

Annual School Report

2018 School Year

St Paul's College, Kempsey



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About this report

St Paul's College, Kempsey is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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 moodle.kmpslism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Paul's College, Kempsey 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 spiritual, academic, cultural and sporting achievement. St Paul's College, Kempsey 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 spiritual, 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. 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, Kempsey has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Had 50 students who sat for HSC Examinations, three students achieved an ATAR of 90 or more, five students achieved Band 6 results (a mark of 90 or better in an individual subject) and 47 students achieved Band 5 results (a mark of 80 - 89 in an individual subject).
- Was pleased to congratulate the Dux of the College with an ATAR of 93.55.
- Was proud of one accelerated Year 11 student, who completed accelerated Mathematics and Extension Mathematics HSC Courses achieving the schools two top HSC results.
- Had over 100 students complete ICAS Testing in Mathematics, Science and English and achieved a variety of awards ranging from participation to High Distinction.
- Drama Team reached the State final of the Drama Competition for the second year in succession and a Primary Industries student made it to the State Final of the World Skills Competition, and a TVET student was a North Coast Finalist for the TAFE NSW School based Trainee of the Year Award.

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. In 2018 the school:

- Celebrated the Combined Catholic Schools Mass with St Paul's College and St Joseph's Primary School. It was held to celebrate Catholic Schools Week. Parents and members of the Macleay Valley Parish attended to show their support of these schools.
- Was awarded an ASEAN Bridge Scholarship with Mandastana School in Kalimantan, Indonesia. Students are working to develop a project involving students from both schools to foster global citizenship.
- Year 8 Debating Team reached the State finals in the State Debating Competition in Sydney and after their final debate were awarded the title of Country Runner-up. The support of parents was very much appreciated at this event.
- Agricultural and Primary Industry students prepared 15 cattle each Tuesday morning and Thursday afternoon for events at the Kempsey, Wauchope and Macksville Shows where many ribbons were won. These cattle included six pure bred Devon heifers that had been bred on Francis Farm. Students also attended the Wingham Beef Week, Hoof and Hook Competition receiving First Place in the Open Junior Judging and Third Place in the Carcass competitions. These events were made possible by the support of the many parents involved.
- Had seven Drama students competing in the State Shakespeare Festival and ultimately defeated Newcastle Performing Arts College to become Regional Finalists. In the State finals in

Sydney they were runners-up in the final round of the competition. St Paul's College had won the competition the previous year.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- One student was successfully selected in the NSW All Schools Rugby Union U16's team.
- Another student won Gold at NSW CCC Swimming for the 50m Butterfly event and placed 6th at the All Schools Swimming Championships in Homebush.
- Another student was selected for the NSW CCC Cross Country team for 17+years.
- Our U13's Boys Rugby Union 7's team was successful in making the State Finals.
- Our U14's Girls Rugby League team was successful in making the State Finals.

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, Kempsey is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Kevin Lewis
Principal

1.2 A Parent Message

As I said last year it takes a village to raise a child, and the St Paul's Parents and Friends Association (P&F) are just a small part of that village, and this work continues. We are a voluntary group of like-minded parents and friends who come together to assist the school in a variety of fund-raising events, which directly benefit the school, parents, and teachers.

The St Paul's P&F executive community is elected at the annual general meeting held early in March each year and meets on the second Wednesday of the month during each term unless they fall during the school holidays. The (P&F) with great support from the principal and some teachers, encourages new families to attend the P&F without any pressure to take up executive positions.

The P&F ran a Welcome Breakfast for Year 7 parents and the Year 7 Information Evening in February. These events were not fund-raising, but rather to extend a warm welcome to our new families.

In early 2018, the Macleay Valley Coast Diabetes Group came to the P&F and asked if they could hold their annual ball at the school, with the P&F running the bar. This event went off with great success, providing great feedback and raising valuable funds for the committee. The P&F believe this will become an annual event.

Fund-raising events during 2018 included:

- The Graduation and Diabetes ball
- The Debutante Ball
- The Easter raffle

The P&F have encouraged the school and teachers to submit proposals for assistance in matters requiring financial support.



Expenditure:

- Donations towards both the Dux and St Paul's best all-rounder in Year 12.
- Box trailer
- Basketball shirts
- Maths Test kits
- Literacy Program
- Trees

The St Paul's P&F would like again to thank the parents, teachers, staff and student body as well as the local community for their support. We hope this support will continue into the future.

