



# 2019

## ANNUAL SCHOOL REPORT



### St Paul's Catholic College

Darley Road, MANLY 2095

Principal: Mr Chris Browne

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

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## About this report

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St Paul's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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 the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

2019 has been an exciting year of progress with significant initiatives in Teaching and Learning, Wellbeing and Mission. The learning culture of the college continues to improve strongly with sustained outcomes for all students.

Highlights of 2019 include:

- Further work in The Inspire project, mentored by the Australian Catholic University - professional learning on cross curricular literacy, inquiry based learning, learning intentions and feedback,
- Development of the Structured Inquiry Based Learning Pedagogy
- Future Schools Alliance partnership
- STEM Academy- University of Sydney partnership focusing on native bees.
- Growing Great Leaders- Middle Leadership program led by Dr Linda Bendikson,
  - Further refinement of the College Strategic Plan with specific targets
- 90th Anniversary celebrations including inaugural Honour Roll announced.
- Development of the COURAGE framework as a graduate profile.
- Reframing of parent engagement
  - Formation of a St. Paul's Advisory Group- parents, ex students, staff and students.
  - Parent Engagement Group.

Being Catholic, we continue to build on strong parish relationships and reach out to a range of charities including Catholic Mission and St Vincent de Paul. The Cambodia Immersion program continues to develop well after a very successful 2019 trip.

Our College continues to grow and improve based on our Vision, graduating good Christian citizens who make a positive contribution to their community. Our COURAGE profile of Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit and Ethical awareness inform our community's reflections on all aspects of College life.

### Parent Body Message

We can look back on 2019 and be greatly satisfied that we, the Parents and Friends Association, have achieved some wonderful highlights this year. As always, we are pleased to have been able to assist the school financially in 2019 with purchasing and installing items such as the new water bubblers and touch screen TVs for the Library and Lecture Theatre.

The parents have been most generous in their support of activities in support of college events such as Open day, Year 7 welcome and Year 6 parent nights. One of the P&F's aims

is to encourage parent engagement and to bring our community together, to participate in projects and activities for the welfare of our College community.

As the college is moving to a new model of engagement it has been good to be part of the consultation process led by Dr Mike Gaffney which has led to the formation of the St Paul's Advisory Group and a Parent Engagement Group. We look forward to seeing how these progress in 2020 involving a wider range of our community.

### Student Body Message

As the College Captain, I would like to thank all St Paul's staff for their countless hours of dedication and strive for student excellence. The passionate approach St Paul's staff have to teaching and learning enables students to thrive in achieving their personal best.

Academically, students learn and grow everyday and throughout their time at the College they can blossom from young boys into young men, guided by the values, morals and principles taught at the College. Students then apply these to their everyday lives, ensuring they are well equipped for life after school.

Throughout my journey at St Paul's thus far, I have created many beautiful memories and long lasting friendships which I will cherish forever. For me these have been the result of the healthy focus on sport, involvement in co-curricular activities and primarily service to others which St Paul's offers to its students.

The College motto "Prima Primum" ensures students can derive a strong, diligent and balanced work ethic, helping students to excel in all aspects of our lives. Furthermore, for the departing Year 12 cohort of 2019, I wish them the best of luck in their future endeavours, as they prepare to open a new chapter in their lives and carry the fruitful principles taught at the College. With regards to the current student body, may we continue to be kind, motivated and hard working during our time remaining at St Paul's to ensure we can take everything the College has to offer, and applying the College motto, "Prima Primum" into our lives, leading us to mature and develop into fine, young educated men.

College Captain

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## School Features

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St Paul's is a comprehensive secondary college for boys in Manly serving the region. This year we proudly celebrate our 90 years of quality Catholic education.

In 1929 the Christian Brothers began educating the young men of this region on the invitation of the Archbishop of Sydney. It opened Manly and then in 1965 with the invitation to open a secondary campus, education on the current site at the top of Darley Road on the St Patrick's Estate began. 1982 saw the Christian Brothers pass governance of the College to the Archdiocese of Sydney.

