

St Paul's Catholic College Manly

2011 Annual Report



"First things first"

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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

St Paul's Catholic College serves the Catholic community of the Manly Peninsula by educating and forming young men, academically, physically, emotionally, spiritually and psychologically while and through offering them experiences of what it means to be a Disciple of Jesus Christ. To this end the College operates within the broad and rigorous curriculum directed by the Office of the Board of Studies NSW and overseen by the Catholic Schools Office of the Diocese of Broken Bay. All educational and social experiences are developed and offered within a particular Catholic perspective, which we call the Catholic Worldview. By this we hope to develop in each individual a genuine response to the call of our Saviour.

The College has been known variously as Manly Christian Brothers School, Christian Brothers College, Manly, and, as it stands today, St Paul's Catholic College, Manly in its 82 year history and continues to serve rich and poor alike as it has always.

This report outlines the current stage of the development of this project and the College as it pursues its goal of providing a quality education motivated by Gospel imperatives as understood by the Catholic tradition.

1.2 Message from the Parent Body

The Parents' and Friends' (P&F) Association of St Paul's meets each month and is made up of an active group of parents, committed to assisting the College, where it can, with the academic, pastoral and social life of the school. In 2011 we have enjoyed increased attendance at our meetings, a venue for parents to gain insight into their son's school.

Our constant challenge is to involve parents in P&F activities. This year the promotion of 'school spirit' was high on our agenda. Once again we have had much success with our 'Meet and Greet' cocktail evening for new Year 7 parents and our yearly social event, the P&F Cocktail party. We resurrected the Years 7, 8 and 9 School Dance which proved to be one of this year's P&F highlights and we were again proud to assist with the St Paul's Open Evening showcasing the wonderful St Paul's community spirit. St Paul's parents also regularly assist with the running of the school canteen and uniform shop.

The P&F levy has continued to provide us with a better funding model where we are able to assist the school with projects without putting a greater strain on the P&F.

The P&F look forward to another enjoyable and productive year in 2012 and thank the school executive and staff for the appreciation and support they give to all our endeavours.

Vice-President of the Parents and Friends Association



1.3 Message from the Student Body

As students of St Paul's, we can honestly say that our time here has so far been fundamental in our development as learners, as people and as men.

The bonds upheld amongst the student body will no doubt carry on through later life. Our ever-present involvement in the St Paul's community only furthers our understanding of who we are and the pride associated with that.

In just our first year as seniors, our collaborative relationship with our teachers has given us the insight to achieve what each of us has individually set our sights on. We will be forever grateful for the hard work our teachers give day in, day out, for the betterment of our education. Through dedication, devotion and sacrifice we shall achieve our goals not only in terms of our future career, but in terms of our future life as men. Our education has taught us that fulfilment in life is of utter importance.

With the commencement of our final year underway, we hope to begin what will be a part of our lives that will no doubt be challenging, but rewarding all the same. The upcoming year will undeniably bring with it pressure, struggles and obstacles. I know I can speak for the entire student body when I say that with our own hard work, including help from our teachers, parents, peers and the community, we can set ourselves up for not only success in our final HSC scores, but in life.

I alluded before to the pride that is associated with being a St Paul's student. If there is one thing that we can tell people about St. Paul's when we graduate, it is this: 'We are proud to be a St Paul's student.'

Publications Prefect



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
0	625	73	0	625

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
50	0	0	50

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

During Term 4 each year all teachers are asked by the Principal to indicate their goals and expectations and to share their satisfaction with and concerns about the progress of the College.



Staff continue to support the movement towards higher academic achievement and changes in pedagogical approach, as well as the enhancement of the Catholic profile of the school, and were particularly satisfied with the importance placed on daily pastoral care groups.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	93
8	97
9	97
10	96
11	96
12	96

The average student attendance rate for 2011 was 96%.

Of the students who completed Year 10 in 2009, 77% completed Year 12 in 2011.

Management of 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 Education Act 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 school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- 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 school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School 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, the Catholic Schools Office and the relevant Department of Education and Training 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 school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.



