



St Paul's Catholic College Manly

2012 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

At the end of my first year at the College, I am very pleased to report that we are well on the path of Building a Better School – BABS for short.

Our aim as a school community is to further improve and strengthen our results, our culture and the physical resources of the College.

To achieve these goals as a school community we have:

- refurbished the N Block teaching / learning areas;
- moved the Staff into a single common room;
- opened a new independent learning centre; and
- arranged for the repainting of all external areas of the school.

However, a school is more than its buildings, so focus has also been given to:

- developing a robust approach to improving literacy;
- continuing to help teachers improve the quality of learning and teaching in the classroom; and
- building upon the information technology infrastructure of the College to provide improved support for learning.

A good school also has a positive, open and friendly culture, a culture that challenges students to do their best, but also supports and expects them, to do their best.

In the course of 2012 a clear emphasis has been placed upon the building up of such a culture.

To take the College into the next decade, a Master Plan has been developed and presented to both Manly Council and the Catholic Schools Office. This plan includes provision for:

Stage 1: a school hall with music, art and food technology areas to be completed by mid 2014

Stage 2: the redevelopment of the S Block teaching spaces to include classrooms, wood technology areas, a common staffroom and a learning resource centre.

These are our plans for Building a Better School. The whole community is proud of this plan. In putting these plans into place we are being true to our motto:

PRIMA PRIMUM

First things first

Our first priority – a quality education in Christ.

1.2 Message from the Parent Body

The Parents' and Friends' (P&F) Association of St Paul's meets on the first Monday evening of 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 2012 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 continued with the popular Years 7, 8 and 9 School Dance which proved again to be one of this year's P&F highlights and we are always 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 2013 and thanks 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

St Paul's has been instrumental in teaching us, the students, how to develop our skills academically, physically and socially. The college has built up a part of our identity, facilitating us in finding who we are as young men.

During the course of our time at St Paul's, we have established bonds within our cohort and our community that will stay with us throughout our lives. Heading into the final year of our schooling, we will look back fondly on the experiences we have shared together and the bonds that we have made to help establish our skills and actions for the real world.

Our education has taught us many things. With the unconditional support of our teachers, we have learnt to commit ourselves to success, fulfil our goals and most importantly, strive to achieve our best in every task we undertake. Our time at St Paul's has provided us with hope to accomplish our ambitions for not only future careers, but our future life as men.

Whilst this concluding year of high school will no doubt bring us struggles, pressures and obstacles to overcome, it will also be missed.

This is our last year before going out in to the world - our last year of being with our peers each day. However with the encouragement and assistance of our community, we will be able to prevail in our HSC, and on into our life.

With all the skills, lessons and experiences St Paul's has offered us, when the time comes that we graduate, we will together stand, proud to be St Paul's students.

Publications Prefect



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
0	629	88	4	629

*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:

- 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
53	1	0	54

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 2012 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 92%.

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	95%
8	94%
9	95%
10	96%
11	95%
12	95%

The average student attendance rate for 2012 was 95%.

Of the students who completed Year 10 in 2010, 79% completed Year 12 in 2012.

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 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

St Paul's has a proud tradition as a welcoming and safe place in which students can learn and 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 2012 attaining a Year 12 Certificate or equivalent VET qualification was 99%.

The percentage of students in Year 12 2012 undertaking vocational or trade training was 52%.

2.9 Student Destinations

Thirty nine (39) of the 2012 Year 12 students were offered places at universities in 2012.

The majority of the remaining thirty eight (38) Year 12 2012 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 Southern Cross Outdoor Education Centre (formerly known as Challenge Ranch) Somersby remains a highlight in the lives of the boys at St Paul's.

Staff meet on Mondays 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 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 fewer 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 an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

The annual Staff Spirituality Day was held at Dee Why. The theme for the day was *Developing the Catholic ethos at St Paul's*.

Two staff members attended the Ministry for Teachers program in 2012. One teacher completed the Masters of Educational Leadership under the Diocese's scholarship program, and graduated in 2012.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 2012.

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 Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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 2012 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 14 teachers, totalling 35 of the staff who have now completed 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 2012 cohort, there were 129 students in Year 7 and 109 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.

A number of school wide Literacy initiatives that were put in place three years ago were refined in 2012 with more of a focus on improving our Literacy results with a specific focus on Reading and Writing. These initiatives included Drop Everything and Read (DEAR), a focus on students' bookwork and providing access to 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.



