



St Paul's Catholic College Manly

2013 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

In 2013 we have set out to achieve our goals of Building a Better School in the areas of culture: resources and results.

I am pleased to report that in this year we have:

- begun the building of the Hall with the associated new music, art and hospitality rooms;
- maintained our improved results in NAPLAN and the Higher School Certificate; and
- adopted P.A.T (Progressive Achievement Tests) in order to provide a means of identifying areas of need in Literacy and Numeracy while at the same time measuring growth.

As a Catholic School we have continued to build on relationships with our Priests and Parishes and we have supported a number of charities. For example the College raised some \$17,000 at Relay for Life, as well as significant donations for Catholic Mission and St Vincent de Paul.

Our school continues to grow based on our:

Vision – to graduate good citizens who make a positive contribution to our community and who are strong in their Catholic, Christian values; and

Values – of Respect, Responsibility, Reverence and Results.

We seek to achieve these goals in the context of a Catholic, comprehensive High School founded upon the traditions of the Christian Brothers and the model of Blessed Edmund Rice.

1.2 Message from the Parent Body

The Parents and Friends (P&F) Association of St Paul's meets on the third 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 2013 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' evening for new Year 7 parents in February and our yearly social event, the P&F Cocktail party in September. 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 in March showcasing the wonderful St Paul's community spirit. St Paul's parents also regularly assist with the running of the school canteen and have been involved in the planning and approval process for the building of the new school hall.

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 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

Life at St Paul's has proved an integral part of both our personal and collaborative development as students. Although this fact previously seemed questionable, the introduction to senior life has opened the eyes of many of us and it is now clear that without the college community, our transition from Manly boys into Manly men would have been near impossible.



The unconditional commitment and dedication from our teachers has become evident every day and has taught us one of the most important things in life: to value our education, to value our school, to value each other and to value ourselves. It has taught us to reach higher and use what our teachers have given us to strive for the greatest success we can achieve.

St Paul's does not stop at providing us with academic possibilities, however. Our time here has been instrumental in establishing powerful bonds with both fellow students and our teachers – many of whom have grown to look up to. These bonds are consistently reinforced by camps, celebrations, sport, co-curricular activities and everyday college life. The level of mateship at this ever improving school is something that has most certainly made it an ideal community to which young men may belong.

The year ahead is the final run for the Year 12 students of the College, and the Higher School Certificate has posed as a daunting obstacle which we must learn to face and overcome. St Paul's has done well at opening our eyes to the reality of the task ahead, whilst ensuring we all believe in our own abilities to achieve.

The College has taught us to be competitive without losing the willingness to help each other, and that is a value we will all maintain as a cohort - long after our graduation - through our pride of being able to call ourselves St Paul's students.

Publications Prefect



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 0 | 656 | 88 | 2 | 656 |

*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 |
|----|---|---|-------|
| 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 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 97%.



2.5 Teacher Satisfaction

As part of the School Review cycle an MMG (Macquarie Marketing Group) education staff satisfaction Survey was conducted. The findings are as follows:

- 75% of staff indicated a high level of satisfaction in their workplace;
- 87% of staff approach their work with enthusiasm;
- 67% of staff indicated there is strong team spirit; and
- 73% of staff agree there is high leadership support for their teaching.

2.6 Student Attendance and Retention Rates

| Year | Average student attendance rate (%) |
|------|-------------------------------------|
| 7 | 96 |
| 8 | 97 |
| 9 | 96 |
| 10 | 95 |
| 11 | 97 |
| 12 | 96 |

The average student attendance rate for 2013 was 96%.

Of the students who completed Year 10 in 2011, 79% completed Year 12 in 2013.

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; and
- 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, 2013 attaining a Year 12 Certificate or equivalent VET qualification was 100%.

The percentage of students in Year 12, 2013 undertaking Vocational or Trade Training was 51%.

2.9 Student Destinations

Thirty six (36) of the 2012 Year 12 students were offered places at universities in 2013.

The majority of the remaining thirty nine (39) 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 of 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 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 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 Elanora. The theme for the day was *Developing Personal Spirituality*.

Two staff members attended the Ministry for Teachers program in 2013. One more teacher received accreditation as a teacher of Religious Education through the Diocese of Broken Bay in 2013.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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 2013.

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 and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work 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 2013, the College continued to develop the elements of Quality Teaching, using a different model of voluntary, small group, user directed participation, rather than the total immersion model. The program involved 16 staff of which 4 were new to the framework.

The College continued its partnership with the University of Newcastle to develop a self-managed model for 2014 which utilises the knowledge and expertise of current staff to drive and impart elements of good practice. Whilst the 2014 model draws on elements of Quality Teaching it is a more encompassing model which looks holistically at best practice around teaching and learning with the central focus of shared practice.