The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

While St Paul's has a proud tradition as a welcoming and safe place in which students can learn, the students perceive that they are cared for and are provided with good learning opportunities, adequate resources and a wide range of subject choices.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2011 was 99%.

The percentage of students in Year 12 undertaking vocational or trade training was 23%.

2.9 Student Destinations

Thirty nine (39) Year 12 students were offered places at universities in 2011.

The majority of the remaining thirty eight (38) Year 12 students who completed their HSC at St Paul's did not seek university entrance but chose rather to enter the workforce directly or through apprenticeships.



3. Catholic Life and Mission

3.1 Catholic Heritage

St Paul's Catholic College first opened its doors as Manly Christian Brothers School in Raglan Street Manly in 1929. Until 1966 it educated boys through primary grades right up to Leaving Certificate standard in the secondary school and was staffed by the Christian Brothers until they withdrew in 1982.

In 1986 the Diocese of Broken Bay was formed and now St Paul's Catholic College forms part of this Diocese. The College specifically serves the parishes of Manly Freshwater, North Harbour, Frenchs Forest, Dee Why, The Lakes and Pittwater.

Approximately 25% of enrolments are drawn from the Catholic primary feeder schools of St Mary's Manly, St John the Baptist Freshwater, St Kieran's Manly Vale, St Cecilia's Balgowlah, St Martin's Davidson, Our Lady of Good Counsel Forestville, St John the Apostle Narrabeena, St Kevin's Dee Why, St Rose Collaroy Plateau, St Joseph's Narrabeen, Sacred Heart Mona Vale and Maria Regina Avalon, with the remainder coming from local government primary schools.

3.2 Religious Life of the School

The College marks the beginning the school year with a Welcoming Mass celebrated in the Parish Church of Mary Immaculate and St Athanasius in Manly. At this celebration all new students and staff are presented with a certificate of welcome into the community.

National and religious festivals were marked by liturgical assemblies. These included Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas.

Year 9 experienced a two and a half day retreat as part of a five day camp at Wombaroo, outside Mittagong. The Annual Year 12 Retreat, held at Challenge Ranch, Somersby remains a highlight in the lives of the boys at St Paul's.

Staff meet on Mondays, Wednesdays and Fridays for staff prayer and a morning briefing. All meetings begin with a prayer to place deliberations clearly in the context of the College's mission. All College assemblies begin with prayer led by a student leader. Pastoral Care groups begin the day with prayer and staff members are encouraged to begin each class with prayer.

Again in 2011 one of the College's staff members was received into the Church, this time sponsored by another staff member.

3.3 Catholic Worldview

While St Paul's is a Catholic College its Catholic identity is challenged by the reality that only 25% of our students come from Catholic feeder schools and even less have close connections with their parish. It is essential therefore that we are able to identify the ways in which we are truly Catholic and witness to Catholic Discipleship.

The successful implementation of the Broken Bay K-12 Religious Education Curriculum is dependent on an appreciation of the part the whole school plays in the religious and spiritual development of each student. For many of our students, school is their only experience of Church. It is imperative, therefore, that the College provides those students with an authentic experience of what it means to be a disciple of Jesus.

To this end we have developed a framework within which we can acknowledge our "catholicity" as students and staff and strive for a greater sense of communion and community in our daily lives. This framework is used as an induction tool for teachers, unpacking the theology of the Catholic Worldview in language accessible to all and in practices identifiable to all.



3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

The annual Staff Spirituality Day was held at the Sydney Conference Centre at Ingleside. The theme for the day was *Creation and Reconciliation*.

One staff member attended the Ministry for Teachers program. Two teachers completed the Masters of Educational Leadership under the diocese's scholarship program, to graduate in 2012.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The College Pastoral Care system, (restructured) is designed to ensure that all students are able to closely identify with a pastoral care group overseen by a teacher who knows each student well. The aim is to create a safe and secure environment that will assist each student maximise his potential. Additionally, the College Level System which is founded on the Gospel values of forgiveness and redemption has proved successful in its aim to constantly reward those students doing right things while at the same time work with those boys struggling to meet College expectations.