Record of School Achievement (RoSA)

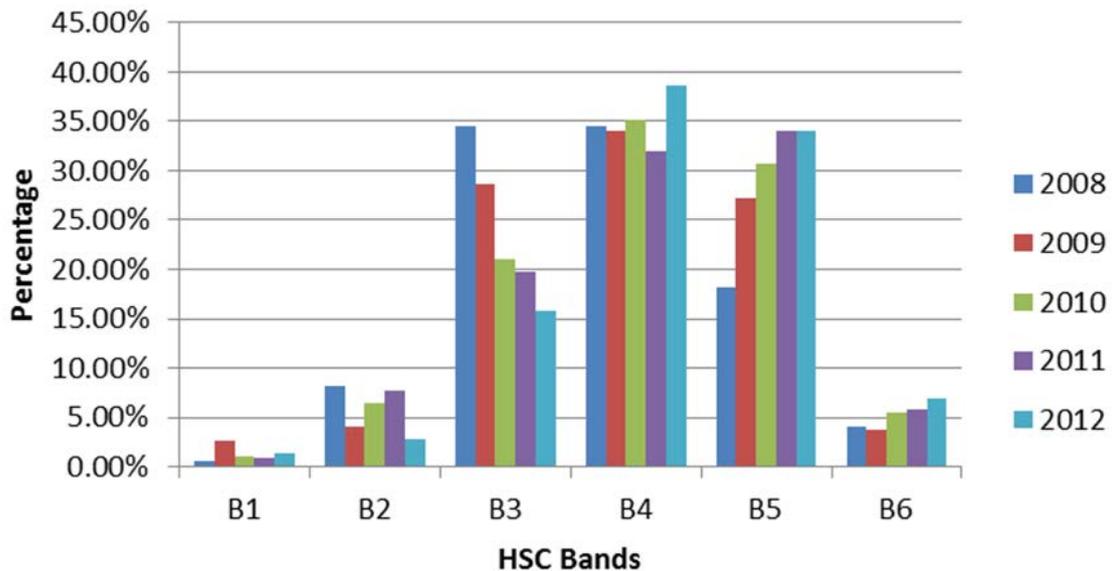
In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. No student at the College requested a RoSA in 2012.

Higher School Certificate

The 2012 HSC cohort achieved a total of 27 performances at the highest State benchmark, 119 at Band 5 or equivalent and 136 at Band 4 or equivalent. Of the 29 HSC courses offered at St Paul's 72.4 % achieved a school mean that was above the state mean, averaging 3.7% above State. 98.3% of all students eligible for an ATAR received at least a Band 4 or above in the majority of their subjects. The College School Captain and Dux received an ATAR of 96.2.

The following table highlights the growth trends in student achievements over the past five years.

St Paul's Catholic College: HSC Band Distribution (2008-12)



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 and Year 10 end of year activities at Southern Cross Outdoor Education Centre (formerly 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 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 2012 14 students from across the College graduated from the Toastmasters' Youth Leadership Program.



5.4 Professional Learning

Mandatory professional learning activities around first aid, Workplace, Health and Safety (WHS), child protection and WHS 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 WHS 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 2012 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 2012 Priorities and Achievements

2012 saw the approval 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 was completed in N Block.

Higher School Certificate results reflect genuine growth in the pursuit of student excellence, being the best the school has achieved.

The National Secondary Schools Computer fund (NSSCF) 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 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 2013 Priorities and Challenges

- 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; and
 - 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; and
 - development of a Literacy Programme.
- 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; and
 - reviewing the College Social Justice outreach.



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 Manly Golf Club, was again a success.

Each year the College hosts a Mothers' Day luncheon and a Fathers' Day breakfast. Again in 2012 both of these were well attended. Parents are always invited to participate in the liturgical life of the College. The Welcoming and Farewell 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.