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 as not having 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. Due to the fact that figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were 127 students in Year 7 and 122 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 2013 with more of a focus on improving our Literacy results with a specific focus on Reading and Writing. These initiatives included DEAR, a focus on students' bookwork and providing access to after school 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. One student at the College requested a RoSA in 2013.

Higher School Certificate

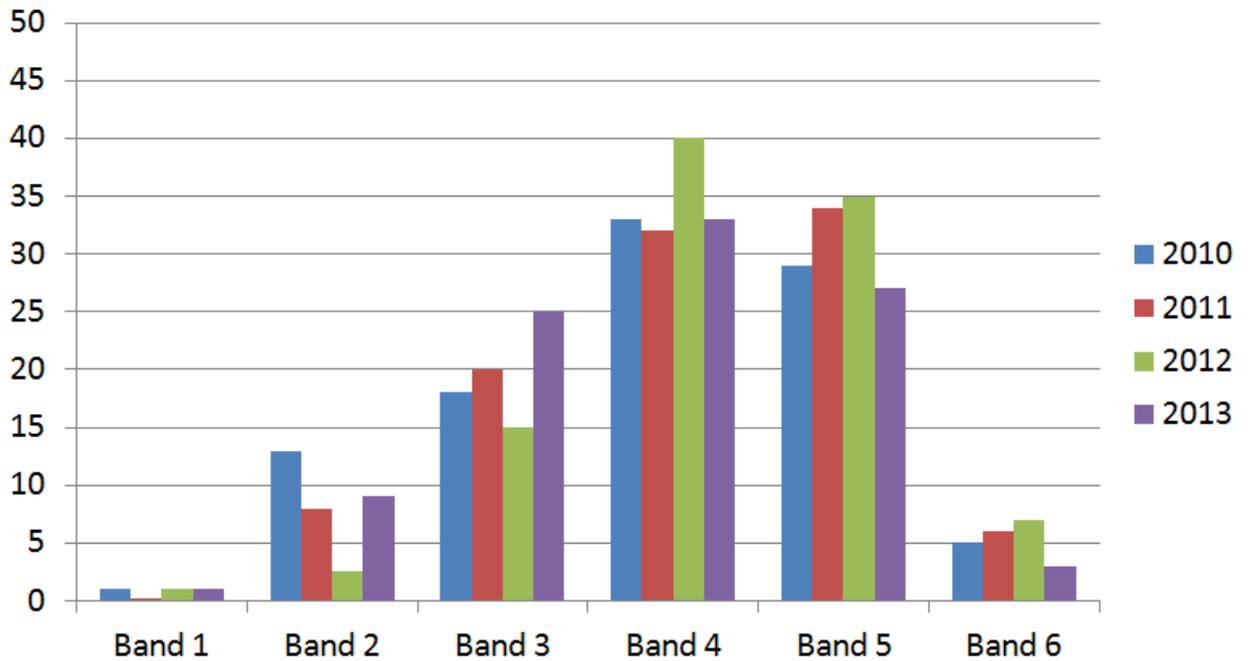
The 2013 HSC cohort achieved a total of 14 performances at the highest State benchmark, 96 at Band 5 or equivalent and 117 at Band 4 or equivalent. Of the 31 HSC courses offered at St Paul's 48% of the courses offered were above the State average.

88% of all students eligible for an ATAR received at least a Band 4 or above in the majority of their subjects.

The College Dux received an outright ATAR of 98.5.

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

Percentages of Bands





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.

Professional Learning

Mandatory professional learning activities around First Aid, 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 Professional Development to be organised annually. In 2013 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 2013 Priorities and Achievements

2013 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 1970s.

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

The NSSCF infrastructure funding has assisted the College in its pursuit of quality integration of technology in the classroom. The College now boasts nineteen inter-active whiteboards and has conducted its own professional development using the talents 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 programme 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 2014 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 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 huge success.

Each year the College hosts a Mothers' Day luncheon and a Fathers' Day breakfast. Again in 2013 both of these were well attended. Parents are always invited to participate in the Liturgical life of the College. The Welcoming Mass, Feast of St Paul Mass, and Farewell Mass 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 SET 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 and assisting with our College Reading program. 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.

