

St Paul's Catholic College Manly

2009 Annual Report



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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.

In 2009 the College celebrated 80 years of education through its various metamorphoses: Manly Christian Brothers School; Christian Brothers College, Manly; and, as it stands today, St Paul's Catholic College, Manly.

This report outlines the current stage of the development of the College as it pursues its goal of providing a quality education motivated by Gospel imperatives as understood by the Catholic tradition. As the College underwent its major Review in 2009, a substantial amount of this report will reflect the findings and validation of that Review.

1.2 Message from the Parent Body

The Parents' and Friends' (P&F) Association of St Paul's strives to play an active role in the direction of the school's academic, pastoral and social life by taking part where it can, with the interest of the boys of the school always at the forefront of any decision.

In high school it is always a challenge to fully involve all parents in P&F activities. This year we made specific requests to parents of Year 8 to assist the "Meet & Greet" cocktail party for new Year 7 parents and involved parents from different year groups to assist in the St Paul's Open Day. By raising the visibility of the P&F we have attracted more parents to the P&F meetings. At these meetings a strong and open dialogue prevails between parents and the School Executive to achieve improvements in school governance, policy development and decision making. The raising of a P&F Levy per family has provided a better funding model for the P&F. This has allowed new school projects to be considered without greater strain on the P&F.

The partnership between the school and P&F remains strong as we complete another year.

President, Parents' and Friends' Association

1.3 Message from the Student Body

The students at St Paul's Catholic College are a close-knit group of caring young men integral to the College community. Each St Paul's student constantly strives to 'be the best they can be' in the various aspects of school life whether it be academic, sporting or cultural.

One particular attribute of the student body is the respectful relationship with the teaching staff. All students are actively encouraged to participate in as many pursuits as possible by the enthusiastic support of staff members whose guidance is shared amongst the student body.



Social justice awareness and involvement continues to prompt students to work charitably with an open mind and reach out to the outside world. Welfare programs including peer support and anti-



bullying seminars, in addition to leadership awareness days, allow for a diverse education and leadership development.

With the teaching staff and wider community, the student body contributes enormously to the welcoming and tolerant atmosphere that symbolises St Paul's Catholic College.

Publicity Prefect for the College Prefect Team



2. School Profile

2.1 Introduction

St Paul's Catholic College is located in the Diocese of Broken Bay on Sydney's Northern Beaches, situated in the St Patrick's Estate at North Head, overlooking Manly Harbour.

The College currently enjoys a very positive profile in the community, having developed a strong reputation for excellence in teaching and learning, sporting achievements, pastoral care and student management. Enrolments have increased significantly in recent years and are anticipated to stabilise at around 600 students.

Approximately 25% of enrolments are drawn from the Catholic primary feeder schools of St Mary's Manly, St Kieran's Manly Vale, St Cecilia's Balgowlah, St John the Apostle Narraweena, St Kevin's Dee Why and St Rose Collaroy, with the remainder coming from Catholic primary schools on the northern end of the Peninsula and from local government primary schools.

The College environment boasts harbour views, open grassed playing areas and sports courts, as well as the historically significant Archbishop's Residence. The acquisition of the latter in 2005 provided the school with much needed space for administration and staff facilities and doubled the amount of open land available to the school.

In 2004 the College adopted a strategic plan to be implemented over the years 2005-2009. In 2009 the College underwent a major two part review: firstly, with regard to compliance and secondly, with regard to school improvement. The review will form the basis of the College's new strategic plan.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
0	575	70	0	575

*Language background other than English

2.3 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.

2.4 Staff Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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
49	2	0	51

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.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 94.9%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 80.0%.

2.6 Teacher Satisfaction

During Term 4 each year all teachers were interviewed by the principal to discuss their future, goals and expectations and to share their satisfaction with and concerns about the progress of the College. Prior to the interview each teacher completes a short survey giving them the opportunity to reflect on the year.

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 increased emphasis on pastoral care with the establishment of longer, daily pastoral care groups. This satisfaction was validated in the School Review process and may be reflected in the retention of staff at the end of 2009, when no permanent staff member resigned.

