

Annual School Report 2017 School Year

St Paul's College



Kempsey

115-145 Sea St
PO Box 3145
West Kempsey
(02) 6562 7200
(02) 6563 1364

<http://moodle.kmpslism.catholic.edu.au>

About this report

St Paul's College 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 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 (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, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 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: <http://moodle.kmpslism.catholic.edu.au/>



1.0 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 faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural, sporting and spiritual 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 2017. 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. In 2017:

- The school achieved 23 HSC Band 6 results and 88 Band 5 results.
- 67 students sat for the HSC exams; of these 25 were offered early entry to universities such as Southern Cross, Charles Sturt and University of New England.
- One student achieved an ATAR of 93.55.
- Franchesca Thackray was dux of the College.
- 4 students achieved ATARs in the 90's.

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 2017:

- 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 play significant roles in these celebrations, which was very pleasing.
- 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, the recycling committee, and by student involvement in Project Compassion, Catholic Mission, "Movember" and many other charities throughout the year.
- Catholic Schools Youth Ministry Australia (CSYMA) classes in Year 9 and Year 10 visited a number of Catholic primary schools throughout the region assisting and leading faith formation days for junior students.
- Agriculture students entered many local Agricultural shows including the EKKA in Brisbane and the Upper Hunter Beef Bonanza, achieving much success

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- Our Year 7 and 8 boys were the state netball champions in the Schools State Cup.
- Harrison Nemme was selected in the NSW CCC and NSW All-Schools cricket teams.
- Heath Lancaster won the gold medal in the boys 4x100m relay at NSW CCC Athletics.
- Darby Lancaster won the 14's gold medal for high jump at NSW CCC and Diocesan Athletics.
- Tom Fletcher was placed 1st at NSW CCC Athletics 1500m.
- Jye Woodger was selected for the NSW CCC 15's cricket team.

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.

Mr Kevin Lewis
College Principal



1.2 A Parent Message

It takes a village to raise a child, and the St Paul's College Parents and Friends Association (P&F) is a cog in that village process. We are a voluntary group of like-minded parents who come together to assist the school in a variety of fund raising events to benefit the school, students and teachers.

The P&F, with great support from the Principal and staff, encouraged new families to attend the P&F without any pressure to take up executive positions. Once again, the P&F supported this years "Year 7 Information Evening" with a barbecue and drinks.

The St Paul's P&F Executive Committee comes together at the annual general meeting in March, to elect new positions. They also meet every second Wednesday of the month, (except if it falls during school holidays). Our committee works closely with the school Principal to promote and build community spirit within the school community. We provide much needed funds and resources for both curricular and co-curricular activities.

St Paul's P&F supported the school this year through running fund-raising events at functions, raffles and the donation towards school awards. Some highlights included:

- The Debutante Ball
- Aboriginal combined schools HSC dinner
- Year 12 graduation dinner
- Annual Easter raffle
- Father's Day raffle
- Christmas raffle
- Dux of St Paul's College
- Chris Mavin memorial award (for best all-rounder).

The P&F also supported the school with the provision of resources. The St Paul's P&F would like to thank the parents, teachers, staff, student body and the local community for their support, and we would hope that this support will continue into the future.

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

2.0 This Catholic School

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, Willawarrin & Kundabung. School families are drawn from the towns and communities of Macksville, Kempsey, Yarravel, South Kempsey and towns further up and down the Macleay River.

Last year the school celebrated 52 years of Catholic education.

The parish priest Fr Paul Gooley is 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 acted as altar servers.
- Hosting the Combined Schools Mass, to celebrate Catholic Schools Week, in the College Hall. Over 1,000 people, including students from St Joseph's Primary, teachers, parents and parishioners, attended this Mass.
- 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 supporting 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" days at the College.

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 caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2017	TOTAL 2016
Male	56	60	49	48	43	33	289	285
Female	63	45	58	45	41	36	288	269
Indigenous <i>count included in first two rows</i>	18	11	16	5	5	6	61	47
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. 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 2017 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	92.2	89.7	88.2	89.3	89.5	88.2	89.7

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	ALL
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	NIL
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	NIL
4. Teachers with recognised qualifications to teach Religious Education.	15
5. Number of staff identifying as indigenous employed at the school.	5
6. Total number of non-teaching staff employed at the school.	26

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94%. This figure is provided to the school by the CSO. As a result of continued growth, the College was able to add 12 new staff members across both teaching and non-teaching areas of the College.