Our Anti-Bullying policy is clear and concise and we continue to strive for a pro-active approach towards eradicating bullying within our community. To this end each student signs a 'bullying contract' at the beginning of the school year pledging not to engage in such behaviour.

In 2010 the College Middle Leaders began a program to reintroduce them to Restorative Justice practices. This program continued in 2011.

4.3 Pastoral Care of Families

The College continues to support families in financial or emotional crisis. The College employs two counsellors to ensure availability for students five days each week and refers difficult cases, or cases with specific needs, to outside agencies where appropriate. Pastoral Care teachers and Year Co-ordinators are encouraged to keep in contact with all families, but particularly with those experiencing difficulties.

This is becoming an increasing challenge with the growth in the identification of mental health issues among young people.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2011 the College continued its formal partnership with the University of Newcastle to strengthen the quality of teaching across the whole school. The program of immersion in the Quality Teaching Framework was extended to a further fourteen teachers, totalling 21 of the staff who have now been through the program.

The College has, as a consequence, been recognised as a Centre For Excellence in *Collaborative Teacher Inquiry*, under the CSO's implementation of the National Partnership on Improving Teacher Quality.

5.2 Student Achievement

Students in Years 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- In Year 7, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 113 students in Year 7 and 104 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.



Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	3.5	16.0	25.8	23.7	19.9	11.2	94.9
	National	3.8	14.7	25.6	27.3	18.7	8.4	94.7
	School	0.8	9.4	30.5	28.1	21.9	9.4	99
Writing	State	6.6	18.9	26.7	23.1	16.4	8.3	91.7
	National	7.7	14.9	27.4	25.4	14.8	8.3	90.7
	School	3.1	31.8	31.8	19.4	12.4	1.6	97
Spelling	State	5.3	11.0	21.9	28.5	21.2	12.1	93.9
	National	6.0	12.9	24.5	29.1	18.3	7.7	92.5
	School	0.8	10.9	25.6	34.9	26.4	1.6	99
Gr. & Punct.	State	7.1	12.8	29.1	21.4	19.6	10.0	93.3
	National	5.8	15.0	26.8	27.3	16.7	6.9	92.7
	School	1.6	13.2	32.6	27.9	19.4	5.4	98
Numeracy	State	4.0	15.8	24.1	24.8	15.5	15.7	94.4
	National	4.0	14.1	25.6	25.8	16.8	12.0	94.4
	School	1.6	6.4	18.4	42.4	16.8	14.4	98

Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	6.3	18.1	25.4	25.3	15.8	9.2	92.9
	National	6.1	17.2	27.4	27.0	15.5	5.3	92.4
	School	2.6	12.3	21.9	39.5	16.7	7.0	97
Writing	State	16.0	18.5	20.8	22.7	12.0	9.9	84.6
	National	13.9	18.5	23.2	20.5	13.4	8.9	84.6
	School	6.2	27.4	26.5	26.5	7.1	6.2	94
Spelling	State	6.5	13.0	24.3	28.5	19.9	7.9	91.8
	National	8.0	14.9	25.5	27.1	16.1	6.9	90.5
	School	6.1	14.9	21.1	32.5	20.2	5.3	94
Gr. & Punct.	State	10.0	14.6	25.3	31.6	12.6	5.9	90.3
	National	8.5	17.7	27.9	25.8	13.7	4.9	90.0
	School	2.6	13.2	21.9	37.7	19.3	5.3	97
Numeracy	State	5.1	18.9	25.6	21.8	15.9	12.7	93.2
	National	5.4	18.4	27.5	23.8	14.6	8.9	93.1
	School	0.9	9.0	18.9	30.6	27.0	13.5	99

The College utilises the data provided by NAPLAN to validate its own observations about student literacy and numeracy. In Year 7 this continues to be a particularly useful process in identifying students at risk and subsequently implementing programs to reduce that risk.

We have seen improvements in our Year 9 results, specifically in the areas of Reading, Grammar and Punctuation, Writing and Numeracy. These improvements validate the decisions made a few years ago to implement specific College wide initiatives such as DEAR, a focus on bookwork and the formation of afterschool Homestudy and Maths Clubs. Our focus on Quality Teaching and high expectations of all students has continued to complement our aim for all students to reach their full potential.