In 1986 the Diocese of Broken Bay was formed and the College passed to the new Diocese. Today St Paul's is conducted by the Diocese of Broken Bay serving the parishes of Manly/Freshwater, North Harbour, Warringah and Lakes.

The College celebrates its catholic heritage with it's Edmund Rice heritage which provides the boys with a service lense on their faith providing an education for liberation placing others at their centre.

Our community collaborates with the college through our College Advisory Group representing parents, ex students, staff and students. Our parents provide wonderful support through our Parent Advisory Group supporting college functions and are working towards supporting Year Groups of parents through social media and direct activities.

### Sport & Co-Curricular

#### SPORT

We believe that sport is very important to boys. St Paul's has an enviable sporting reputation. Boys are encouraged to attain the highest standards both in their performances on the field and their behaviour on and off the field. The honour of representing the College is passionately pursued by the boys.

Students have represented the College in the following sports; touch football, rugby, soccer, cricket, rugby league, basketball, tennis, swimming, surfing and water polo. We also boast state and national representatives in various sports. We hold annual carnivals for athletics, cross country and swimming. St Paul's is a member of the Diocese of Broken Bay Secondary Schools Sports Association and boys can progress to represent NSW and Australian All Schools in a wide variety of sports.

A wide variety of team and recreational sports are offered to the boys. The College has tennis and basketball courts, a five a side soccer field and cricket nets. Students also have

access to a fully equipped fitness centre for their PDHPE lessons and for team training. The Waterford Hall also houses additional indoor training facilities.

Most importantly, for many of our families, students at St Paul's are encouraged to maintain their links with community sporting activities on the weekends. The opportunity exists, for boys from St Paul's to represent their College in a range of sports but maintain the commitment to local clubs with which they have been associated.

For information on College sport please contact the Sports Coordinator.

St Paul's is a member of the Broken Bay Secondary Schools Sports Association (BBSSSA). This association provides students with the opportunity to compete at a representative level as well as a pathway to higher representative honours.

For more information visit BBSSSA or NSW Combined Catholic Colleges Sports Association.

## CREATIVE AND PERFORMING ARTS

Creative activities are a major part of the curriculum for all boys and an important part of the general life of the College. The Creative and Performing Arts department has an excellent reputation for creativity and flair and technological innovation. All students in Stage Four study Visual Arts and are introduced to drawing and painting, sculpture, ceramics, painting and art history. Older students can choose to study Visual Arts and St Paul's has produced many awards winning works at the HSC level.

Music has been traditionally strong at the College. As a subject, Music follows a similar pattern to Visual Arts, being compulsory in Stage Four and offered as an elective thereafter. Students are given opportunities for composition and performance, while a number of visiting music tutors provide tuition for boys wishing to learn an instrument. The College Big Band performs regularly in public and at College functions, and a Liturgical Band performs at Sunday Mass.

## BAND PROGRAM

St Paul's offers four different ensembles for your son to be involved in, numbers depending. All students are welcome to join these ensembles except the Senior Jazz Ensemble which is auditioned-based. The following ensembles are: Junior Band, Intermediate band, The College Big Band, The Senior Jazz Ensemble, College Liturgical Music Group.

The College also provides opportunities for Private Music Tuition with peripatetic music tutors at an extra cost to families for Percussion/Drum Kit, Bass Guitar, Guitar, Electric Guitar and Piano.

## TOURS

Representing the College on a social justice, cultural or sporting tour is a wonderful experience for many students. These tours provide boys with the opportunity to experience overseas travel with their school friends whilst gaining an understanding and appreciation of other cultures. College tours are a regular event on the College calendar. Previous tours have taken students to Cambodia, Japan, England, Wales, France, Italy, USA and NZ.

## OUTDOOR EDUCATION

St Paul's has a compulsory Outdoor Education program of camps for Years 7, 9 and 10 students, organised to develop leadership, independence, personal spirituality and school spirit. The College is also involved with Duke of Edinburgh Award commencing with the Bronze award in Year 9.