Mr Greg Sowter
President
St Paul's College Parents and Friends Association

2.0 This Catholic School

2.1 The School Community

St Paul's College, Kempsey is located in West Kempsey and is part of the Macleay Valley Parish which serves the communities of Macleay Valley, and St Patrick's Primary School, Macksville, from which the school families are drawn.

Last year the school celebrated 53 years of Catholic education.

The parish priest Father James Foster is involved in the life of the school.

St Paul's College, Kempsey 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:

- Support for local St Vincent de Paul Society Christmas Food collection. The College collects Christmas food and items, which are delivered to the St Vincent de Paul Society at our annual Christmas Giving Mass.
- Participation in a Combined Schools Mass. Both St Paul's College and St Joseph's Primary School staffs support a Sunday mass through reading, and providing Special Ministers. This mass coincides with 'All Saints Day' in November. After Mass, staff provide morning tea for the parishioners.
- Participation in several Sunday Masses throughout the year. College year groups read and altar serve, while staff provide Special Ministers.
- Inviting the parish priest into the College regularly, to attend morning tea, speak to classes and generally be a positive and visual presence around the school.
- Providing the venue to celebrate a combined mass for both Catholic Schools in the valley. All parishioners are invited and welcomed to attend,

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, Foundational values for Catholic Identity and Mission*. 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, Kempsey caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2018	TOTAL 2017
Male	48	50	61	48	49	32	288	289
Female	68	60	42	44	37	37	288	288
Indigenous <i>count included in first two rows</i>	16	12	7	11	6	5	57	61
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	0	0	0

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 every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. 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 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	91.3%	89.5%	89.2%	87.4%	85.8%	89.0%	88.7%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	58
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	14
6.	Number of staff identifying as Indigenous employed at the school.	4
7.	Total number of non-teaching staff employed at the school.	33

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.06%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

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:

- The nature of our collegial relationships between student and staff models the respect we expect between student to student.
- Assembly agenda items often remind students of the expectation of manners and respect for others, in addition to their property, their physical bodies (hands off rule), damage to school property etc.
- Police Youth Liaison officer attends the College regularly to discuss and highlight the importance of social media responsibilities with respect for others and their own personal reputation being a major priority and focus.
- Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. In 2018 during our Lenten appeal the college raised in excess of \$3900.00.
- CSYMA classes visit local establishments (preschools, aged care facilities, primary schools) in order to exhibit the respect we have for our community establishments in addition to our Catholic affiliated sections of the community.
- Professional Learning is offered to three staff members each year (June) to ensure the Seasons Program is an ongoing program delivered throughout the College.



- Newsletter articles, Facebook posts and Website articles constantly disseminating information regarding bullying and the adverse effects on those subjected to. The Police Youth Liaison Officer visits regularly communicating the responsibilities of our students regarding social media bullying.
- Greater push in 2018 and into 2019 for interpreting Vatican documents such as w2.vatican.va/.../en/.../documents/papa-francesco_20150524_enciclica-laudato-si.htm... to ensure we as a community engage with this document and communicate to the students the need for us to display greater responsibility to the environment in which we live. Our College motto last year was aligned to this environmental push. Greater recycling programs, staff and student both, additional sorting and identification of rubbish etc.
- St Vincent de Paul Winter appeal a big push each year with Pastoral Care houses being awarded points for their contribution and generosity to those in need.

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.

- Since 2017, we have invited the student school leaders to regular Executive meetings where we gauge the satisfaction of our school leaders in regard to school operations and to offer their advice (as a result of listening to the concerns of the student body through the Student Representative Council) so as to improve the overall school operations and student satisfaction and wellbeing at the College.
- Informally, many emails are received from parents for various reasons indicating their satisfaction or dissatisfaction regarding various issues. These emails are issued to specific staff who can then move forward with the grievance and or pass on the congratulations and thanks to those intended by the emails.
- Teacher satisfaction is gauged weekly at various levels. ie. Staff briefings, PLT meetings, pastoral team, curriculum and executive forums where policies and school procedure decisions are discussed and deliberated on. These opportunities for discussion are both formal and informal in ascertaining the feedback of the staff in order for leadership to gauge responses and deliberate accordingly.
- A recent example of gauging feedback from parent, student and associated bodies (P&F committee) included the decision to incorporate a new school uniform as of 2018 and into 2019.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 31 Higher School Certificate (HSC) courses and 5 extension courses.

