Annual School Report
2014 School Year

St Paul’s College

Let Your Light Shine

Kempsey

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About this report

St Paul’s College is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (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 BOSTES requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report must be available on the school’s website by 30 June 2015 following its submission to the BOSTES.

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: www.kmpsliism.catholic.edu.au
1. Messages

1.1 Principal's Message

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

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

The students’ achievements and accomplishments were showcased throughout 2014. 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.

- Four Year 9 students were selected in the final of the University of Wollongong video competition – Enhancing Mathematics. The girls went on to win the competition state-wide. The girls were Abigael Baker, Rilee O’Loughlin, Tess Harwood and Claire Brennan.
- Congratulations go to Josh Needs whose major music work was selected for Encore at the Sydney Opera House.
- Our students studying German competed in a German state-wide film festival and were placed second competing against some high performing Sydney schools.
- Our students achieved some pleasing results in state-wide academic competitions gaining Distinctions and High Distinctions in a number of categories.

There were many opportunities throughout 2014 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 number of students and staff from St Paul's College took part in the local ANZAC Day marches in Kempsey, South West Rocks, Smithtown and Macksville. Our students were selected to participate at high levels in those celebrations which was very pleasing.
- Our public speakers and debaters did us proud once again with strong performances at a local and regional level.
- St Paul's students continued the fine tradition of service in the community through their selflessness, donating time and money to a number of charities. Their generosity was evident through the contributions made by our Year 11 Street Retreat students, blood bank donors, the recycling committee, Project Compassion, Catholic Mission, MO'vember and many other charities throughout the year.
- Our Catholic Schools Youth Ministry Australia (CSYMA) class in Year 9 attended a number of Catholic primary schools throughout the region assisting and leading faith formation days for junior students.
- Our agriculture students in Year 9 entered the ‘Cows Create Careers’ video competition gaining high results and promoting the subject in a very positive manner.
Students performed well at various sporting events in 2014. The following list provides some examples of sporting highlights.

- 24 students competed in the ‘City to Surf’ event in Sydney this year with some excellent results.
- Our Open Boys and Junior Girls football teams were crowned Diocesan champions and progressed to CCC finals where the boys finished in the top 4 of the State.
- Our boys and girls cricket teams achieved some outstanding results both locally and regionally with strong performances by both teams in all events.
- Our swimmers were once again represented strongly with excellent results up to and including at All Schools level, including a bronze medal at that event.
- Similarly in rugby league a number of boys were selected to progress to Diocesan and Northern Rugby League events with more than a few NRL scouts eager to discuss future options with them.

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

Kevin Lewis  
Principal

1.2 A Parent Message

The St Paul's College Parents' and Friends' Association (P & F) is a voluntary committee of interested parents of the college. We aim to and have successfully conducted a variety of fund raising events throughout the past year to benefit the students, staff and college as a whole.

St Paul's P & F works closely together as a team and with college staff. It’s a wonderful way for new families to feel part of the college. We invite and encourage not only current parents and carers, but any person who has a grandchild or any family member to come along to the P & F meetings and contribute in some small way to the college and the student’s place of education.

The St Paul's P & F Executive Committee is elected at the Annual General Meeting held early each year and meets monthly during each term. The P & F Committee brings fundraising ideas to the principal where strategies are discussed and put in place providing financial support and sponsorship for a variety of school priorities, providing resources for both curricular and co-curricular activities.

Fundraising conducted during 2014, included the annual St Paul's Fund Raising Dinner Dance. Our dedicated head of Hospitality Mrs Belinda Mainey worked tirelessly with the P & F Committee and Principal Mr Lewis to provide an affordable menu. Tickets were sold to college parents, staff and the wider community to an event which proved to be an enjoyable evening for all and benefitted the school via the profits made.

The evening provided an opportunity for the Hospitality students to show off their culinary talents, putting into practice what they have studied, by working in a commercial kitchen situation and serving a variety of well presented, nutritionally balanced foods for all to enjoy. The P & F created an opportunity for these regional students which they normally would not experience during the course of their studies, thereby helping the students to determine whether their futures lie in Hospitality.
Easter raffles were well supported enabling the P & F to proudly present the school with new soccer kits and to purchase a subscription to a Parenting Magazine, as requested by the school councillor Meredith Llewellyn, for the wellbeing of parents and students.