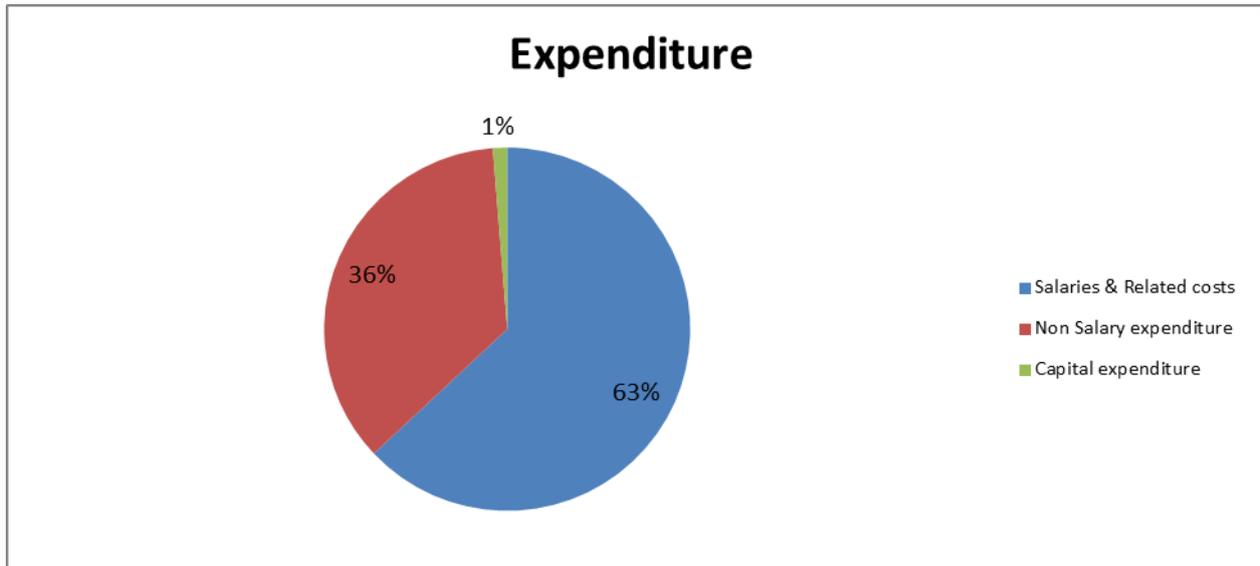
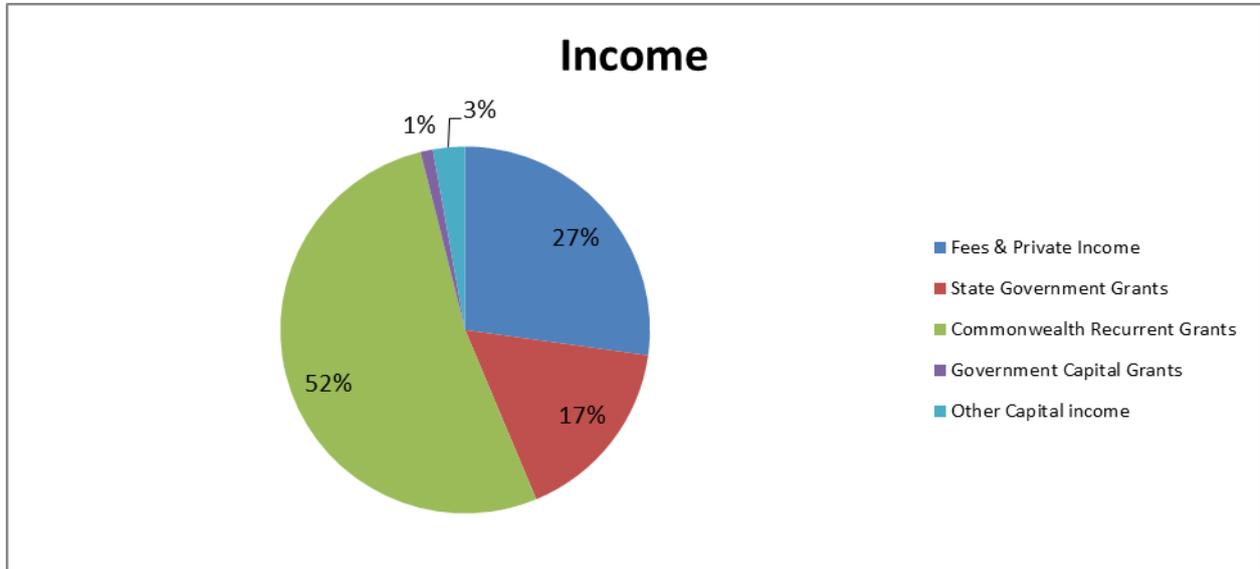
The externally monitored survey of parents validated anecdotal evidence that supported the College's movement towards greater academic accountability. Parents also appreciate the pastoral care given to the boys and the professionalism with which the teachers approach their work.

Most parents have an understanding of the Catholic values to which the College subscribes and support them 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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