



St Paul's Catholic College Manly

2008 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 2008, a year dominated by World Youth Day, St Paul's Catholic College continued to focus on raising the experience of Catholicity in the College and encouraging and supporting the pursuit of academic excellence of all students.

This report outlines how these two key areas were addressed in 2008. It is hoped that this report offers a snap-shot of the College as it moved forward in 2008, part of the continuum of growth and development.

1.2 Message from the Parent Body

The Parents' and Friends' (P&F) body of St. Paul's strives to play an active role in the direction of 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.

On the Pastoral scene some parents were involved during Holy Week activities at school and involved St. Paul's boys in the re-enactment of the "Passion of Our Lord" in a local parish. Socially the Parents and Friends Association conducts a "Meet & Greet" cocktail party for new Year 7 Parents and an end of year dinner dance for all parents.

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

1.3 Message from the Student Body

The students at St Paul's Catholic College are a close-knit group of caring young men forming an integral part of the College community. Every St Paul's student strives to 'be the best that they can be' in 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. Supported by staff members, students are encouraged to participate in as many pursuits as possible knowing that this support shown by the staff is also shared amongst the student body.

Social justice awareness and involvement continues to grow allowing students to work charitably with an open mind to the outside world. Welfare programs including peer support and anti-bullying seminars in addition to leadership awareness days allow for a diverse education.

In conjunction with the teaching staff and wider community, the student body contributes to the welcoming and tolerant atmosphere symbolising St Paul's Catholic College.



2. School Profile

2.1 Introduction

St Paul's Catholic College is a Years 7 to 12 boys' school established by the Christian Brothers and located in the Diocese of Broken Bay on Sydney's Northern Beaches. The College is 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 2006 a review of that plan revealed that its implementation was well underway and on course. By the end of 2008 it was clear that almost all objectives had been achieved, and that a new strategic plan should grow out of the 2009 School Review.

2.2 Student Profile

The following information describes the student profile for 2008:

Girls	Boys	LBOTE*	Indigenous	Total
0	570	39	1	570

*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.cso.brokenbay.catholic.edu.au/resources/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



- 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
45	2	1	48

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2008 was 95.9%. This figure does not include teachers on planned leave.

The teacher retention rate from 2007 to 2008 was 82.6%.

2.6 Teacher Satisfaction

As has become the custom, in Term 4 2008 each teacher was interviewed by the principal to discuss his or her future, goals and expectations and to share their satisfaction with and concerns about the progress of the school in 2008. Prior to the interview each teacher completed 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.

2.7 Student Attendance and Retention Rates

The average student attendance rate for 2008 was 95.1%. The retention rate of students who completed Year 10 at St Paul's in 2006 and their Higher School Certificate in 2008 was 60%.

2.8 Student Satisfaction

The College's involvement in the Broken Bay Pedagogy Initiative and the LTLL project with the Australian Catholic University provided ample opportunity to gather data on student expectations and satisfaction.

Students continue to be generally satisfied with the standard of teaching and show a particular appreciation for the standard of pastoral care at the College. There is little change in the level of disconnection in around 20% of Year 10 students who seek senior education in a less structured environment.

2.9 Student Destinations

Government school education continues to attract around 20% of students at the end of Year 10. Three of those students who left the College at the end of 2007 returned to complete their HSC at St Paul's.

The majority of the 63 students who completed their HSC at St Paul's entered the workforce directly or through apprenticeships. Seventeen students were offered places at universities and two students were offered scholarships at the University of Sydney.



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.

3.2 Religious Life of the School

The College marked the beginning and closing of the school year with the celebration of Mass in the parish church of Mary Immaculate and St Athanasius in Manly. Father John Hannon PP presided over both these events as well as the Year 10 graduation Mass. The Year 12 Graduation Mass was presided over by Fr Jim McKeon who had been a virtual chaplain to these students on their journey through St Paul's.

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

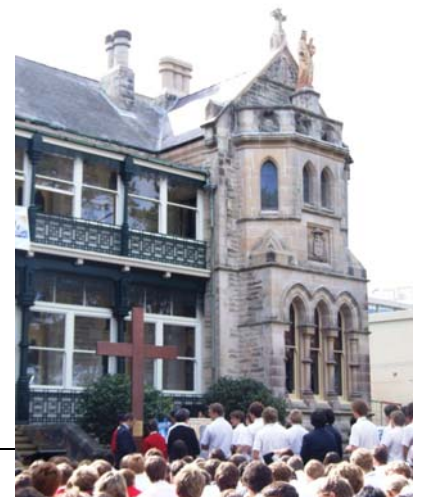


Staff meet on Mondays, Wednesdays and Fridays for staff prayer and a morning briefing. All meetings begin with a prayer to place deliberations clearly in the context of the College's mission. All College assemblies begin with prayer led by a student leader. Pastoral Care groups begin the day with prayer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

The St Paul's community enthusiastically embraced World Youth Day and its preliminary events. The senior students attended the Year 12 Event at Oxford Falls, the College hosted the WYD Cross and Icon, and representatives attended the Mission Mass and the Year 10 Social





Justice Day. The College made its facilities available for WYD and hosted 246 visitors from the Diocese of Rockhampton.