Purchases as a result of funds raised included a bain-marie, electrical repairs to the hall kitchen, improved airflow to the hospitality room/kitchen, all of which were essential to the continued catering for college events. Purchases for the Agricultural Department have enabled students to be more competitive in the show ring.

The P & F provide the funding for NSW Parent Council Affiliation fees and donate the annual Dux award. The P & F also prepared a welcome breakfast for our new Year 7 families. This was not a fundraising event, but a sincere welcome to our future families demonstrating firsthand that the P & F contributes to all areas of college life not just to the college’s financial commitments.

The St Paul’s P & F extends it thanks to parents, teachers, staff, students and local community for their continuing support. We look forward to their involvement in the Golden Jubilee year 2015- fifty years of St Paul’s College 1965 – 2015. The P & F plans a memorable 2015. I am proud to be on the P & F Committee at this exciting time and invite all to share in the festivities.

Mrs Ricki Saunders
President
St Paul’s College P&F

2. This Catholic College

2.1 The School Community

St Paul’s College is located in Kempsey and is part of the Macleay Valley Parish which serves the communities of Kempsey, South West Rocks, Crescent Head and the upper Macleay Valley. School families are drawn from the towns and communities of Kempsey, Macksville and South West Rocks.

Last year the school celebrated 49 years of Catholic education.

The parish priest Fr Paul Gooley and Assistant Parish Priest Fr Joe Holloway are involved in the life of the school.

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

- Hosting the Sunday Liturgies. Three times a year the students provided 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.
- Hosting 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.
- Working tirelessly through the St Paul’s chapter of the St Vincent de Paul Society 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.
- Informing parents of upcoming parish events through the school newsletter and inviting their participation.
- Maintaining close links with St Joseph’s Primary School and encouraging events involving both schools, e.g. Kinder-Year 12 Mass, Year 6-Year 11 Mass and the Year 6 orientation days and the Year 6 ‘The Day in The Life of Year 7’ days at the college.
- Supporting the Parish 150 celebrations with a special dinner and liturgical events throughout the year.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of our parish school are guided by Catholic Education in the Diocese of Lismore, 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

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

2.2 School Enrolment

St Paul’s College caters for children from Yr 7 to Yr 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 2014</th>
<th>TOTAL 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>46</td>
<td>42</td>
<td>31</td>
<td>51</td>
<td>31</td>
<td>250</td>
<td>247</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>47</td>
<td>53</td>
<td>38</td>
<td>25</td>
<td>35</td>
<td>243</td>
<td>239</td>
</tr>
<tr>
<td>Indigenous count included in first two rows</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>43</td>
<td>47</td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents’ legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked electronically every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. If students are absent parents are notified by SMS. Unexplained absences are followed up promptly by office staff. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.
The average student attendance rate for the school during 2014 was 92%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<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>94%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
</tr>
</tbody>
</table>

### 2.4 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>46</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>15</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 at the school.</td>
<td>21</td>
</tr>
</tbody>
</table>

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

### 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.05%. This figure is provided to the school by the CSO.

### 2.6 Initiatives Promoting Respect and Responsibility

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

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

- During 2014 students were involved in a range of outreach activities, including fortnightly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the Rotary Club and our local Member of Parliament.
- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

- Senior Hospitality students assisted once again in the Seniors' Week luncheon held in Kempsey.

- The college sought recognition from The Alannah and Madeleine Foundation as an eSmart School. This process will be ongoing throughout 2015.

2.7 Parent, Student and Teacher Satisfaction

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

- In 2014 the school participated in the School Review and Development process supervised and supported by the Catholic Schools Office. SRD offers the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRD a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.

- A similar process was undertaken with the use of Insight SRC survey tools for staff, students and parents. This was the first year this was used and it provided a useful starting point for future discussion on school improvement.

- 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 95% of them stated that they felt very safe at St Paul's College.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Secondary Education. Students study BOSTES mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 25 Higher School Certificate (HSC) courses and two extension courses.