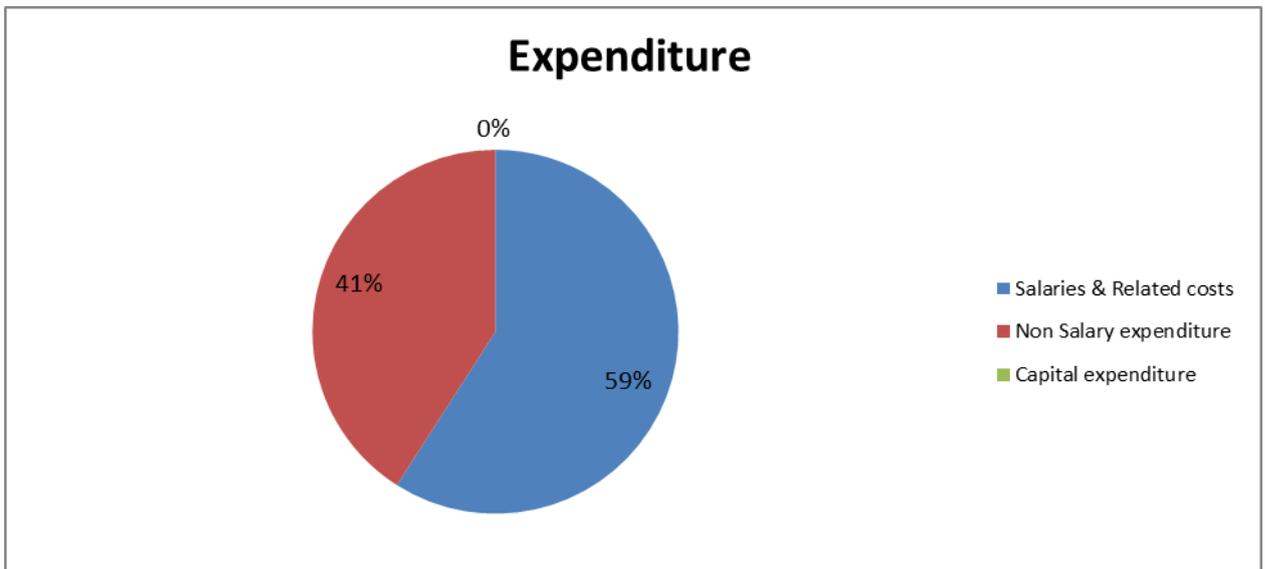
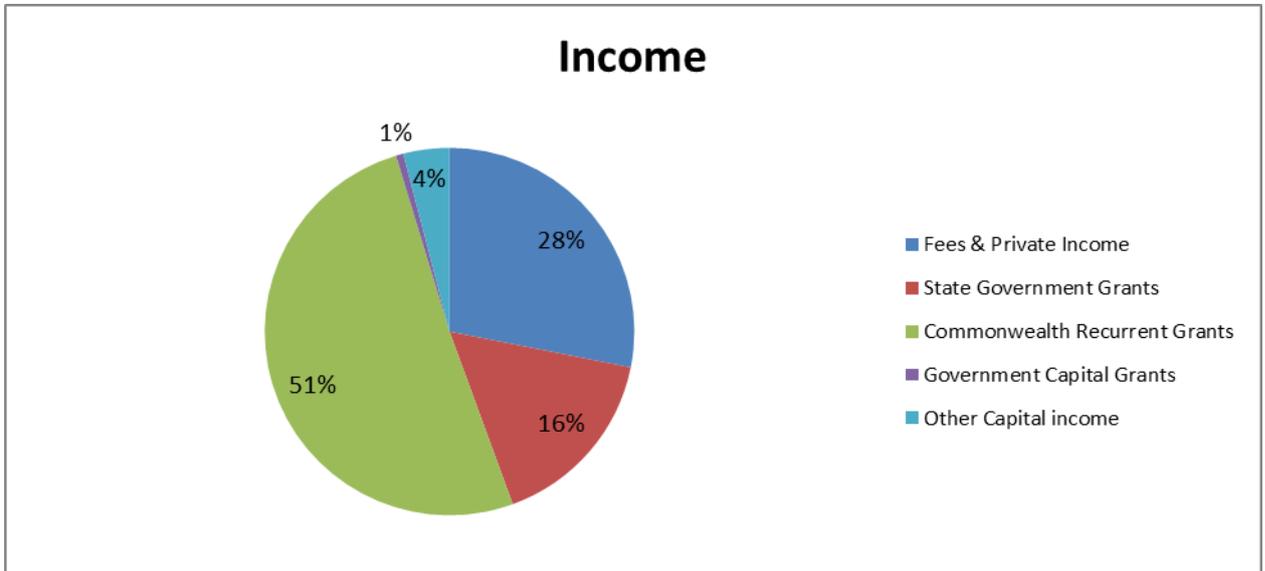
The externally monitored MMG survey of parents validated anecdotal evidence that supported the College's movement towards greater academic accountability. Parents also appreciate the pastoral care given to the boys and the professionalism with which the teachers approach their work.

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 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.