3.4 Catholic Worldview

The College is very conscious of its Catholic Heritage and all staff are introduced to the concept of a Catholic Worldview as foundational in education at St Paul's; especially important given that Catholic primary schools account for only 25% of the St Paul's student population.

In 2008 the Year 9 camp was restructured to include two reflection days and the Year 12 Retreat continues to be a highlight of College life. This year we were privileged to have the services of Fr George Kolodziej to assist the staff at the retreat at Challenge Ranch.

In Term 4 three staff members and 17 students visited Cambodia as part of an immersion tour in which they built 17 houses with funds raised by the students themselves and community sponsorship.



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

A staff spirituality day was held at nearby Nolan's Reserve and all KLA coordinators attended a session around "Catholicity as foundational to all teaching," conducted by the College Principal. The Principal also conducted a professional development afternoon with Religious Education teachers on "Teaching with the Sacred Scriptures".



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

In 2008 a restructured College Pastoral Care system was implemented with an emphasis on tracking each student, to assist all students in maximising their potential. Additionally, the College launched a Level System for students centring on the Gospel values of forgiveness and redemption. This system looks 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, 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 4 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 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.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The College continued its engagement with the Broken Bay Pedagogy Initiative and intends pursuing its commitment to the Quality Teaching Framework. All KLA areas code assessment tasks with the aim of improving the validity of the assessment and of ensuring that the tasks themselves are learning experiences.

In 2008, following a long period of consultation with parents, the College abandoned the practice of streaming according to assessment results in favour of mixed ability classes and a focus on differentiation within each class. Initial reviews have been favourable although there is still much professional learning needed in the area of differentiation.

The College joined the Leaders Transforming Learning and Learners (LTLL) project with the Australian Catholic University. The focus of the St Paul's project is an assessment of the effect of professional learning on student learning. The project continues in 2009.

5.2 Student Achievement

2008 was the first year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- A national minimum standard replaces the national benchmark of previous years.
- It is not possible in 2008 to provide comparisons with previous years' data.
- Students who were exempted from a test were deemed not to have met the national minimum standard.
- In the 2008 cohort, there were 119 students in Year 7 and 100 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.

Year 7 band distributions and % of students at or above national minimum:

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Reading	School	3	7	36	28	18	8	97
	National	4.6	14.1	27.5	27.9	16.9	7.7	94.2
Writing	School	3	9	34	29	18	7	97
	National	6.9	13.8	26.4	26.8	16.0	8.8	91.8
Spelling	School	6	8	23	35	23	5	94
	National	6.4	12.0	24.5	29.2	18.7	8.0	92.4
Grammar & Punctuation	School	2	17	30	29	19	3	98
	National	7.2	15.4	27.5	26.3	15.5	7.0	91.6
Numeracy	School	1	11	23	26	28	11	99
	National	3.4	14.6	25.8	26.0	17.2	11.7	95.4



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.

Year 9 band distributions and % of students at or above national minimum:

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Reading	School	1	15	29	35	15	4	98
	National	5.9	17.6	29.2	26.2	14.4	5.5	92.9
Writing	School	6	20	28	27	14	4	93
	National	11.6	18.5	26.1	21.9	12.8	8.0	87.2
Spelling	School	8	10	37	25	16	4	92
	National	9.1	15.3	26.2	27.0	15.6	5.7	89.7
Grammar & Punctuation	School	10	18	31	25	12	4	90
	National	8.9	19.5	28.5	24.4	12.7	4.8	89.9
Numeracy	School	0	16	26	33	19	5	99
	National	5.2	18.0	28.2	25.3	14.4	7.6	93.6

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 has led to the implementation of an across-the-board strategy to increase student awareness of the need to pay attention to detail. It is intended that in 2009 the College will also implement specific literacy and numeracy strategies to address issues with low-achieving but non-funded students.

School Certificate

School Certificate means, 2004-08:

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	CST
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 2008 the School Certificate means were above the state mean across the board. Most importantly, in the area of Mathematics, the students' results were above the state mean for the first time since 2004, but were also significantly above the state mean. The results in the Computing Skills Test indicate that the time and resources concentrated in this area have been well spent. The

College continues its trends towards moving students from the lower to the middle bands, while the results of combined bands 4, 5 and 6 were equal to the best in the last ten years at St Paul's.