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 2017, students and staff were involved in a range of activities and presentations in order to ensure that students are explicitly exposed to the values of respect, empathy and responsibility. These programs and activities encompass a broad range of experiences, which are aimed specifically at all year levels.
- Modelling leadership and skilling students to make good decisions are objectives of the College. These experiences are had by all students and are planned to give students the power to control their own direction in life, both in the short and long term. This is done through events such as the Sydney Swans visit to model leadership and respect; Year 7-12 Academic SMART goal setting; Year 7 Digital Citizenship Talk; whole school Livin' Presentation, ICE presentation (Year 7-11), Brainstorm (Year 7-12), and recognising the National Day of Action Against Bullying and Violence.
- Elevate, a study skills seminar for Years 10-12 students, is designed to achieve behavioural change. Together with the University Roadshow and Future moves, we aim to empower senior students to create a road map for their futures.
- Christ-centred learning and the nurturing of the Christian life, underpin all initiatives that the College supports and is active in. Students and staff are regularly reminded of this commitment



through participation in the following events and programs: Year 7 Belonging day; Year 9 reflection day; retreats; Lismore Proclaim events (Transitus, Lead, Street Retreat, Exuro, SHINE and Ignite); Seasons for growth program; Vinnies Winter sleep out; Aboriginal Engagement Meeting; Awards and Commendations ceremonies; Year 6 transition days; and Whole School Community Day.

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.

- A random sample parents and students and all staff were given the opportunity to respond to the Diocese of Lismore School Improvement Surveys in March. The Leadership Team and the College SIT (School Improvement Team) reviewed its data with regard to parent, teacher and student satisfaction with action plans being put in place to address any areas of concern. One particular strategy to encourage staff engaging in professional learning from each other is to ensure professional learning time is integrated into staff meeting times.
- A section was also added to the College web-site to allow for direct parental feedback and ideas to be collected in a simple and convenient manner. There was limited response to this initiative.

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 29 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 tool. Teachers 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, German, 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, Commerce, Agriculture, Drama, Elective History, Physical Activity and Sport Studies (PASS), Music, Industrial Technology (Timber & Multimedia), Visual Arts, German, iSTEM (Science, Technology, Engineering and Maths), Information and Software Technology (IST) 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 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. Agriculture and Primary Industries students spent a week in Bourke on farm visits; History students visited Sydney to discover the wonderful historical aspects of the early settlers. 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 Clean up 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, Proclaim Lismore, the Shine Gathering 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 pathways.
- ICAS National Competitions for Mathematics, English and Science.
- Australian Geography Competition.

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, 120 students presented for the tests while in Year 9 there were 108 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 sit the HSC. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12.

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.

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	1.7	18.8	14.2	29.6	30.0	23.5	32.5	11.1	13.3	5.2	8.3
Writing	5.4	3.3	15.9	8.3	21.6	14.2	27.3	27.5	21.1	33.3	8.7	13.3
Spelling	14.3	3.3	27.0	25.0	26.9	30.0	17.3	24.2	9.8	10.0	4.7	7.5
Grammar and Punctuation	12.8	3.3	17.3	8.3	30.2	31.7	21.5	30.0	10.5	14.2	7.8	12.5
Numeracy	17.1	5.8	17.8	11.7	29.0	32.5	22.2	33.3	11.6	12.5	2.4	4.2

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	7.6	3.8	17.1	10.6	33.7	34.6	21.1	26.0	14.9	19.2	5.6	5.8
Writing	7.3	1.9	10.7	7.6	27.2	31.4	20.0	18.1	18.7	23.8	16.1	17.1
Spelling	9.1	2.9	22.0	14.3	24.0	21.9	25.8	30.5	12.8	15.2	6.2	15.2
Grammar and Punctuation	11.1	4.8	13.7	13.3	26.7	18.1	24.6	27.6	15.3	22.9	8.5	13.3
Numeracy	12.1	2.9	17.7	12.7	28.7	32.4	25.9	35.3	14.6	16.7	1.0	0.0

Numeracy:

The SMART data for Numeracy indicates that there has been a general improvement in Numeracy levels. The top three bands have seen increases in the percentages of students in these bands, while the percentages of students in the lower bands is decreasing, with none in the lowest band for Year 9. In addition, the growth figures indicate that of the 97 students from Year 9, 80 achieved above expected growth, 10 had growth but below expectation and only 7 had negative growth. QuickSmart has been an invaluable intervention which has helped to raise the achievement levels of students who experience difficulty with numeracy. Mathematics staff have also placed an increased emphasis on basic numeracy skills at all levels.