School Certificate

Students in Year 10 sat for the School Certificate examination in November. The table provided shows the mean of the 2011 school cohort in comparison with state and school results from previous years.

School Certificate means, 2007-11

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
2011	School	77.68	71.55	77.24	74.84	75.36	82.15
	State	77.34	70.88	75.44	72.42	72.15	79.20
2010	School	78.43	74.41	79.86	73.05	75.76	82.72
	State	76.87	72.10	76.67	70.16	72.38	79.44
2009	School	77.15	71.19	78.61	71.91	76.19	85.06
	State	77.43	70.61	75.00	71.56	72.36	81.67
2008	School	77.05	74.08	77.75	72.68	77.19	86.94
	State	76.63	70.67	73.61	70.58	73.52	80.71
2007	School	76.46	68.38	75.72	73.41	77.81	83.44
	State	74.76	69.38	73.48	72.14	74.60	80.28

In 2011 the school's School Certificate means were above the State means in all subject areas. Most pleasing was the continued improvement across the board. The results in the Computing Skills Test indicate that the time and resources concentrated in this area have been well spent. The College continues its trends towards moving students from the lower to the middle bands. The results of combined Bands 4, 5 and 6 were again above State average in all areas.

Higher School Certificate

The 2011 HSC cohort achieved a total of 23 performances at the highest State benchmark, 125 at Band 5 or equivalent and 120 at Band 4 or equivalent. 24 Subjects out of 25 were above State average in 2011, averaging 3.4% above State. There was a 0.3% increase in the number of Band 6s and 3.3% increase of Band 5s. The College Dux received an outright ATAR of 95.9.

5.3 Extra Curricula Activities

The College continues to provide a wide variety of extracurricular activities, particularly in the area of sport.

Boys represented the College in the following sports: Rugby Union, Rugby League, Soccer, Cricket, Touch Football, Tennis, Volleyball, Basketball, Swimming, Water Polo, Biathlon, Surfing, Snow-Boarding, Skiing, Athletics and Cross-Country Running.

The College's Outdoor Education Program included sport on Thursday afternoons for Years 9 and 10, the Year 7 Ski Camp, Year 9 combined Retreat and bush camping week, Year 10 end of year activities at Challenge Ranch, and an overnight stay for Year 8 at Cockatoo Island. The College also trialed a program of reduced sport in Years 7 and 8 but on review, mid-year, returned to weekly sport for Years 7 and 8.

The College also provides opportunities for students to pursue their interests in chess, public speaking and music. The annual music program culminated in performances at the annual Year in Review, held at Brigidine College at St Ives. The College also hosted the Peninsula Catholic Primary Schools debating, providing both venue and adjudicators, as part of the Community of Schools



association. In December 2011 fourteen students from across the College graduated from the Toastmasters' Youth Leadership Program.

The College held its bi-annual three week Rugby tour to the UK and France in September and October. This continues to be an attractive feature of the College's life and future rugby tours should be enhanced by a re-vamped rugby program, beginning in 2012.

5.4 Professional Learning

Mandatory professional learning activities around first aid, OHS, child protection and OHS manual handling are conducted in accordance with CSO policy. The College also utilises staff and KLA meeting times to develop staff professionally.

Staff are regularly provided with ample professional development opportunities to gain knowledge and experience within their KLA faculty area or management role. This is either provided by the Senior Leadership Team (SLT) or the Key Learning Area (KLA) Co-ordinator.

The College holds staff Professional Development (PD) days every term – these vary from whole school events to individual KLA time, First Aid and OHS training.

The College focuses on succession planning for all roles within the school; every KLA is encouraged to provide staff with opportunities to show and develop their talents.

Curriculum funding from the Catholic Schools Office (CSO) allows for PD to be organised annually. In 2011 our focus on Quality Teaching, Restorative Justice and the development of explicit quality criteria to develop strategies to challenge students to higher order thinking continued. Wherever possible, Professional Learning is conducted onsite to ensure contextual focus.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

2011 saw the development of a College Masterplan, with a view to replacing all existing demountable classrooms, building a College multi-purpose hall, developing a state of the art music centre and ultimately refurbishing or replacing the original teaching building, built in the mid 1970's.

