About This Report

St Paul’s College is registered by the Board of Studies (NSW) 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 to the parish school community and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

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

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

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 http://moodle.kmpslism.catholic.edu.au/
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 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 faith and spiritual growth of the students as well as opportunities 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 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. 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:

- The 2013 Higher School Certificate results were pleasing with many outstanding individual performances. Strongest performances were in Music 1, Agriculture and Extension 2 English. 7 students were named on the “Distinguished Achievers” list. Congratulations to Simon Robinson and Jane Eller whose major music work was chosen for Bravissimo and Encore.

- Year 7 and Year 9 performed well in NAPLAN tests achieving at or above the State average in most areas.

- Students also enjoyed success when exhibiting their work in the wider community. Our Agriculture students and our Textiles students attained top three placings at the Wauchope, Kempsey and Macksville Shows.

- Many students achieved outstanding results in the international competitions in Mathematics, English and Science.

- A number of our senior students undertook Vocational Education and Training courses with outstanding success securing employment through school-based traineeships, apprenticeships and work placement.

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:

- A record number of students and staff from St Paul's College took part in the local ANZAC Day marches at Kempsey, South West Rocks and Macksville. Our students were nominated to fulfil important roles in these celebrations which was very pleasing.

- Once again, students met with outstanding success at this year’s Kempsey Eisteddfod in the areas of music and drama.
- Our public speakers and debaters did us proud as they competed locally and at a Diocesan level. In particular, Lucy Barber a Year 12 student went on to represent the school in Public Speaking competitions.

- St Paul’s students also continued their fine tradition of service to the community through their selflessness, giving of themselves for a number of charities, donating money and time. Their generosity was evident through the work of our junior St Vincent de Paul Society, the Year 11 ‘Street Retreat’, Blood Bank donors, the recycling committee, Project Compassion, Catholic Mission, Daffodil Day, the Red Shield Appeal, ‘MO’vember, and the many other charities that students have been involved in throughout the year.

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

- Many of our students represented the College and the Diocese of Lismore, in swimming, athletics, cross country, rugby union, rugby league, soccer, netball and softball.

- St Paul’s best achievements were in Berg Shield Cricket where our boys were crowned State champions. Students also had excellent performances in swimming, track and field as well as softball where several students represented at Combined Catholic Colleges level.

- Several boys represented at high levels in rugby league. Notable achievements included Tyrone Roberts who was selected to tour England with a youth Aboriginal side.

- It was also encouraging to see many of our students competing in weekend sports with great success, in particular, cricket, rugby league, rugby union, netball, softball and baseball.

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
A Parent Message

St Paul’s Parents and Friends (P&F) Association meets on the 2nd Wednesday of each month during Terms 1 to 4 and holds its AGM early in March each year.

Numbers of parents attending over the past couple of years has been low, with an average of 5-6 at each meeting. Attendance at the 2013 AGM was very poor and we struggled to fill positions.

Sharon Glover stepped up and took on the Treasurer’s position which had been held by Tracy Brenton for the previous 3 years. We wish to extend our gratitude to Tracy for her efforts and assistance for the many years as Treasurer. Jodi Cole (President) and Donna Pearson (Secretary) had also held their positions for a number of years and with their youngest children in year 12 were looking to step down also, but due to the lack of numbers, agreed to take positions for another year. We still needed to fill the President’s role and with Jodi and Donna promising to help in any way I was duly elected. I cannot stress enough how grateful I am to the girls and I applaud them for carrying St Paul’s Parents and Friends tradition on over the past few years.

I am the grandmother of four children who have had the privilege of attending St Paul’s College (3 completed and 1 current). My year as President has opened my eyes to many new and exciting forms of education offered at St Paul’s. Principal Kevin Lewis and Assistant Principal Guy Campbell have been both welcoming and encouraging and more than helpful in all the P&F endeavours.

The first meeting of the year held in February 2014 was extremely encouraging with many new faces attending giving the hope that exciting times lie ahead for our new parents to come together and support our wonderful school and teachers. I can honestly say that my year on the P&F committee has been personally rewarding and I encourage anyone to come along.

2013 saw the St Paul’s P&F fundraising efforts assist the school with purchasing a number of cattle for the Primary Industries Department, equipment for the Hospitality Department and also contribute towards the Mother/ Daughter night.

Once again, I would like to thank our Principal Kevin Lewis and our Assistant Principal Guy Campbell, the helpful staff at St Paul’s and my fellow committee members for a successful 2013.

Sharon Cole
President
St Paul’s College P&F
This Catholic School

St Paul’s College is located in Kempsey and is part of the Macleay Valley Parish which serves the communities of Kempsey, Crescent Head, Smithtown and South West Rocks. School families are drawn from the towns and communities of Macleay Valley and Nambucca Valley. Last year the school celebrated 48 years of Catholic education.

