areas.

Students have a strong sense of belonging to the school community, feeling accepted and valued by their peers and teachers.

- Students like and accept themselves and are proud of their accomplishments.
- Students find their learning interesting, enjoyable and relevant.
- Students have set relevant goals and are working to achieve them.
- Students feel that they have someone at school who consistently provides encouragement and from whom they can seek advice.

Overall student have demonstrated a high degree of satisfaction with the College, with some focus areas identified for improvement including the further development of the school facilities.

Teacher satisfaction

The high level of staff retention experienced in 2022 is a strong indicator of the level of satisfaction that teachers have in their roles. A comprehensive survey of the teaching staff indicates that they felt supported and appropriately challenged in their teaching practice. In particular teachers identified that they experience:

- a high degree of collaboration and support from their colleagues
- access to a range of data sources to inform their teaching practice
- the strong support of parents who have high expectations of their children's learning
- support in developing their understanding and appreciation of the Catholic values that underpin their work
- accountability for the learning of their students.

Areas for growth in teacher satisfaction were also identified including the inclusion of student voice in the development of teaching and learning programs and peer to peer accountability among colleagues.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,854,270
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$775,587
Fees and Private Income ⁴	\$2,273,434
Interest Subsidy Grants	\$21,159
Other Capital Income ⁵	\$1,337
Total Income	\$5,925,788

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$114,937
Salaries and Related Expenses ⁷	\$6,240,288
Non-Salary Expenses ⁸	\$3,328,259
Total Expenditure	\$9,568,547

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 2022 REPORT