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

- In Years 7 and 8 students undertake a pattern of study that includes 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 pattern of study that includes Catholic Studies, English, Mathematics, Science, Australian History, Australian Geography, Civics and Citizenship, PDHPE, as well as choosing two elective courses chosen from Food Technology, Commerce, Agriculture, Drama, Elective History, Physical Activity and Sport Studies (PASS), Music, Industrial Technology (Timber), Visual Arts, Information & Software Technology and Textiles Technology.
Strong growth in the Vocational Education and Training (VET) subjects of Hospitality, Construction and Primary Industries means that large numbers of senior students leave the college with Certificate II qualifications in their particular subjects and use this qualification to secure employment as trainees or apprentices. VET subjects utilise recently constructed and under construction learning spaces that cater for these practical Industry Framework Courses.

Senior students took advantage of the excellent learning opportunities provided by involvement in a range of excursions. Ancient History went to Italy and Greece, Agriculture and Primary Industries spent a week visiting farms in Bourke, Hospitality and Food Technology students enjoyed a week in Sydney sampling five star hotels and three Hat restaurants. Many other students throughout the school also participated in numerous one or two day excursions or field trips that provided valuable learning experiences.

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 Cleanup Australia Day, Red Shield Appeal, Supporting Seniors Week and NAIDOC Day.
- A variety of social justice programs such as Project Compassion, Catholic Missions, the Year 11 Street Retreat, Support for Papua New Guinea Islanders as well as visiting Vincent Court (a local aged care facility) and local kindergartens.
- Sporting activities offered by the college at school, local, regional, state and international levels as part of the NSWCCC Sports Association.
- ICAS National Competitions for Mathematics, English and Science.

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 93 students presented for the tests while in Year 9 there were 90 students.

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

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

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

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 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.

<table>
<thead>
<tr>
<th>BAND</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>12.9</td>
<td>4.3</td>
<td>18.5</td>
<td>28.3</td>
<td>27.2</td>
<td>31.5</td>
</tr>
<tr>
<td></td>
<td>25.1</td>
<td>21.7</td>
<td>12.8</td>
<td>9.8</td>
<td>3.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Writing</td>
<td>4.9</td>
<td>1.1</td>
<td>13.9</td>
<td>11.8</td>
<td>21.1</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>28.5</td>
<td>35.5</td>
<td>23.0</td>
<td>29.0</td>
<td>8.6</td>
<td>10.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>14.7</td>
<td>12.9</td>
<td>23.4</td>
<td>19.4</td>
<td>26.3</td>
<td>26.9</td>
</tr>
<tr>
<td></td>
<td>18.9</td>
<td>17.2</td>
<td>11.2</td>
<td>19.4</td>
<td>5.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>14.9</td>
<td>7.5</td>
<td>18.7</td>
<td>19.4</td>
<td>27.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>17.5</td>
<td>18.3</td>
<td>15.4</td>
<td>14.0</td>
<td>6.2</td>
<td>7.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.8</td>
<td>2.2</td>
<td>16.6</td>
<td>20.4</td>
<td>24.5</td>
<td>30.1</td>
</tr>
<tr>
<td></td>
<td>26.2</td>
<td>32.3</td>
<td>15.0</td>
<td>10.8</td>
<td>2.8</td>
<td>4.3</td>
</tr>
<tr>
<td>Data, Measurement, Space and Geometry</td>
<td>14.8</td>
<td>6.5</td>
<td>16.6</td>
<td>14.0</td>
<td>27.6</td>
<td>38.7</td>
</tr>
<tr>
<td></td>
<td>25.4</td>
<td>28.0</td>
<td>13.6</td>
<td>12.9</td>
<td>2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>17.4</td>
<td>5.4</td>
<td>17.1</td>
<td>18.3</td>
<td>21.4</td>
<td>24.7</td>
</tr>
<tr>
<td></td>
<td>24.4</td>
<td>30.1</td>
<td>16.2</td>
<td>16.1</td>
<td>3.5</td>
<td>5.4</td>
</tr>
</tbody>
</table>