The Parish Priest Fr. Paul and Deacon Joe are involved in the life of the school through visiting classrooms, participating in school retreats, liturgies and prayer. Sr. Cabrini, a Mercy Sister, also directed Christian meditation throughout the school during 2013.

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 such activities such as:

- The College hosted Sunday liturgies. Three times a year the students provide morning tea after Sunday Mass for the parish community. During the Mass the students provided music, singing, participated in the Liturgy of the Word and the Offertory Procession, and supplied altar servers.

- The school hosted the combined schools Mass, to celebrate Catholic Schools Week, in the College hall. This Mass was attended by over 1,000 people, including students from St Joseph’s Primary, teachers, parents and parishioners.

- The St Paul’s chapter of the St Vincent de Paul Society works tirelessly to raise funds in support of the Kempsey branch of the St Vincent de Paul Society, as well as involving the whole school in the annual Winter and Christmas Appeals.

- The school newsletter informs parents of upcoming parish events and invites their participation.

- Close links are maintained with St Joseph’s Primary School and events involving both schools are strongly encouraged, e.g. Kinder-Year 12 Mass, Year 6-Year 11 Mass and the Year 6 orientation days, the Year 6 ‘The Day in The Life of Year 7’ days at the College.

- For the first time we celebrated a Sunday parish Mass with our Primary school colleagues. This was in the spirit of Proclaim. We celebrated the ‘All Saints’ parish feast day and had a BBQ afterwards.

The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with the mandated hours of religious education taught formally each year. These hours vary depending on the Stage level. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of this parish school are guided by Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. 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 parish
school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The School Mission Statement highlights the nature and calling of the College.

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

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
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<td></td>
<td>38</td>
<td>42</td>
<td>36</td>
<td>56</td>
<td>34</td>
<td>41</td>
<td>247</td>
<td>268</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>48</td>
<td>45</td>
<td>41</td>
<td>32</td>
<td>39</td>
<td>34</td>
<td>239</td>
<td>228</td>
</tr>
<tr>
<td><strong>Indigenous</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>count included in first two rows</td>
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<tr>
<td><strong>LBOTE</strong></td>
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<td>0</td>
<td>0</td>
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<tr>
<td>(Language background other than English) count included in first two rows</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**School Curriculum**

The school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Schools Office and relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Students study Board of Studies mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 25 of Higher School Certificate (HSC) courses and 3 HSC extension courses.

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

- In Year 7 and 8, students undertake a course of study in Catholic Studies, English, Mathematics, Science, World History, World Geography, Technology, Visual Arts, Music, German (in Year 8 only) and PDHPE.
- In Years 9 and 10, students undertake a course of study in Catholic Studies, English, Mathematics, Science, Australian History, Australian Geography, Civics and Citizenship, PDHPE, as well as choosing two elective courses selected from Commerce, Music, Visual Arts, Drama, Multimedia, Graphics, Textiles, Food Technology, Agriculture, German, Physical Activity and Sport Studies, Technics (Metals) and Technics (wood).

- In Years 11 and 12 students can choose to study from an array of Board Developed Courses and/or Board Endorsed Courses.

- Many senior students undertook Vocational Education and Training courses with outstanding success securing employment through school-based traineeships, apprenticeships and work placement.

- Students also took advantage of the many other programs and opportunities offered throughout the year including the ‘Premier’s Reading Challenge’, the Science Challenge, the Wednesday afternoon homework centre, just to name a few.

- Student learning was also enhanced through involvement in excursions to Sydney for Extension English courses, Art, German, Drama, History and Legal Studies as well as for Year 10 HSIE; excursions to Gunnedah for Agriculture and many other excursions in the local area covering all Key Learning Areas.

- Our senior students also attended study days in Sydney, Coffs Harbour, Armidale and Port Macquarie in preparation for their HSC.

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

- whole school and Stage Masses and liturgies, reflection days and retreats;

- the Kempsey Eisteddfod in the areas of music and drama; as well as public speaking and debating at local and Diocesan level;

- Anzac Day and Remembrance Day ceremonies at school as well as official ceremonies conducted by the local RSL sub-branches;

- many community events such as Clean Up Australia, Red Shield Appeal, supporting Seniors Week and NAIDOC Week;

- a variety of social justice programs such as, Project Compassion, Catholic Missions, the Year 11 Street Retreat and visiting a nearby aged care facility;

- sporting activities offered by the College at school, local, regional and State levels;

- the national competitions for Maths, English and Science.
Student Performance in National Testing Programs

NAPLAN

The school participated in the 2013 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 81 students presented for the tests while in Year 9 there were 70 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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 6 achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular grades. In Year 7, students who achieve Band 6 or higher have achieved above the minimum standard. In Year 9, those students who achieve at Band 7 and higher have achieved above the minimum standard set by government.