## NATIONAL COMPETITIONS

The boys take part in national and international competitions across a range of subjects including Mathematics (including Maths Olympiad), Science and History

## BUILDING WORK/REFURBISHMENT

Having come out of a long period of work transforming the site internally and with the exciting addition of the Waterford Hall, Music and Art spaces and Commercial kitchen

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	451	71	451

\* Language Background Other than English

### Enrolment Policy

The College follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the College in 2019 was 91.18%. 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
93.02	91.57	88.93	88.54	93.50	91.50

### 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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) 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 (password required).

### **Student Retention Rate**

Of the students who completed Year 10 in 2017, 57% completed Year 12 in 2019.

### **Senior Secondary Outcomes**

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

<b>Senior secondary outcomes 2019</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	30 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

### Post School Destinations

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

There has been a slight decrease in the number of students who are selecting a university pathway with around 65% accepting placements for 2020. The remainder entered the workforce as apprentices or in other full time work commitments with local area businesses.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	63
Number of full time teaching staff	39
Number of part time teaching staff	12
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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this College 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 the CSO. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

1. Tuesday, 29 January 2019:

Staff Professional Learning day; pupil free day: Focus – Introduction.

2. Friday, 17 May 2019:

Staff Professional Learning day; Focus – Staff wellbeing with Mark Bunn.

3. Friday, 7 June 2019:

Staff Professional Learning day; Focus – Staff Spirituality Day with Professor Anthony Maher.

4. Monday, 22 July 2019:

Staff Professional Learning day; Focus – Student agency workshop at St Paul's Catholic College, Manly.

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## Catholic Identity and Mission

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As a Catholic community, the College shares in the mission of the local Church: "The 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 educate and form young people in the Catholic faith. The College provides 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.

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.

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.

Within this context, the School provides formal Religious Education from Years 7-10 with Studies of Religion and Studies in Catholic Thought for Stage 6. In addition, the school runs retreats, spirituality days for each year group and for the whole College staff. Students regularly celebrate Mass and pray together. Each Year group will attend their own Mass in addition to whole school masses. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus. Examples of this include the ALPHA program, Praisefest and inter school faith formation activities.

On the first staff day, St Paul's staff joined with St Mary's, Manly, St John the Baptist, Freshwater and Stella Maris College, to celebrate Eucharist together at our Parish Church. The College school year began with a Mass of Welcoming celebrated in our Parish church. All new students and staff were presented with a certificate of welcome into the community. National and Religious festivals are marked by Liturgical assemblies including Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas. 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. In addition a great deal of support was given in raising funds for the Bush Fire Appeal with continued support of Stella Fella, and the Wellbeing campaigns around the issues of depression, suicide, antibullying and Positive

Thinking. Students from Year 11 who had travelled to Cambodia this year and promoted the Edmund Rice charism working in an orphanage school where the children had HIV and with Project Futures, which helps educate girls rescued from trafficking. Year 10 were involved in the Catechist Program at Harbord Public School, visiting once a week.

Religious Education Coordinator

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

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

The curriculum at the College is a comprehensive curriculum that allows for student choice in Stage 5 across a broad range of electives and in Stage 6 thirty one subjects are on offer. In 2019 Year 7 students worked in a cross curriculum environment across Religious Education, HSIE and English. This allowed for the general capabilities of critical and creative thinking, collaboration, communication and literacy skills to be at the forefront of our teaching and with colleagues. Year 7 students also worked with in a STEM program in conjunction with Sydney University developing a knowledge and awareness about the environment specific to Australian Native Bees. This program built on the capabilities of a range of subjects specifically Science, Technologies, Maths and Religion. Both the Inspire and the STEM project have been identified as areas of growth for the boys entering the College. The feedback from the boys and the teachers allowed for the increased curriculum discussions through out the year to created a framework for the future. This framework is based on a structured inquiry based platform, allowing for the boys to enhance their learning via not just outcomes but also the general capabilities that are needed by employers today and in the future. The Diverse Learning team supported these initiatives to ensure that no student was left behind. Project Based Learning was introduced to enhance the learning of those boys in stages 4 and 5 that have been identified in the top 10% of their cohort. This work enabled them to access knowledge that held a specific interest to them and build upon their studies in specific curriculum areas. As each student is equipped with their own digital device, the increase use of applications across different teaching areas has allowed students to receive feedback in real time. This work in the technology world has enhanced the boys knowledge and understanding of content covered. Students studying in Stage 6 have a wide choice of subjects to select from, ATAR subjects and VET subjects. The College also supports those boys who enter in SBAT programs and work throughout Stage 6 towards their apprenticeship. VET subjects also commenced in Stage 5 this year with many of the boys commencing their studies in construction in year 10. Many boys complete a pathway of education that allows for a combination of both types of subjects and finish their schooling