2.7 Student Attendance and Retention Rates

YEAR	Average student attendance rate (%)
7	94
8	92
9	92
10	89
11	96
12	97

The average student attendance rate for 2009 was 92%.

Of the students who completed Year 10 in 2007, 73% completed Year 12 in 2009.

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.

2.8 Student Satisfaction

The College's extension of the Broken Bay Pedagogy Initiative and participation in the Leaders Transforming Learners and Learning (LTLL) project with the Australian Catholic University continued to provide ample opportunity to gather data on student expectations and satisfaction.

Student interviews for both projects and for the School Review continue to provide evidence of student satisfaction with the standard of teaching and show a particular appreciation for the standard of pastoral care at the College. This may well have been reflected in the outstanding retention rate from Year 7 to 8 and the decline in the percentage of students leaving the College following the completion of Year 10.

2.9 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2009 was 97.2%.

The percentage of students in Year 12 undertaking vocational or trade training was 36%.

2.10 Student Destinations

Thirty-one Year 12 students were offered places at universities in 2009.

The majority of the thirty nine remaining Year 12 students who completed their HSC at St Paul's entered 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.

In 1966 classes began in a newly erected building in Darley Road for secondary school boys and this became known as St Paul's. Until 1982, St Paul's was under the general management of the Christian Brothers, an order constituted as a community of faith worship, of friendship and of service to the young people of God.

In 1982 the Christian Brothers withdrew and Mr Brian Mayne was appointed as the first lay Principal. At this time St Paul's was fully staffed by lay people employed by the Archdiocese of Sydney.

In 1986 the Diocese of Broken Bay was formed and now St Paul's Catholic College, as well as the Parish of Manly, forms part of this Diocese.

Today as a 7-12 College, St Paul's educates and forms young men in Catholic Discipleship through the formal study of Religious Education as well as offering opportunities for attendance at Retreats and Reflection Days and participation in social justice, charitable and social action initiatives, conscious that this heritage is not foundational in the family lives of many of its students.

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.



In 2009 the parish Church was also the site of celebration of the 80th anniversary mass, concelebrated by ex-students Fr Ed Sedevic and Fr Jack Robson. Fr Ed and the Parish Priest, Fr John Hannon also concelebrated the Year 10 end of year Mass, and Fr Hannon's assistant Fr David Taylor celebrated the College end of year Mass.

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 Wamberoo, 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.

3.3 The School in the Life of the Parish and the Diocese

The College specifically serves the Catholic Parishes of Manly, North Harbour, Harbord, Narraweena and Dee Why but welcomes boys outside the area and of all religious persuasions subject to the availability of places and Diocesan policy.



In 2009 the senior students attended the Year 12 Event at Loreto College Normanhurst, and representatives attended the Mission Mass and the Year 10 Social Justice Day.

3.4 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 dependant 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 has been developed as an induction tool for teachers, unpacking the theology of the Catholic Worldview in language accessible to all.

3.5 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 again held at Nolan's Reserve. Unfortunately, the Ministry for Teachers program in which two members of staff enrolled was cancelled. However, one teacher began the completion of the Certificate of Religious Education and three enrolled in the Masters of Educational Leadership under the diocese's scholarship program.



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 in 2008, 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.

4.3 Pastoral Care of Families

The College continues to support families in financial or emotional crisis. A College Counsellor is available for all students for four days each week and refers difficult cases, or cases with specific needs, to outside agencies where appropriate. Pastoral Care teachers and Year Coordinators are encouraged to keep in contact with all families, but particularly with those experiencing difficulties.

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 Catholic Schools Office 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.

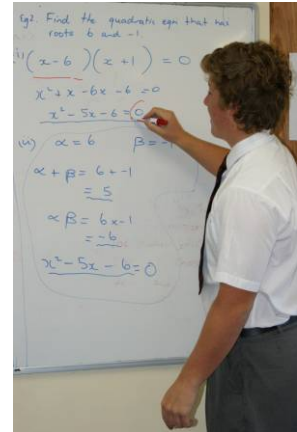
Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are 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

The Tier Two School Review validated the direction the College had chosen to advance the quality of teaching and learning at St Paul's. The College continues to engage the Quality Teaching Framework as a scaffold for teaching as a means of coding and improving assessment tasks.