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

- The College continues to use the STILE Online learning platform. Teachers and students have embraced this technology, which gives all students access to learning opportunities using a variety of digital forms.



- In Years 7 and 8, students undertake a pattern of study that includes Catholic Studies, English, Mathematics, Science, History, Geography, Technology, Visual Arts, Music, Indonesian and Personal Development, Health and Physical Education (PDHPE).
- In Years 9 & 10, students undertake a pattern of study that includes Catholic Studies, English, Mathematics, Science, History, Geography, PDHPE, as well as choosing two elective courses chosen from Food Technology, Agriculture, Drama, Music, Elective History, Physical Activity and Sport Studies (PASS), Industrial Technology (Timber & Multimedia), Visual Arts, iSTEM (Science, Technology, Engineering and Maths), Information and Software Technology (IST) and Textiles Technology.
- Strong interest 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 learning spaces that cater for these practical Industry Framework Courses.
- Senior students have taken advantage of the excellent learning opportunities provided by involvement in a range of excursions. Agriculture and Primary Industries students spent a week in Western NSW on farm visits; History students visited Sydney to discover the wonderful historical aspects of the early settlers, English and Drama students attended plays and drama presentations in Sydney and Port Macquarie. Many other students throughout the school also participated in numerous one, two or three day excursions or field trips that provided valuable learning experiences.
- The school continues to work towards developing 21st century pedagogy. This pedagogy underpins learning across the school.
- Year 9 & 10 are now participating in the new elective course iSTEM, and the Year 9 Cohort attended the Gold Coast 600 Touring car races to collect ideas for their class model constructions.
- The school's homework centre gives students a valuable opportunity to receive assistance outside of regular school hours and continues to expand in terms of student numbers.
- As a learning community we work in partnership with students, parents, staff and the wider community for the purpose of improving our own learning and all students' growth in learning.

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

- Whole school, parish masses and liturgies, reflection days, and retreats. The students also have the opportunities to attend religious events such as SHINE, Ignite, Festa Christi, Transitus and LEAD. The students were involved in the Year of the Youth Events – Jesse Manibusan and the St Paul's Events, and the St Vincent de Paul Winter Sleepout.
- The Kempsey Eisteddfod for both Music and Drama, Rotary Public Speaking, Shakespeare Carnival and involved in Bell Shakespeare workshops. Students were also involved in a variety of social justice programs such as Project Compassion, Catholic Missions, the Year 11 Street Retreat, White Ribbon Breakfast, Salvo Ride for the Homeless, as well as visiting Vincent Court (a local aged care facility) and local kindergartens.
- A range of academic co-curricular activities such as the Writer's Camp, Da Vinci Decathlon, Science and Engineering Challenge, debating – to a State level, World Skills – VET, Lit Fest, the ICAS National competitions for Maths, Science, English, the Australian Geography Competition and the VALID test for Science. The students also were involved in showing cattle at the Macksville, Kempsey and Wauchope Shows. There was participation in Wingham Beef week and Upper Hunter Beef Bonanza.
- Sporting activities offered by the College at school, local, Regional, State level. Students were involved in sports such as rugby league, union, water polo, basketball, AFL, netball, football (soccer) touch football, cricket, athletics, swimming, cross country and volleyball. These were offered to both female and male students.



- Many community events such as ANZAC Day and Remembrance Day ceremonies at school as well as official ceremonies conducted by the local RSL sub-branches. Others included Dash with a Splash, Kempsey Show, RRISK program, Youth Mental First Aid training, Shave for a Cure, St Vincent de Paul winter appeal, supporting Seniors Week, PCYC visit and NAIDOC Day.

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, 114 students presented for the tests while in Year 9 there were 101 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. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At St Paul's College, Kempsey, 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 Data Analysis workshops.

The following data indicates the percentage of St Paul's College, Kempsey students in each band compared to the State percentage.

**Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9**

BAND	9		8		7		6		5		4	
	State	School										
Reading	11.8	3.5	18.9	18.6	27.2	23.0	24.6	31.9	12.0	15.9	4.6	7.1
Writing	3.7	0.9	14.9	12.3	20.7	12.3	27.2	28.9	22.9	31.6	6.3	9.6
Spelling	12.7	7.9	23.0	18.4	25.9	21.9	22.2	30.7	9.5	11.4	5.7	9.6
Grammar and Punctuation	14.8	8.8	15.4	8.8	26.5	27.2	22.1	22.8	14.0	24.6	5.9	7.9
Numeracy	13.5	10.7	17.7	9.8	28.7	24.1	25.3	42.0	11.7	10.7	2.2	2.7

**Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10**

BAND	10		9		8		7		6		5	
	State	School										
Reading	8.2	3.0	16.6	12.9	30.1	28.7	25.6	19.8	14.2	23.8	5.2	11.9
Writing	5.3	1.0	12.8	4.0	30.0	19.8	36.0	15.8	9.3	26.7	6.5	16.8
Spelling	17.4	2.0	20.8	10.9	29.5	24.8	19.3	27.7	8.1	20.8	5.0	13.9
Grammar and Punctuation	21.8	4.0	14.4	8.9	25.7	30.7	16.0	20.8	15.6	20.8	6.4	14.9
Numeracy	13.4	2.0	19.1	11.0	29.3	24.0	23.6	48.0	11.6	15.0	3.0	0.0

NUMERACY:

The SCOUT data for Numeracy indicates that there has been a slight decline in the top three bands in Year 9 coupled with an 8,7% increase in Band 6, with a decline in the percentage of students in Band 6. This has resulted in an increase in Band 7. Even so, 65% of the students achieved above expected growth and 25% below expected growth with only 10% showing negative growth. Compared to Statistically Similar School Group (SSSG), this cohort has moved from being 2.63% behind the SSSG in 2016 (Year 7) to 1.4% behind the SSSG in 2018 (Year 9).



The Year 7 cohort saw an increase in the percentage of students in Band 9 and a large increase in Band 6. While there was a drop off in Bands 8 and 7, it was positive to see a reduction in the percentage of students achieving Bands 4 and 5. Further analysis showed that 47% of the cohort achieved above expected growth and 52% below expected growth and only 1% showed negative growth.

LITERACY:

It is pleasing to note that the Year 7 results suggest growth in achievement levels in Writing and SSSG score. Both Year 9 and Year 7 results will be further analysed to inform and guide the direction for future improvements across all areas of Literacy. This will better inform individualised student learning programs and targeted intervention programs adopted by the school.

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.

Higher School Certificate: Percentage of students in Bands 4, 5, 6

	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	76%	76%	44%	81%	32%	71%
English Standard	56%	50%	44%	54%	29%	50%
English Advanced	80%	91%	83%	91%	74%	91%
General Mathematics	36%	52%	37%	50%	27%	53%
Mathematics	40%	77%	45%	74%	43%	78%

Whilst St Paul's achieved some outstanding HSC results in 2018, overall HSC results were below State average in the majority of subject areas. Most HSC subject results were in the expected range according to the De Coursey Data with more able students performing as or better than expected according to this analysis. While St Paul's results continue to be very good compared to the other high schools in the Macleay valley they have dropped below the average for schools which are statistically similar. With solid data available, the College team will analyse this with a view to further strengthening our results into the future.

Many of the College successes in this HSC cohort, came from subjects which included a practical aspect indicating a high level of engagement and competency with practically based courses.

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

Senior Secondary Outcomes Year 12, 2018	% of students undertaking vocational training or training in a trade during the senior years of schooling.	67%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

St Paul's continues to experience growth and consolidation of Vocational Education and Training Courses. Students are using the new facilities to learn valuable skills that enable them to secure work after completing their school-based education.

3.2.4 Post School Destinations

Destination data is required to be collected 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.

Destination Data Year 12, 2018 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	43%	11%	27%	19%

3.3 Teacher Professional Learning

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.