At St Paul’s College school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office led information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Paul’s College students in each band compared to the State percentage.
## Year 7 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in Bands 4 to 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>11.4</td>
</tr>
<tr>
<td>Writing</td>
<td>6.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>15.1</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>14.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>16.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.6</td>
</tr>
</tbody>
</table>
## Year 9 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in Bands 5 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>5.9</td>
</tr>
<tr>
<td>Writing</td>
<td>7.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>9.8</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>10.3</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>16.6</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>15.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16.3</td>
</tr>
</tbody>
</table>

It can be seen from the Year 7 data that we have a significant number of our students in the top third band (Band 7). This is a solid result but unfortunately we also have a high percentage in the bottom two bands. Our Year 9 cohort have a greater percentage in the second and third bands (Bands 6 and 7) an issue which the College is addressing with literacy and numeracy support given through QuickSmart, targeted groups, a whole-school literacy and numeracy focus and in-class assistance. There are still a larger number of students than in the State presenting in the bottom bands. This continues to be a major focus for our College.
Higher School Certificate

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.

<table>
<thead>
<tr>
<th>Higher School Certificate: % of students in bands 4, 5, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion 1</td>
</tr>
<tr>
<td>English Standard</td>
</tr>
<tr>
<td>English Advanced</td>
</tr>
<tr>
<td>General Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Statistical information gathered across the five subjects studied almost universally at St Paul’s suggests that results are trending slightly downwards over the three year period from 2011 – 2013. The Advanced English cohort is consistently performing very close to State average, whilst Standard English was above State average during 2010 & 2011 before a decline in 2012 and 2013. Both Mathematics courses and Studies of Religion 1 are tracking below State average. School results in practical subjects are consistently above the State average. The schools results are excellent in comparison to other schools in the Macleay Valley region.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>43</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>nil</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>nil</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>17</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>4</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>14</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEAS</td>
<td>1</td>
<td>Mark Dawson</td>
</tr>
<tr>
<td>Staff Spirituality Day</td>
<td>2</td>
<td>College Executive</td>
</tr>
<tr>
<td>Developing a School Vision Statement Part 4</td>
<td>2</td>
<td>Mark Dawson USQ</td>
</tr>
<tr>
<td>Contemporary Learning Framework</td>
<td>2</td>
<td>College Executive</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>3</td>
<td>College Executive</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>4</td>
<td>Curriculum Coordinator, Leaders of Learning</td>
</tr>
</tbody>
</table>
Additionally staff attended either singly or in groups a range of professional development opportunities including:

- New Teachers to the Diocese Induction Day, where new teachers met with Catholic Education Office staff and were familiarised with Diocesan policies and procedures.
- Staff took part in curriculum specific professional development in Religious Education, PDHPE, IT, English, Science, Mathematics, Creative Arts, LOTE and HSIE.
- Leaders of Learning took part in 3 x three days Leadership Formation Program facilitated by Patrick Duignan.
- Several members of staff took part in a NAPLAN analysis workshop.
- Seven staff members took part in HSC marking in their respective teaching areas.

The professional learning expenditure has been calculated at $6585 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.25%. This figure is provided to the school by the CSO.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers with support from office staff. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal and other key staff are 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 their leave request.

The average student attendance rate for the school during 2013 was 90.7%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90.65%</td>
<td>90.24%</td>
<td>91.80%</td>
<td>90.00%</td>
<td>91.2%</td>
<td>90.3%</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes Year 12, 2013</th>
<th>% of students undertaking vocational training or training in a trade during the senior years of schooling.</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
<td>100</td>
</tr>
</tbody>
</table>

The College has seen an increase in the number of students pursuing VET qualifications and has reacted by making an application to build a Trade Skills Centre.

Post School Destinations

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.

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2013 Graduating Class</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66%</td>
<td>12%</td>
<td>21%</td>
<td>1%</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Academic Achievement Awards
- Accidents
- Accelerated student progression policy
- Addressing employee performance and disciplinary matters
- Anti-bullying policy
- Attendance policy
- Enrolment Policy
- Excursion Policy
- Excursion- Diocesan Policy
- Mobile phone and electronic devices policy
- External suspension Policy

Enrolment Policy

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.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in religion lessons and activities, as well as prayer celebrations and school Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website under the parent tab. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

The ‘Pastoral Care of Students Policy’ is embedded in the St Paul's College Policy Handbook:

“The central aim is to educate the whole person within a Christian community. Thus the focus is upon the total development of students: academically, spiritually, physically, socially, emotionally and morally. Based upon the gospel values of respect, all members of the College community are encouraged to treat each other in a manner which reflects respect for the dignity of each person.”