The College completed its two year project with the Australian Catholic University's Leaders Transforming Learning and Learners (LTLL) action research. The project has confirmed a significant change in the delivery of lessons and a discernible increase in the level of student engagement in the targeted Stage 5. While the association with ACU is complete with regard to this project, the next stage for the College is to monitor the impact of differentiation in the classroom on student learning outcomes.



5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy (NAPLAN). Several points should be noted:

- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.
- In the 2009 cohort, there were 123 students in Year 7 and 101 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 Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.



Band Distributions (%) – Year 7

			Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	2009	School	1	8	25	29	25	12	99
		State	5	13	23	28	20	11	95
		National	5	13	25	29	19	9	94
	2008	School	3	7	36	28	18	8	97
		State	4	14	26	28	18	10	95
		National	5	14	28	28	17	8	95
Writing	2009	School	5	11	34	30	12	7	95
		State	6	14	29	29	15	7	94
		National	6	14	28	27	15	8	93
	2008	School	3	9	34	29	18	7	97
		State	6	14	27	28	16	8	94
		National	7	14	26	27	16	9	92
Spelling	2009	School	3	8	21	36	24	7	97
		State	5	11	22	29	20	13	95
		National	6	12	25	29	18	9	93
	2008	School	6	8	23	35	23	5	94
		State	5	10	22	30	21	11	94
		National	6	12	24	29	19	8	92
Grammar & Punctuation	2009	School	2	11	25	35	13	13	98
		State	7	13	23	26	18	12	93
		National	7	13	24	28	18	10	92
	2008	School	2	17	30	29	19	3	98
		State	6	14	26	27	17	9	93
		National	7	15	28	26	16	7	92
Numeracy	2009	School	2	8	26	20	32	13	98
		State	4	14	24	26	18	14	95
		National	4	14	26	28	17	10	95
	2008	School	1	11	23	26	28	11	99
		State	3	14	24	25	17	15	96
		National	3	15	26	26	17	12	96

It is pleasing to note that the percentage of students achieving at or above the national average minimum exceeds the national figure in each test area. Of particular interest is that in the lower bands of each test area St Paul's students figure less than is the case nationally. With students coming to St Paul's from a wide range of primary schools the statistics provide us with an opportunity to match our own observational data with the national data and direct teaching and learning accordingly.



Band Distributions (%) – Year 9

			Band 5 (-)	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	2009	School	3	11	28	36	19	3	95
		State	6	15	26	29	18	6	94
		National	7	16	27	29	16	5	92
	2008	School	1	15	29	35	15	4	98
		State	5	17	28	27	16	7	94
		National	6	18	29	26	14	6	93
Writing	2009	School	8	20	19	26	19	7	92
		State	10	20	28	22	12	7	89
		National	11	19	27	22	13	7	88
	2008	School	6	20	28	27	14	4	93
		State	11	20	28	22	12	7	89
		National	12	18	26	22	13	8	87
Spelling	2009	School	9	16	31	30	10	4	91
		State	8	14	25	27	17	9	92
		National	9	16	27	26	15	6	90
	2008	School	8	10	37	25	16	4	92
		State	7	14	25	28	18	8	92
		National	9	15	26	27	16	6	90
Grammar & Punctuation	2009	School	9	12	33	32	11	3	91
		State	8	17	27	26	15	6	91
		National	8	17	28	26	14	5	90
	2008	School	10	18	31	25	12	4	90
		State	8	19	27	25	14	7	91
		National	9	20	28	24	13	5	90
Numeracy	2009	School	0	6	28	23	31	12	99
		State	4	15	26	26	17	11	95
		National	4	15	28	28	16	8	95
	2008	School	0	16	26	33	19	5	99
		State	5	17	26	24	16	12	95
		National	5	18	28	25	14	8	93

Again the percentage of students achieving at or above the national minimum is higher than the national percentage in every test. That the majority of students fall in the middle bands is consistent with the clientele and performance of students at this stage.

A closer analysis of individual results in 2008 led to the implementation of specific literacy and numeracy strategies to address issues with low-achieving but non-funded students. We intend to continue offering assistance to these students into the future.