Literacy:

Areas of improvement: The data for literacy indicates there has been a decrease in % of students at or below national minimum standard when compared to previous years' cohorts in Language Conventions. The percentages in the higher bands are increasing.

Areas of concern: Both cohorts are below State and NSW Catholic Education Commission trends in Writing and Reading and are below growth expectations. English staff have identified through the use of qualitative data that students are limited in the depth of their writing by basic vocabulary and less effective paragraphs than in previous years. There is also evidence of poorly structured extended responses. Both the Writing Intervention program and the LLI reading intervention program have had a positive impact on students who have experienced difficulty in writing and reading and this has assisted in raising their achievement levels. To improve literacy skills English staff have agreed that ongoing formative assessment and observations through class work will continue to be a focus.

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: % of students in bands 4, 5, 6

	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	45%	78%	76%	76%	44%	82%
English Standard	23%	42%	56%	50%	44%	55%
English Advanced	80%	91%	80%	91%	83%	92%
General Mathematics	30%	51%	36%	52%	37%	50%
Mathematics	27%	81%	40%	77%	45%	75%
Agriculture	66%	60%	43%	43%	75%	55%
Ancient History	33%	53%	62%	62%	62.5%	60%

St Paul's College Advanced English results continue to trend up from a very high base. General Mathematics and Mathematics are both trending up from a very low base in 2015. Subjects with small cohorts continue to achieve excellent results i.e. Agriculture and Textiles. The school achieved 15 Band 6 results (7%) and 4 students achieved ATARS above 90 (8%). St Paul's College results continue to be excellent compared to similar schools who have the same or similar demographic.

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, 2017	% of students undertaking vocational training or training in a trade during the senior years of schooling.	56%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

St Paul's College continues to excel in Vocational Education, 42 students (56%) received certificates for VET Courses and students from two VET Courses were the top students in the Diocese in the HSC Examination.

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, 2017 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	34%	3%	37%	26%

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 2017 were:

Staff Professional Learning Activity	Date	Presenter
Staff Reflection Day	7/4/2017	St Paul's College Staff with CSO Support
Catholic Worldview Permeation	24/4/2017	St Paul's College Staff with CSO Support
Marzano Educational Research	17/7/2017	Janelle Wills
Staff Edmund Rice Spirituality Day	22/9/2017	Edmund Rice Australia

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

Activity	Staff numbers	Presenter
RAMP Mental Health First Aid Training	10	Catholic Schools Office, Lismore
Leadership for Teaching and Learning	1	Dylan Wiliam
Teacher Wellbeing Workshop (Highly Effective Teacher)	1	Tanya Matthews, Marie Amero
Quicksmart Numeracy	2	University of New England

The professional learning expenditure has been calculated at \$7096.00 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
Discipline Policy	Change made: student removal from class	G:\common\teacher\Policy Handbook
Electricity Management Policy & Procedures	Change made: Medical attention requirements	G:\common\teacher\Policy Handbook
Self-Harm Action Plan	Change made: adjusted to make relevant	G:\common\teacher\Policy Handbook
Uniform Policy	Change made: uniform at sports carnivals	G:\common\teacher\Policy Handbook
Student Non-attendance SOP	New Policy adopted	G:\common\teacher\Policy Handbook
Child Protection Policy	Change made: adjusted to make relevant	G:\common\teacher\Policy Handbook
Record Keeping and Legal Responsibilities	Change made: adjusted to make relevant	G:\common\teacher\Policy Handbook
Senior Study Days Policy	Reviewed and deemed accurate	G:\common\teacher\Policy Handbook
Student Behaviour Policy	Reviewed and deemed accurate	G:\common\teacher\Policy Handbook
Students Driving to College	Reviewed and deemed accurate	G:\common\teacher\Policy Handbook

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 Pastoral Care Policy

St Paul's College pastoral care system promotes self-esteem in students. We believe that the students graduating from our College should possess a strong sense of hope in the future. In partnership with families, we emphasise leadership, responsibility, service, and the dignity of the individual. St Paul's is an environment in which students feel secure enough to realize their full potential in all areas of development so that they can make a positive contribution to an ever-changing society. Our pastoral care system attempts to develop students' understanding of their fellow students by promoting qualities of co-operation, tolerance of others, and compassion. Above all, the College community is a caring community, which is specifically Christian, emphasizing the strengths of self-discipline and fostering the growth of students and staff.

4.4 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school. The Student Behaviour Policy at St Paul's College is integral to the Mission Statement of the College. Based upon the Gospel values of love, community, tolerance, responsibility and forgiveness, St Paul's seeks to emphasise the dignity of each person. Teaching students in its care the central importance of this value is a focus of the College. The College Policy addresses the areas of pastoral care, well-being, personal welfare development, as well as individual and the community rights with its aim being responsible discipline and educating students as to 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 being on changing behaviour.