The ‘Pastoral Care of Students Policy’ exemplifies the school motto: “Let Your Light Shine” and the theme of the year ‘let Christ’s light shine through us’.

To implement this policy, the school continually revises the effectiveness of its Pastoral Care programs. Vertical pastoral care (PC) classes replaced homerooms and homeroom teachers became Pastoral Care teachers. This change has been made to foster peer support on pastoral care issues. Year Co-ordinators remain as the key personnel, or the first port of call, in managing specific student pastoral care issues. Referral can then be made the School Counsellor, who can outsource specialist services, if needed.

Morning Prayer and school Masses remained a focal point of College life in 2013. Reflection days are in place for Years 7, 8, 9 and 11, Years 10 and 12 attend two day retreats.

Year Co-ordinators attend professional development opportunities as they arise. Positive and negative consequences remain in place to help manage student welfare; these are set out in detail in the Student Behaviour Policy, which is also published in the students’ diaries.
A feature of St Paul's Pastoral Care Program is the partnership developed with the family. Parents are encouraged to become involved in the holistic development of their children, through parent / teacher nights, open night, information nights and one to one contact with staff.

Discipline Policy

Our aim is to provide consistency in discipline matters and to ensure that a safe and secure environment is ever present. Justice and concern for all members of our College community are one of the priorities of the College. Maintenance of firm discipline, both inside and outside the classroom is the equal responsibility of all staff members at all times.

Procedures are in place for dealing with a variety of student management issues. Justice to all concerned and restoration of relationships are at the heart of these procedures. St Paul's endeavours to foster in each student a sense of developing respect for self, others and their environment.

The full text of the College’s Student Behaviour Policy is available upon request.

Complaints and Grievance Policy

It is implicit within the College Mission Statement that a positive working relationship and partnership between the College and families is the basis of our College Community. To this end, a process to deal with complaints and grievances is crucial in order to provide a fair and just approach to concerns raised.

It is important that complaints are dealt with sensitively, confidentially and effectively. The matter must be resolved as soon as possible and in a way which treats all parties with dignity and respect. The College follows the Parents and Caregivers Concerns and Complaints Policy and Procedures of the Catholic Schools Office Lismore, a copy of which is available upon request.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish secondary school’s main goals and priorities were to:

- increase academic accountability and student personal responsibility;
- increase literacy through reading;
- focus on increased classroom attendance and punctuality;
- introduce iPads into classroom instruction for Yrs 7 and 8;
- ensure that a vibrant prayer life is a feature of the College through the continued use of prayer at assembly, through class prayer and staff prayer on a Wednesday;
- ensure that student reflection days and retreats are meaningful;
- ensure that formal across-the-form assessment tasks are consistent in application and implementation;
- provide students with a calendar of assessment events for Years 10 –12.

**Initiatives Promoting Respect and Responsibility**

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways.

- During 2013 students were involved in a range of activities, including Year group visits to Vincent Court, a local nursing home, where students talked to and shared morning tea with residents.

- Year 11 students were involved in a “Street Retreat” whereby several students joined other students from the Lismore Diocese and took part in charitable work with underprivileged people in Brisbane.

- Staff and students supported social justice appeals including CARITAS, Catholic Missions and St Vincent de Paul.

- Student involvement is regularly acknowledged in the College newsletter, at whole school and Year group assemblies and through the Commendation Award system.

- Our students also participate in the Red Shield Appeal and the ANZAC Day March.

- Senior students assist with the local community’s Seniors Week luncheon.

**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:

- At both Parent/Teacher interview nights conducted by the school during 2013, many parents expressed their satisfaction with the way the school goes about its core business of educating their children.

- During formal interviews with the Principal, the Assistant Principal and other members of staff, many parents expressed their satisfaction with the way in which specific issues were dealt with.
- All teachers were surveyed and interviewed by the Principal in order to ascertain their intentions for the following year, discuss their situation in the current year, and to set goals. During these interviews teachers are questioned on what is working well and what areas could be improved. Teachers indicated that they are satisfied with the direction the College is heading.

- All students were surveyed in relation to bullying. Whilst some students indicated that there was instances of bullying, over 97% of them stated that they felt very safe at St Paul's College.

- Senior students were surveyed in order to ascertain what they perceived as the positive features of their education at St Paul's and what improvements need to be made. Responses were very affirming in that most students were more than satisfied with their school life at St Paul's.

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 graphic summary of the income and expenditure reported to the Commonwealth Government for 2013 is as follows:

2013 INCOME - St Paul's College - WEST KEMPSEY