Close analysis of individual results in 2008 led to the implementation of specific literacy and numeracy strategies in 2009 to address issues with struggling students who do not meet the requirements of special needs funding. This strategy of specifically targeting students with literacy and numeracy needs continues the future.



School Certificate

School Certificate means, 2004-09:

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
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	77.85	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
2006	School	74.33	65.90	72.97	73.09	77.13	82.60
	State	74.10	67.87	72.85	71.00	74.37	80.55
2005	School	74.37	69.99	76.11	77.21	74.13	NA
	State	73.14	71.01	74.57	73.59	72.76	NA
2004	School	73.98	71.31	76.53	71.98	74.54	NA
	State	73.95	71.09	74.10	70.78	72.65	NA

In 2009 the School Certificate means were above the state mean in Mathematics, Science, History, Geography and Computer Skills. Most importantly, in the areas of Science, Geography and Computer Skills, the students' results were significantly above the state mean. The results in the Computing Skills Test indicate that the continued time and resources concentrated in this area have again 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 Year 12 2009 cohort accumulated a total of 13 performances at the highest state benchmark across eight courses in the following areas: Business Studies; Information Processes and Technology; Legal Studies; Mathematics; Music; PDHPE; Studies of Religion 1U; Visual Arts.

Overall, twenty Subjects were above state average and there was a 29% increase in Band 5s achieved by our students in 2009.

The College Dux gained an impressive initial ATAR of 94.7. After recognition for his community contributions to the College he was offered a place in Combined Law at UNSW – which accepts students with a minimum ATAR of 99.55.

5.3 Extracurricular 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 includes sport on Thursday afternoons for Years 7-10, the Year 7 Ski Camp, Year 9 combined Retreat and bush camping week, and Year 10 end of year activities at Challenge Ranch.

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 again at Brigidine, 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 2009 the College conducted its first ever combined Soccer and Rugby Tour to the United Kingdom and France. While perhaps not our most successful tour on the sporting field, it was an overwhelming success as a tour, as an experience for the boys, and as a diplomatic venture. An unprecedented number of unsolicited responses from host families indicated the value of the tour as a bi-annual event.



5.4 Professional Learning

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) Coordinator.

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. We have used this in 2009 to work on integrating ICLT into the classroom, literacy and numeracy initiatives and most recently to allow the mathematics department time to work with a specialist on differentiation in the classroom.

In-house inservices were also completed where our own staff presented to the rest of the staff on what experiences they have recently gained in their own PD, such as multimedia and conference feedback.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

2009 was in many ways dominated by external forces. Between Term 1 and Term 2 the Diocesan ICLT Architecture was rolled out in the College. The roll out was time- and energy-consuming in both the preparation and implementation stages, and the College acknowledges the outstanding work of the Catholic Schools Office architecture team over the transition period.

The National Secondary Schools Computer Fund (NSSCF) allowed the College to significantly improve its always burgeoning ICLT resources, achieving its desired 2:1 ratio of students to computers in Years 9-12 by Term 4. Funds allocated by the BER initiative were used to resolve the long-standing maintenance concern of replacing the windows in the northern teaching building and for beginning renovations of the undercroft as a multi-purpose area.

The School Review validated the College's direction and completion of the 2005-2009 Strategic Plan.

6.2 2010 Priorities and Challenges

The School Review identified a number of priorities to be addressed in the College's next Strategic Plan:

- Academically the College will be responding to the challenge to engage students through greater differentiation in the classroom with a particular focus on higher order thinking.
- The ongoing challenge of maintaining a Catholic culture should be enhanced by the creation of a Mission and Vision Board.
- The physical buildings at the College are in need of upgrading beyond mere maintenance. The College will need to look to the future with a master plan consistent with the needs of 21st century learning and the demands of current OHS legislation.

The NSSCF goal of 1:1 student to computer ratio for Year 9-12 will be achieved by the end of 2010 with the introduction of broad coverage wireless between Term 1 and Term 2. The College also looks forward to the implementation of Edumate by the beginning of Term 2 to assist with student learning and management.