Refurbishing continues in "S" block.

School Certificate and Higher School Certificate results reflect genuine growth in the pursuit of student excellence.

The NNSCF infrastructure funding has assisted the College in its pursuit of quality integration of technology in the classroom. The College now boasts eight inter-active whiteboards and has conducted its own professional development using the talent of voluntary staff members.

The College continued to strengthen its links with our local parish through the provision of liturgical music, by a student group, on the first Sunday of each month.

The College continued its program of high expectations for students by developing explicit quality and technical criteria for students and teachers and assisting struggling students through individual support and academic workshops.

6.2 2012 Priorities and Challenges

- Refurbishment of the Science rooms.
- Initiating a building program from the Masterplan.
- Continue to improve the quality of teaching across the College through:
 - A Professional Development focus on QT with University of Newcastle.
 - A sustainable program to ensure the continued development of Professional Learning Groups and the inculcation of Quality Teaching into the pedagogy of the College.
 - Further development of faculty meetings devoted to professional development.
- Improve the standard of student work to better reflect the talents of *our students* by:
 - The consistent use of Explicit Technical and Quality Criteria for students and teachers in Years 7-10.
 - Academic Workshops/ Clubs to support struggling students.
 - The restructure of Learning Support to assist at risk students.
- Improve the profile and deepen the appreciation of the College as "Catholic" in the wider community by:
 - Strengthening College/Parish Links especially through music and liturgy.
 - Consolidating Teachers' Religious Education qualifications.
 - Continuing to develop the Catholic ethos of the school.
 - Developing of a Youth Ministry Action Plan.
 - Continued involvement in the Peninsula Community of Schools.



7. Parent Participation

7.1 Introduction

As has been the case for many years, the Parents and Friends Association was very involved in several facets of College life; again, they fed over 1000 people at the College Open Evening and provided a welcoming supper and cocktails for all new parents. The annual Parents and Friends Cocktail party, held this year in September at Miramare Gardens, Terrey Hills was again a success.

Each year the College hosts a Mothers' Day luncheon and a Fathers' Day breakfast. Again in 2011 both of these were well attended. Parents are always invited to participate in the liturgical life of the College. The opening and closing Masses each year are well attended by parents as is the Graduation Mass for Year 12.

Parent Teacher night attendance is around 98% for all years. Parents of Year 10 students are invited to discuss their sons' subject selections for Year 11 with teachers in a formal interview to deepen their understanding of the commitment needed for senior study.

Other ways in which parents participated in College life included exam supervision, providing careers advice, preparing food and serving in the canteen, assisting with our College reading program and assisting in the uniform shop. As in the past, a number of parents assisted with the Year 7 ski trip as well.

7.2 Parent Satisfaction

Community satisfaction with the College is validated not only by record enrolments but also by the stability of enrolments in an educationally volatile area. The lower Peninsula is characterised by student movement from school to school but movement from St Paul's has declined in recent years, particularly with regard to students departing at the end of Year 10.