As shown in the Year 7 table, the percentage of students in the top two bands for Reading was approximately 2% above the State. The greatest percentage of our students scored in the middle two bands with Band 7 being particularly high (compared to the State) for Reading, Grammar and Punctuation, Numeracy and Data & Measurement. While Reading has always been a strong area for St Paul's College it is gratifying to observe the improvement in Numeracy. The NAPLAN results have been closely analysed and the findings presented to staff in order to tailor our Literacy and Numeracy Action Plans to address the needs of our students. The PLCs will plan how best to target specific needs within their faculties.
The results for Year 9 show that St Paul’s had a greater percentage of students in Band 9 for Reading than the State. For Spelling, Grammar and Punctuation the bulk of our students were in the middle two bands. The English Skills Homework Program implemented over the past two years may have contributed to these results. Additionally, programs focusing on vocabulary development through all Key Learning Areas will continue, along with a strong focus on regular writing in all subjects. This will incorporate the NAPLAN marking criteria as a guide with a particular focus on text structure, persuasive strategies and vocabulary. Instructional verbs, and the appropriate responses to these, will also be emphasised across all KLAs.

### 3.2.2 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>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Religion 1</td>
<td>School</td>
</tr>
<tr>
<td>English Standard</td>
<td>38%</td>
</tr>
<tr>
<td>English Advanced</td>
<td>12%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>84%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>26%</td>
</tr>
</tbody>
</table>
Most subjects at St Paul’s College have been trending downwards compared to State average across 2012 to 2014. Notable high performing subjects include Agriculture, Ancient History, Music 1 and Textiles and Design. Advanced English continues to produce consistently a high percentage of students in the top three bands. All Mathematics courses, Standard English and Studies of Religion 1 continue to track below State average. St Paul’s College HSC results were excellent compared to other high schools in the Macleay Valley region and continued the trend of the past two years.

3.2.3 Senior Secondary School Outcomes

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

Senior Secondary Outcomes

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes Year 12, 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during the senior years of schooling.</td>
<td>68%</td>
</tr>
<tr>
<td>% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.</td>
<td>100%</td>
</tr>
</tbody>
</table>

St Paul’s College continues to enjoy growth in the Vocational Education and Training (VET) area of the school. This growth has been stimulated by the relatively new Hospitality Centre and the currently under construction facilities that will improve the learning environment for Construction and Primary Industries students.

3.2.4 Post School Destinations

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

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

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2014 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>45%</td>
<td>5%</td>
<td>32%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Note: 10 of the 21 students listed as Workforce entry have deferred from university studies to complete a GAP year.

3.3 Teacher Professional Learning

Whole staff development day professional learning activities in 2014 were:
Staff Professional Learning Activity | Date | Presenter
--- | --- | ---
Staff Retreat | 27 June | College Exec Team
Christian Meditation/SchoolWorx | 14 July | P. Sturrock, D. Burn/ A. Burgess
School Review & Development | 11 August | College Exec Team
Australian Curriculum Writing | 19 September | LOC, LOL’s

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff numbers</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum Writing</td>
<td>60</td>
<td>LOC, LOP, LOLs</td>
</tr>
<tr>
<td>Leadership Formation Program (x3 sessions)</td>
<td>12</td>
<td>Patrick Duignan</td>
</tr>
<tr>
<td>Leaders of Learning Planning Day</td>
<td>12</td>
<td>LOP, LOC</td>
</tr>
<tr>
<td>Pastoral Care Team Planning Day</td>
<td>10</td>
<td>AP</td>
</tr>
</tbody>
</table>

The professional learning expenditure has been calculated at $5757 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2014.