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 develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

Key improvements achieved this year	Key Improvements for next year
<p>Catholic Identity and Mission</p> <p>Further strengthened opportunities to give greater focus on the traditional Charisms of the College including immersion opportunities for staff and students with Edmund Rice Education Australia and the Mercy Sisters.</p>	<p>Catholic Identity and Mission</p> <p>Complete a review of the 'Ministry and Service at St Paul's College: 2014 – 2018 document with a view to improving upon the excellent work done to this point.</p> <p>Review the arrangement and organisation of Catholic Studies classes in Stage 4 and Stage 5, and the creation of Studies of Religion classes in Stage 6, along with the means by which students progress into Catholic Studies in Stage 6.</p>
<p>Organisation and Co Leadership</p> <p>Updated our school policies in line with best practice with a special focus on Learning Technologies and protecting students on-line.</p>	<p>Organisation and Co Leadership</p> <p>Register staff led Professional Learning sessions after school.</p> <p>Build capacity of staff to clearly understand and articulate decision making.</p>
<p>Teaching and Learning</p> <p>Created and embedded a whole school literacy focus with writing as a key component of our pedagogy and student learning.</p> <p>Further developed classroom practice in line with evidence based approaches such as formative assessment, student engagement and individual learning.</p>	<p>Teaching and Learning</p> <p>Provide professional learning opportunities based on the Australian Institute for Teaching and School Leadership Standards that are purposeful and meaningful.</p> <p>Identify opportunities to effectively use Peer to Peer, coaching and mentoring, Walk Throughs and other effective evidence-based strategies to improve pedagogy.</p>
<p>Community and Relationships</p> <p>Addressed the policies related to bullying and violence in schools to ensure we have best practice and that our parent body is comfortable and engaged in the process.</p>	<p>Community and Relationships</p> <p>Ensure parent use of student diary as a means of communication is normalised and seen as one of the most effective methods for working with staff.</p>

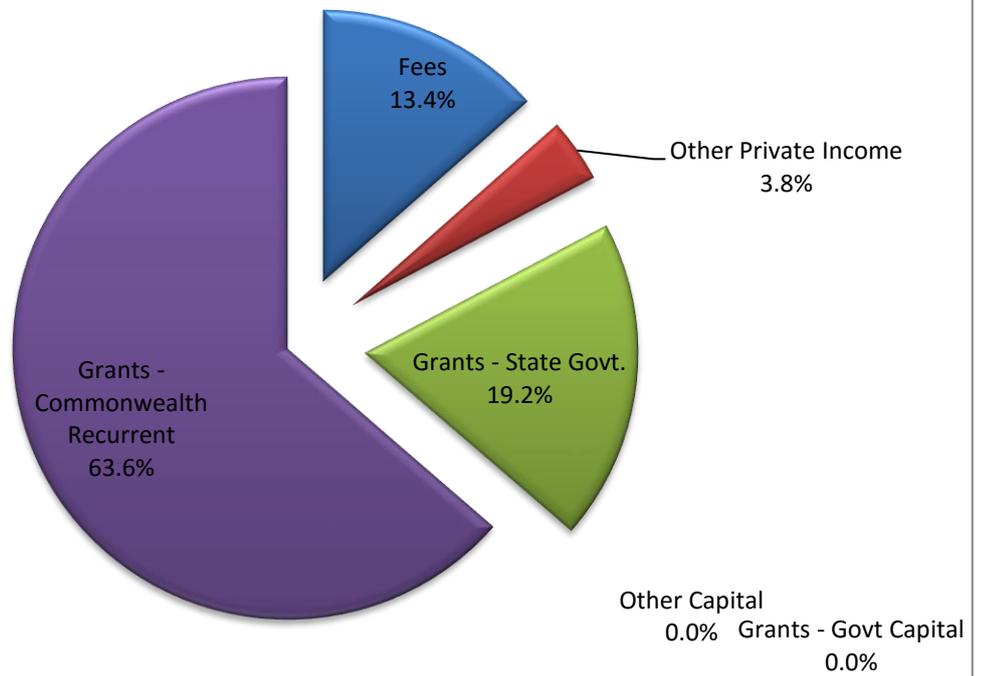
6.0 Financial Information

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 2017 is presented below:



2017 INCOME - St Paul's College WEST KEMPSEY



2017 EXPENSE - St Paul's College WEST KEMPSEY