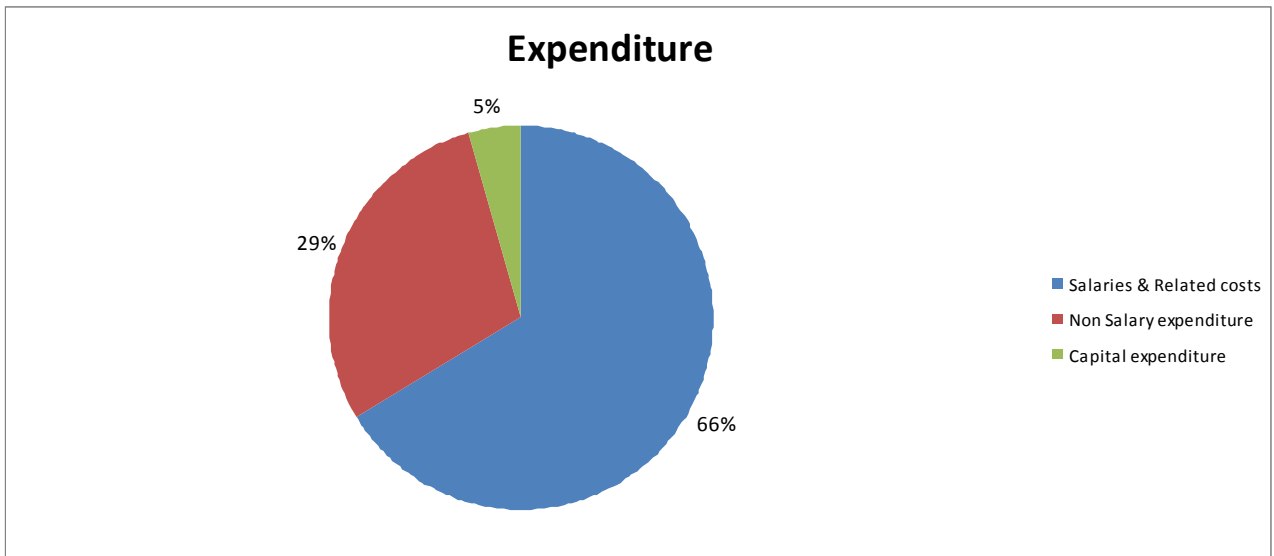
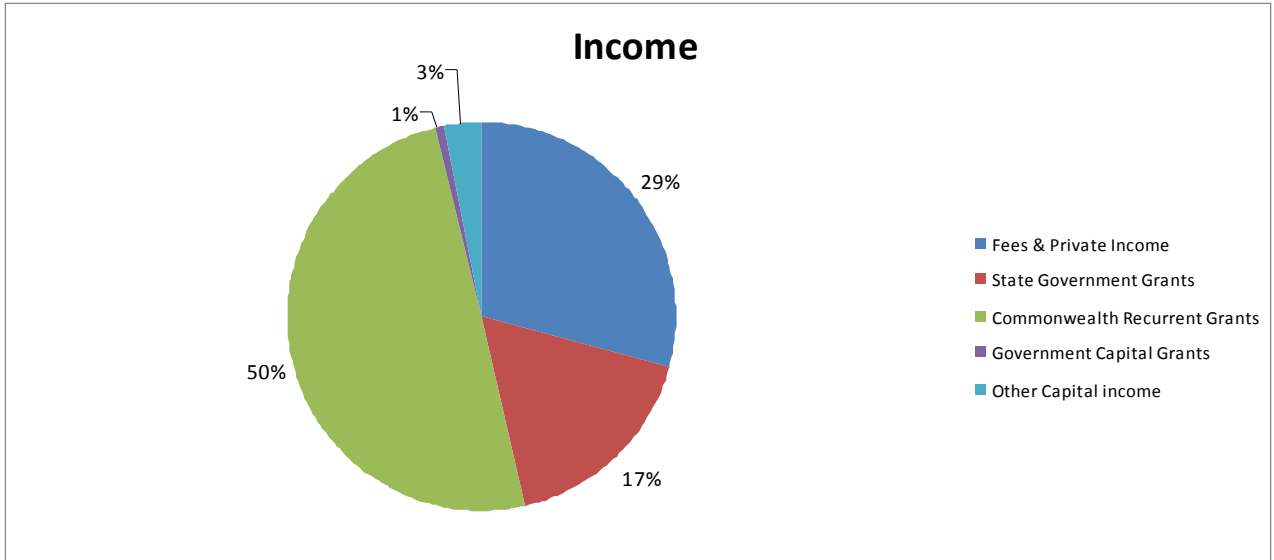
The externally monitored survey of parents validated anecdotal evidence that supported the College's movement towards greater academic accountability. Parents also appreciate the pastoral care given to the boys and the professionalism with which the teachers approach their work.

Most parents have an understanding of the Catholic values to which the College subscribes and support it accordingly.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Ray Werren.