7. Parent Participation

7.1 Introduction

Opportunities for parent participation in 2009 were as many and varied as in the past. As has been the case for many years, the Parents' and Friends' Association was very involved in several facets of College life. They fed over 1000 people at the College Open Evening and provided a welcoming supper and cocktails for all new parents.



Parents are always invited to participate in the liturgical life of the College. This year again we had a large number of Year 7 parents at the Welcoming Mass and a large number of parents at the end of year Mass as well.

As well as regular Parent Teacher nights all parents of Year 10 students were invited to discuss their sons' subject selections for Year 11 with teachers in a formal interview for the second year.

Other ways in which parents participated in College life included exam supervision, providing careers advice, organising working bees, preparing food and serving in the canteen, assisting in the library and assisting in the uniform shop. In 2009 a review of the reporting process involved ongoing consultation with parents through an open invitation to focus groups.

7.2 Parent Satisfaction

The School Review process, and a survey conducted among Stage 5 parents, enabled the College staff to gauge parent satisfaction with the College's provision of education and pastoral care.

The results of the survey showed a general level of satisfaction with the Catholicity and the educational focus of the College. Again there was a wide range of responses regarding the provision of education for senior students – reflective of decisions facing parents as far as post-compulsory education is concerned.

Parents were particularly happy with initiatives around the Quality Teaching Framework, with the pastoral care of the boys and their sporting and cultural achievements.

The overall professionalism of the staff is appreciated by the parents. While the Catholicity of the College is acknowledged, a significant minority do not see it as important for senior students.

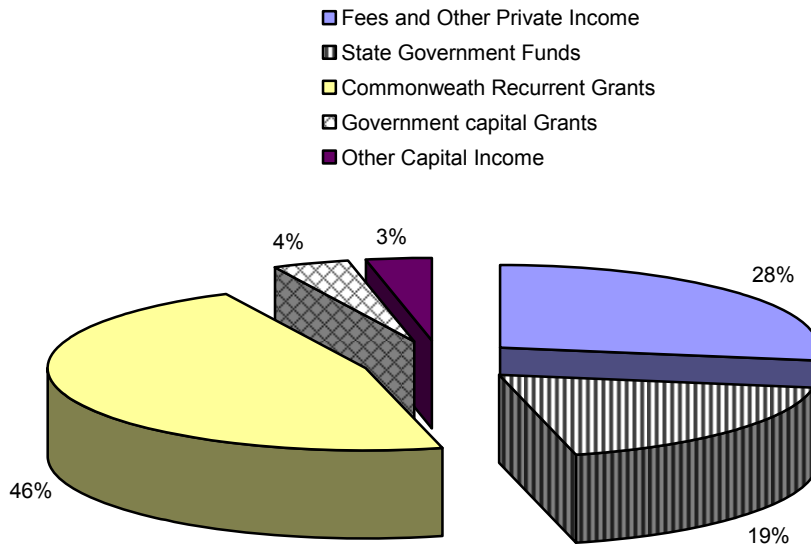


8. Financial Report

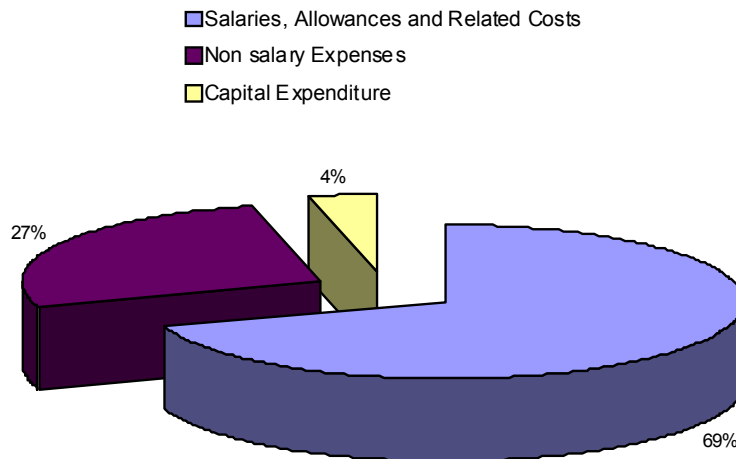
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, John McGrath.