with a HSC that may have an ATAR attached to it and or qualifications within the vocational education and training platform.



## Student Performance in Tests and Examinations

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 College'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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	20%	31%	18%	19%
	Reading	22%	31%	11%	16%
	Writing	7%	17%	31%	27%
	Spelling	27%	35%	11%	15%
	Numeracy	47%	37%	2%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	8%	19%	22%	23%
	Reading	21%	23%	7%	19%
	Writing	7%	13%	32%	37%
	Spelling	18%	24%	21%	18%
	Numeracy	35%	27%	8%	16%

## 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 HSC are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands compared to the State for the past three years. The College performance was above state average as is the comparative learning gain (CLG) which best profiles a school like St Paul's due to the range of students we cater for. State ranking does not reflect the great growth this cohort achieved in their learning across Years 9-12. Many subjects continue to be above state average and it is a clear goal of the College to be increasing this each year given our context.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	50 %	36 %	80 %	36 %	50 %	36 %
Business Studies	33 %	37 %	48 %	37 %	43 %	33 %
English (Advanced)	61 %	64 %	60 %	63 %	41 %	62 %
English (Standard)	28 %	16 %	8 %	15 %	0 %	12 %
Mathematics	57 %	54 %	83 %	52 %	30 %	49 %

## 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 2019, the number of students issued with a RoSA was 8.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite 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 CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### 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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

The College initiative that seeks to encourage our students to be curious, organised, understanding, responsible, autonomous, gritty and ethical, is incorporated in the three domains of College life; Teaching and Learning, Mission and Student Wellbeing.

The explicit teaching of these COURAGEOUS characteristics supports our students during their secondary schooling. The Wellbeing team at the College promotes COURAGE through the social and emotional (SEL) pastoral care program. Linking COURAGE with the strength-based characteristics of Positive Education enhances the capacity of our students to flourish, not just as secondary school students, but as committed members of society.

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## School Improvement

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

### Key Improvements Achieved

#### **Mission**

By the end of 2019:

- Stage 4 students have been involved in social justice activities earning House Points thereby putting faith into action, placing others at their centre.
- Senior College prefects have seen the expansion of leadership opportunities across the College to engage students of all years, embracing student voice and enhancing engagement with the House Shield.

#### **Learning and Teaching**

By the end of 2019:

- We have promoted agency in student learning through the development of the Inspire pedagogy in Year 7 and 8.
- Engaged the Year students in the STEM program with the University of Sydney STEM Academy.
- Developed the Structured Inquiry based Learning pedagogy to scale the learnings of the Inspire project across Years 7-10 incorporating the principles of inquiry, feedback and project based learning that is data and best evidence practice informed.

#### **Wellbeing for Learning**

By the end of 2019:

- Implemented Professional Learning on the centrality of Wellbeing for Learning with an overview for staff on (i) Positive Education (ii) Social and Emotional Learning (SEL) (iii) Positive Behaviour for Wellbeing and Learning (PBWL)
- Developed and delivered a curriculum for students on Social and Emotional skills.
- Reinvigorated the Merit/Demerit program to further emphasise the positive aspects of student engagement with college life.

### **Other**

By the end of 2019:

- Development of a Graduate Profile - COURAGE - Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit and Ethical awareness
- Established a College Advisory Group
- Established a program of Bi-Annual recognition of ex-students of distinction induction
- Progressed a strategy for the development of a sustainable ex-students association.