<table>
<thead>
<tr>
<th>Policy name</th>
<th>Status in 2014 (No change, new policy, changes made)</th>
<th>Access to this policy at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination Policy</td>
<td>Changes made to examination equipment section.</td>
<td>G:\common\teacher\Policy Handbook</td>
</tr>
<tr>
<td>Mobile phone and Electronic devices policy</td>
<td>Changes made.</td>
<td>G:\common\teacher\Policy Handbook</td>
</tr>
<tr>
<td>Pastoral Care teachers responsibilities</td>
<td>Changes made to Diary signing for Years 7-12.</td>
<td>G:\common\teacher\Policy Handbook</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>Additions made to include swimming attire regulations, common accessories &amp; hair.</td>
<td>G:\common\teacher\Policy Handbook</td>
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<tr>
<td>Yard duty</td>
<td>Change made to top seats/gate bus duty.</td>
<td>G:\common\teacher\Policy Handbook</td>
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</tbody>
</table>

4.2 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 class religion lessons and activities, as well as prayer celebrations and school and class Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.
4.3 Student Welfare Policy, Pastoral Care Policy

PASTORAL CARE OF STUDENTS POLICY

The College’s Pastoral Care of Students Policy is written in the interests of meeting the pastoral needs of the students. The policy is encompassed in the Student Behaviour Policy and includes key features such as:

- The Mission Statement of the college: to educate the whole person within a Christian community;
- The total development of students academically, spiritually, physically, socially, emotionally and morally;
- Respect for all members of the college community;
- Pastoral care and personal development.

At times, professional counselling is provided to the students in order to assist them to respect and understand others, take personal responsibility, encourage positive behaviour, encourage a safe and caring community, and work towards excellence in all areas of school life.

4.4 Discipline Policy

St Paul’s College does not sanction corporal punishment or allow parents to administer corporal punishment in the school. The Discipline Policy addresses the areas of pastoral care, personal and welfare development, individual and community rights, with its aim being responsible discipline and the education in what is acceptable behaviour. Good behaviour is acknowledged and recognised by the Commendation System. Unacceptable behaviour is challenged through the college’s discipline guidelines, with the emphasis on changing behaviour.

The college issues appropriate consequences for infringements of the discipline code. These consequences may include behaviour reports, afternoon detention, suspension and possible termination of enrolment.

The Policy seeks and encourages the support and contribution of parents with open and respectful communication. Parents are usually informed of the nature of the problem when a student is referred to their Year Coordinator or further, and in some cases parents are requested to come in for an interview.

4.5 Complaints and Grievance Policy

St Paul’s College is committed to respond positively to critical feedback. It is expected that all staff will ensure that a culture of consultation and open dialogue is nurtured at every level.

It is acknowledged that parents/caregivers can feel concerned about an incident or something that they believe is happening in the college, and the satisfactory resolution of any concern or complaint will be resolved according to the principles of procedural fairness.

Parents and caregivers have access to processes that allow them to resolve concerns and complaints in a supportive environment, responsively, openly and in a timely manner.

The ‘Resolving Concerns and Complaints at School’ brochure is available at the front office and on the college web site.
5. **School Determined Improvement Targets**

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2014 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. As this was the final year of the college’s 5-year plan it was determined that all objectives were complete or near completion. The focus therefore of the college was to strengthen all facets of its operation under the 4 headings below. The parish school’s main goals and priorities were to:

<table>
<thead>
<tr>
<th>Catholic Faith and Culture</th>
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<tbody>
<tr>
<td>Strengthen our commitment to the Parish by continued support of liturgies and engagement in other parish activities;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
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</thead>
<tbody>
<tr>
<td>Fully engage with the CSO, AITSL and BOSTES documents for teaching and learning including the Contemporary Learning Framework, The Standards for Teachers and other documents;</td>
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</table>

<table>
<thead>
<tr>
<th>Organisation and Administration</th>
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<tbody>
<tr>
<td>Further enhance our move into electronic media via notices, bulletins, parent newsletters, electronic roll keeping etc;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationships</th>
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<tbody>
<tr>
<td>Further strengthen our sense of community in the college with regular prayer, social gatherings and morning teas. Parents and other family members have been welcomed into the college on a regular basis and will continue to be so in the future.</td>
</tr>
</tbody>
</table>

6. **Financial Information**

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2014 is presented below:
2014 INCOME - St Paul's College WEST KEMPSEY

Grants - Commonwealth Recurrent 55.0%
Grants - Govt Capital 8.5%
Fees 10.3%
Other Capital 5.3%
Other Private Income 4.5%
Grants - State Govt. 16.3%

2014 EXPENSE - St Paul's College WEST KEMPSEY

Salaries & related 68.8%
Other 19.8%
Capital 11.4%