Whole staff development day professional learning activities in 2018 were:

Staff Professional Learning Activity	Date	Presenter
Professional Learning Day 2	30/04/2018	Multiple presenters for workshops
Professional Learning Day 4	28/09/2018	Dr Bill Rogers
Professional Learning Day 3	23/07/2018	Adam Voigt
Professional Learning Teams	21/06/2018	Colin Sloper
Professional Learning Day 1	13/04/2018	Leader of School Evangelisation

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

Activity	Staff numbers	Presenter
Hawker Brownlow Conference	15	Multiple
EREA Principals Conference	1	Multiple
2018 Religious Education Symposium	5	Multiple
Executive Team Coaching	7	Adam Voigt
Year of Youth Event	85	Bishop Greg Homeming

The professional learning expenditure has been calculated at \$7257 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.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Paul's College, Kempsey 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Children with a disability and young people need to know they have the right to be safe from bullying, what bullying is, and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• Provided a Liturgical calendar and monthly Mass schedule which included the designated celebrant where possible.• Continued to implement essential Pastoral School Programs.• Reintroduced the Class - Parent program.• Continued to develop the partnership with the Parent Assembly.	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• Grow and develop staff formation and involvement in the religious life of the College.• Train and equip more teachers to be able to teach Youth Ministry classes in years 9 & 10.• Improve the implementation of Music Ministry at the school, through increased planning, collaboration and teamwork between the appropriate staff.• Form, journey with and promote the Senior Ministry Team.• Increase the presence of the Youth Ministry Officers in the classroom.• Continue to liaise and work with the SEACS staff to support ministry development at the College.

	<ul style="list-style-type: none"> • Hold a Christmas Liturgy at the end of the year. • Host Sunday Masses at the Parish that are hosted by Houses. • Establish a greater connection with EREA and Mercy Sisters Australia.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Implemented a process for College student leaders to attend College Executive meetings to provide opportunities for student voice. • Continued to become a more environmentally friendly school. • Raised the profile of environmental stewardship. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Once again, Term 2 and throughout 2019, our school will participate in the School Improvement Planning process supervised and supported by the Catholic Schools Office. SIP offers the school the opportunity to review all aspects of school life and plan ahead for the next 3-5 years. During SIP, a number of staff, parent and student surveys and open meetings will be conducted to gauge the opinion of all members of the school community.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Developed a school response to collaboration by implementing Professional Learning Team time in the timetable. • Continued focus on the use of the online learning platform STILE, to ensure students who were absent were able to see all work missed. • Placed a high emphasis on homework and study with new programs designed to assist Year 7 students and Year 11 students. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • For the 2019 teaching year, we have introduced a specialist team designed to provide staff with valuable insights into their own teaching to allow reflection and refinement of their pedagogical practice. This team of 4 under the guidance of the LOP will engage in specialist raining to allow them to observe targeted areas and provide data to staff to assist in their goal development and fulfilment.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Office: Explored options to extend secretarial /office times to cater for working parents. • Staff: Encouraged and improved communication between all levels of staff. • Staff: Reviewed and considered innovative timetable strategies to support the introduction of professional learning communities. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • At St Paul's College in 2019 we have introduced a pilot program, which fundamentally recognises and rewards positive student behaviour for learning which underpins respect for their own learning and the learning of others around them. This recognition is not for academic excellence but for initiative, commitment, motivation, and attendance etc..

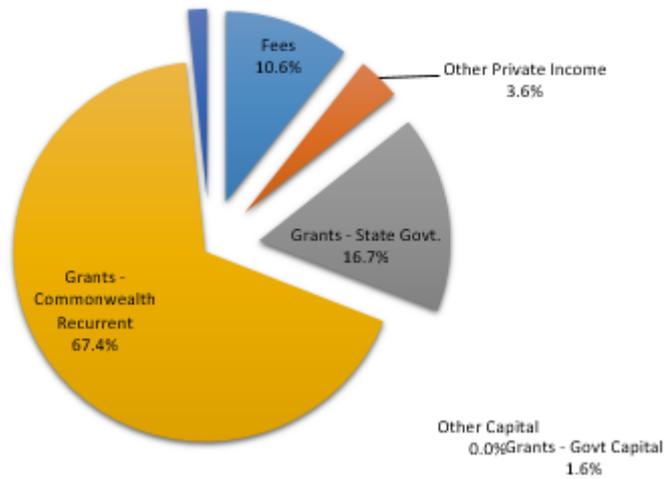
6.0 Financial Information

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 2018 is presented below:

2018 INCOME - St Paul's College WEST KEMPSEY



2018 EXPENSE - St Paul's College WEST KEMPSEY