### **Priority Key Improvements for Next Year**

#### **Mission**

By the end of 2020:

- Stage 4,5 and 6 students will be all engaged in service activities and learning, measured by the completion of a reflection exercise for each activity. 10 hours for all students.
- With a new Mission team develop an overall Mission strategy for the college in response to the Plenary Council decisions.

#### **Learning and Teaching**

By the end of 2020:

- Through Structured Inquiry Based Learning we will achieve high engagement and improved outcomes for all students with a clear focus on Year 7 and Year 9 NAPLAN and Year 12 HSC results to improve the academic of a good school
- Utilising a data informed collaborative approach to improve HSC Comparative Learning Gain.  
Develop further a strategy for the identification and enrichment of students of high potential to become high achievers.

#### **Wellbeing for Learning**

By the end of 2020:

- Student wellbeing will show improvement as measured by analysis of school-based data from Compass and Tell Them From Me
- A Review of the Wellbeing Program and Structures will be conducted with recommendations for improvement
- Implement a scope and sequence of student presentations based on the SPCCM Positive Psychology framework and Social Emotional Learning.

### **Other**

By the End of 2020:

- Develop a Goal setting and Review strategy for all students and staff based on a Coaching approach supported by a trained Middle Leadership group to support teachers and a trained pastoral care team to support students goal setting and review to allow for students to co-construct their learning pathway..
- Broaden marketing strategy with a sophisticated use of Google and Facebook.

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## Community Satisfaction

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

### Parent satisfaction

Recent surveys producing perceptual data as well as anecdotal data, collected through meetings with various groups, has provided a profile of the level of satisfaction which has informed school improvement planning in 2019. This year saw continued consultation for strategy as well as research into enrolment patterns and marketing. Interviews were held with various parents exploring their sense of the school as part of the development of the new parent engagement strategy.

Through the 'Tell Them from Me' survey, parents responded to questions on partnership in learning which examined satisfaction, communication, homework, wellbeing and inclusion. Across these domains there was strong support for the College with no areas of significant concern. The College Parents and Friends (P&F) has been a forum open to parents to raise issues and socialise; and electronic communications are available and accessible for all parents. There has been significant praise from members of the community for the care of the individual; indeed a deep level of care is greatly valued by our parent community. The College has been particularly commended also for its improvements in teaching and learning, its ongoing embracing of the wellbeing agenda and an explicit focus on a service learning/ social justice drive as part of the College mission.

The College's move to position itself as a school providing for individual care and personalisation of learning programs is singled out for particular note.

### Student satisfaction

Through the 'Tell Them from Me' student survey, data was collected on 31 indicators based on the most recent research on school and classroom effectiveness. The range of indicators looked at school sport, social, emotional and academic outcomes, as well as the drivers of those outcomes. The feedback strongly affirmed the college's programs and placed the college on a level that is at or above national norms which is very encouraging. The expansion of the college's outdoor education program and the coaching of senior students in support of their goals is also identified as strategies greatly appreciated by the students.



## Teacher satisfaction

Staff were surveyed through the 'Tell Them from Me' survey which looked at eight drivers of student learning, namely leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusion and parent involvement. Staff satisfaction was relatively high across most domains and reflective of the proactive improvement journey in the teaching and learning space across the college in 2019 as well as a stronger focus on Wellbeing for Learning. Tangible improvements are already evident. Staff are excited by the ongoing work being done in support of them through professional learning and support of their accreditation status. Collaborative professional learning both in middle leadership and Structured Inquiry Based Learning as well as the development of the COURAGE graduate profile were points of particular note.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$5282147
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1535851
Fees and Private Income <sup>4</sup>	\$3056341
Interest Subsidy Grants	\$36201
Other Capital Income <sup>5</sup>	\$339273
<b>Total Income</b>	<b>\$10249813</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$61648
Salaries and Related Expenses <sup>7</sup>	\$7445727
Non-Salary Expenses <sup>8</sup>	\$3045894
<b>Total Expenditure</b>	<b>\$10553269</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT