



2020

ANNUAL SCHOOL REPORT



St Paul's Catholic College

Darley Road, MANLY 2095

Principal: Mr Chris Browne

Web: www.stpaulsmanly.nsw.edu.au

About this report

St Paul's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

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

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

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

Parent Body Message

We can look back on 2020 and be greatly satisfied that we, the Parents and Friends Group, contributed and achieved some highly valued work for the school community. It was an extremely challenging year for all, but we as a Parent Team rose to the challenge.

2020 was a year where we were given many opportunities to be involved in discussions with the Broken Bay Catholic Schools and our feedback being valued and heard.

By meeting regularly throughout the Home Based Learning Period with the Broken Bay Catholic Schools Parent Group, we were able to get assistance us in setting up our long awaited St Paul's Year Facebook Groups.

Because of COVID we were not able to engage face to face within the school but throughout the Home Based Learning we were able to communicate through Facebook pages and keep parents engaged with each other.

The Parents and Friends look forward to continuing to encourage parent engagement and working in partnership with the students, teachers and staff in achieving the best outcomes for our students.

Student Body Message

On behalf of the student body I would like to thank the Teachers and Support Staff for their overwhelming support in not only our academic endeavours but also our development as young men. The ability of the staff to overcome the year's adversities, such as Home Based Learning with such proficiency shows their strong dedication to the education of their students. The student body was extremely grateful for the effort given by our Teachers and their ability to adapt our work during the pandemic.

Academically our students learn foundational skills in their early years at the school that they then carry through and utilise throughout their schooling life. This knowledge imprinted in them allows them to learn and grow from boys into young men, better equipping them with the skills and abilities to be successful in whatever journey they take in their life after school. The opportunities we have as the student body to have a say and actively participate in many aspects of school life are endless. Whether it's being able to create our own fundraising opportunities such as Mullets for Mental Health or different leadership opportunities, we as students are always given the ability to further ourselves outside of the classroom.

The morals and values instilled in St Paul's students allows us to grow and develop academically, socially and emotionally. The college motto of "Prima Primum" ensures just this with a strong emphasis on work ethic, determination and diligence. Our new motto of "COURAGE" has further summarised the value and morals ingrained in our students. Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit and Ethical Awareness are the values of "COURAGE" and they encourage students to show kindness, be ambitious and have a good work ethic in every aspect of their lives.

I applaud the efforts of the departing 2020 Year 12 cohort for their success in such a difficult year. Their ability to succeed in the midst of such adversity epitomises the values of "Prima Primum" and "COURAGE". They have set a standard for the rest of the years to look up to and strive to replicate.

To the current students lets all continue to show diligence and ambition in all aspects of our lives. From academics to sports let us all strive to live by our college motto of "Prima Primum" and "COURAGE", leading us to mature and develop into fine, caring and hardworking men.

College Captain

School Features

St Paul's Catholic College is a comprehensive secondary school that has been educating the young men of the Northern Beaches since 1929.

The College achieves consistently strong learning growth in NAPLAN and the Higher School Certificate by identifying and addressing the learning needs of each student. In this way the College creates a culture of success.

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

The College is situated on the historic St Patrick's Estate, offering state-of-the-art hospitality facilities, a dedicated creative arts hub, fully equipped technology workshops and a robust ICT network. Our students engage in a wide range of co-curricular and enrichment activities. The College offers a representative pathway for talented sportsmen, outdoor education and recreational pursuits that are unique to our harbourside location and engages in the Arts and Culture, offering musical education and enrichment. St Paul's student artworks are regularly selected for display in regional galleries and local businesses.

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

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	399	63	399

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2020 was 92.38%. 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
94.02	91.25	92.88	92.50	93.38	90.23

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the

regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's 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 2018, 70% completed Year 12 in 2020.

Senior Secondary Outcomes

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

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	40 %
% 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.

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There has been an slight increase in the number of students who are selecting a university pathway

with around 70% accepting placements for 2021. The remainder

entered the workforce as apprentices or in other full time work commitments with local area businesses.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	62
Number of full time teaching staff	39
Number of part time teaching staff	10
Number of non-teaching staff	13

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 CSBB. 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, 28 January 2020: Staff Professional Learning day; pupil free day: Focus – Introduction to the school year; SIP goals.
2. Monday, 9 March 2020: Staff Professional Learning day; Focus – Teaching and Learning with Brenton Gurney from CSO.
3. Tuesday, 7 April 2020: Staff Professional Learning day; Focus – Preparation for Term 2 Home Based Learning.
4. Wednesday, 8 April 2020: Staff Professional Learning day; Focus – Preparation for Term 2 Home Based Learning.
5. Thursday, 9 April 2020: Staff Professional Learning day; Focus – Preparation for Term 2 Home Based Learning.
6. Monday, 27 April 2020: Staff Professional Learning day; Focus – Preparation for Term 2 Home Based Learning.
7. Friday, 3 July 2020: Staff Professional Learning day; Focus – CSO Towards 2025 Strategy.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to 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.

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Faith formation opportunities are provided for students, staff, parents and caregivers. Although affected by COVID in 2020, students are given regular opportunity to 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. Examples of this include the ALPHA program, Praisefest (which was held by Zoom in 2020) and inter school faith formation activities such as RUA.

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 with liturgical services.

The College engaged in charitable fundraising throughout the year for Project Compassion, Catholic Mission, St Vincent de Paul's Winter Appeal and the St Vincent de Paul Christmas hamper appeal, which we support every year. In addition a great deal of support was given in raising funds for the mental health through Mullets for Mental Health and 'Movember' with continued support of Stella Fella and other Wellbeing campaigns around the issues of depression, suicide, antibullying and Positive Thinking. Year 10 were involved in the Catechist Program at Harbord Public School, visiting once a week once COVID had opened up. A vital part of this is the role of Youth Ministry which is important as it fosters relationships with Parents and Parish community. This has resulted in a Parish Youth Group that meets once a month that students attend.

Religious Education Coordinator

Curriculum, Learning and Teaching

Secondary Curriculum

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

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2020 provided an opportunity for the College to broaden the range of pedagogies already evident in day to day practice. The transition to the home-based learning platform occurred smoothly as staff and students at the College already worked in a multi modal learning space, that included face-to-face and cloud-based learning platforms. For most staff and students, the continuity of learning was not interrupted by the remote learning model.

The Year 7 pattern of study for Religious Education, HSIE and English continued to be delivered as the whole year INSPIRE program. Students were able to develop their understanding of content and concepts through inquiry-based learning. The learning space, whether virtual or physical, allowed student interaction on a scale that supported them in developing the general capabilities of critical and creative thinking, collaboration, communication, and literacy skills.

Providing opportunities for students to identify the link between their learning and their post school reality encourages students to look beyond the classroom and engage with how their learning supports them in achieving their goals. Some stage 5 students were involved in the “Enterprise in the Local Community” program. Groups of students were assigned to local business owners who required a solution to a particular problem in their business plan.

Students, with industry support, were able to articulate possible solutions not just in their groups, but to a broader audience.

Stage 6 students continue to be provided with a myriad of opportunities as they undertake their HSC program of study. While many students follow the traditional academic path towards their HSC and tertiary study, there is an increasing number of students undertaking a School Based Apprenticeship. This allows the student the opportunity to continue to develop his knowledge in key learning areas, develop general capabilities, while beginning the first stage of post school qualifications.

The College has targeted literacy development as a key area for professional learning over the next three years. This program is being presented in specific Key Learning Areas as the literacy demands for each learning area differ. This initiative will provide us with greater opportunities to support our students as they meet the literacy demands of individual subjects. The feedback from the teaching staff, even at the beginning stages, is encouraging.

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 School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 College 2020 Higher School Certificate (HSC) candidature are reported for a range of subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

The comparative learning gain (CLG) of students is an insightful measure when looking at the achievement of all students. The CLG of our students from Year 9 to Year 12 continues to attest to the effort by our senior students and their Teachers and recognises not just the efforts of students achieving top bands, but the whole cohort.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	80 %	36 %	50 %	36 %	43 %	33 %
Chemistry	25 %	42 %	100 %	46 %	50 %	43 %
English (Advanced)	60 %	63 %	41 %	62 %	52 %	63 %
HSC Mathematics Extension 2	67 %	86 %	-	86 %	100 %	84 %
Visual Arts	88 %	53 %	80 %	63 %	-	65 %
Mathematics Advanced	-	-	-	0 %	82 %	53 %

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 2020, the number of students issued with a RoSA was 2.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The College engages students in numerous initiatives that endeavour to encourage the students to develop into young men who are curious, organised, understanding, responsible, autonomous, gritty and ethically aware. These opportunities are offered through our holistic approach to education through Mission, Student Wellbeing, and quality Teaching and Learning, enabling our students to flourish.

The Student Wellbeing Team explicitly teach skills in Social Emotional Learning (SEL) - relationship skills, responsible decision making, self-awareness, self-management and social awareness. Celebrating significant events such as Harmony Day, National Day Against Bullying, R U OK? Day and supporting the promotion of mental health to reduce the social stigma with the assistance of external agencies we provide students with the opportunity to take become agents of change and develop advocacy for themselves and others.

United we create a school community that is safe, healthy, and just.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies 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

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Each year the College undertakes a process of strategic planning and self-review with a focus on improving the educational outcomes of our students. Together the College Leadership Team and staff identify clear strategic goals and strategies that address our dual moral purpose and identity as a Catholic school; our Mission and each student's Learning Growth.

The unexpected and non-negotiable transition to Learning from Home for all students in Term 1, 2020 required a strategic shift in the way that learning took place. The College developed a Learning from Home plan that made effective use of learning technologies supported by wellbeing systems that allowed students to remain connected, promoting their social, emotional and spiritual wellbeing. On the return of all students to full-time face-to-face learning these learning practices have been maintained, ensuring that all students have access to the resources required to support their ongoing learning growth.

To ensure that students' learning is both deep and relevant the College has developed a Structured Inquiry Based Learning model. This model informs student learning in Stages 4 & 5 and has become embedded in the INSPIRE cross-curricular program that aids the transition of students into their Secondary school education.

The College also implemented the Compass School Manager in 2020 as a means to further support student learning. Compass allows students, parents, teachers and our system of Catholic schools to track learning, behaviour, attendance and wellbeing to ensure that every

student is engaged in and supported with their learning. In 2021 this tool will be used to support a more personalised learning growth plan for each student.

Priority Key Improvements for Next Year

A review of the College structures that support student wellbeing was finalised in 2020 with the development of a revised Wellbeing for Learning approach. This review reframed the relationship between the social, emotional and spiritual dimensions of the lives of our students and their learning. As the College moves towards 2021 and 2022 this review will also shape our Pastoral Care structures to ensure that every student is provided with the support he needs to succeed in learning and life.

Community Satisfaction

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

Parent satisfaction

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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 wellbeing for learning focus and the continual journey of inquiry based pedagogy across the teaching and learning space.

Staff are supported by the continued journey of professional development in both accreditation focus and the commencement of the literacy program.

The COURAGE program to be embedded in the 2021 timetable will support all members of the community in enhancing wellbeing for learning.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$5,431,190
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,542,086
Fees and Private Income ⁴	\$2,385,753
Interest Subsidy Grants	\$16,960
Other Capital Income ⁵	\$291,873
Total Income	\$9,667,862

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$44,183
Salaries and Related Expenses ⁷	\$7,077,597
Non-Salary Expenses ⁸	\$2,839,670
Total Expenditure	\$9,961,450

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 2020 REPORT