Higher School Certificate

Despite being a relatively small cohort of 64 the graduates of the 2008 Year 12 from St Paul's Catholic College were an outstanding group of young men whose exit from the College was a credit to themselves and their families. The cohort accumulated a total of 12 performances at the highest state benchmark across 10 courses in the following areas: Ancient History; Business Studies; Chemistry; Economics; English Advanced; Food Technology; Legal Studies; General Mathematics; Mathematics – 3 students; Physics.

The College Dux gained an impressive UAI of 98.2, achieving band 6 results in all his subject areas, among which was a 98% in Ancient History. The top two students in the College were placed in the top three percent of the state.

In general students at St Paul's continue to excel in the area of Science and TAS.

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 also provides opportunities for students to pursue their interests in chess, public speaking and music. In 2008 the College hosted a Musical Soiree to showcase its musical talent and to provide students with the opportunity to hone their public performance skills. The annual music program culminated in performances at the annual Year in Review, held again at Brigidine, St Ives.

5.4 Professional Learning

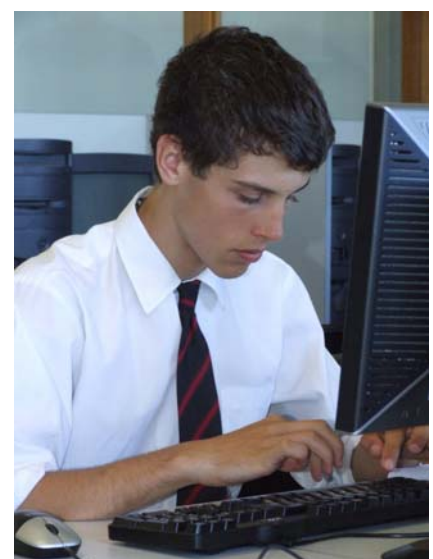
As well as ongoing professional learning through KLA faculty meetings each month the College continued its drive towards the integration of technology, literacy and numeracy across all KLAs.

All KLAs have been challenged to develop functional and interactive CEnet pages for student learning. Individual and group learning sessions were conducted by the ICLT Coordinator to ensure that all teachers are well in advance of the basics. The College again used the services of Tom March to provide intensive onsite training to a small group of enthusiasts with the intention that resources and skills will be shared among staff. The ICLT coordinator was invited to present models of learning employed at St Paul's to teachers across the diocese.

Similarly, the drive for improved literacy was assisted the employment of Tina Sharpe as a literacy expert and critical friend for all KLAs.

The College also supported the supervision of New Scheme Teachers with both time and money allocations.

The average expenditure on professional learning, per teacher, in 2008 was \$1,117.





6. Strategic Initiatives

6.1 2008 Priorities and Achievements

In 2008 the College Senior Leadership reviewed the Strategic Plan 2002-2009. All strategic priorities had been addressed.

The College continues to promote ICLT in the classroom and implemented a multi-media course for the first time in 2008 as a specific acknowledgement of the need for strategies to engage Stage 5 students in their study.

A new transition program was implemented for Year 7 in 2008 and the College will continue to work with the local feeder schools to maximise continuity of teaching practice, by developing a strong bond with the Peninsula Community of Schools.

The newly implemented Prefect Portfolios proved to be a very effective way of engaging the student body with the work of the College. These portfolios embrace College life as Spiritual, Liturgical, academic, sporting and cultural.

The development of a multipurpose area was held over to 2009.

6.2 2009 Priorities and Challenges

2009 is School Review year. The College is also faced with the rollout of the new ICLT architecture, the National Secondary Schools Computer Fund (NSSCF) project, the upgrading of the College's electrical supply, and *The Building the Education Revolution* initiative.

Within the parameters of the external forces the College is seeking to stabilise and consolidate the developments of the last few years and showcase them in School Review with a view to developing a new five year strategic plan.



7. Parent Participation

7.1 Introduction

Opportunities for parent participation in 2008 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.

Successful social events were organised by the P & F designed to build community spirit. The disco format for Years 7-9, run by the P&F in the past, and a major source of fundraising, seems to have run its course. By term 4 it was decided that they were no longer a viable event.

Parents were involved as coaches and managers in several sports teams, some of which could not have competed without their involvement.

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.

It is hoped that the 2009 School Review will provide the impetus for the development of a College Board.

7.2 Parent Satisfaction

In 2008 a survey was conducted among Stage 5 parents to gauge their 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. 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. And while the Catholicity of the College is acknowledged a significant minority do not see it as important for senior students.

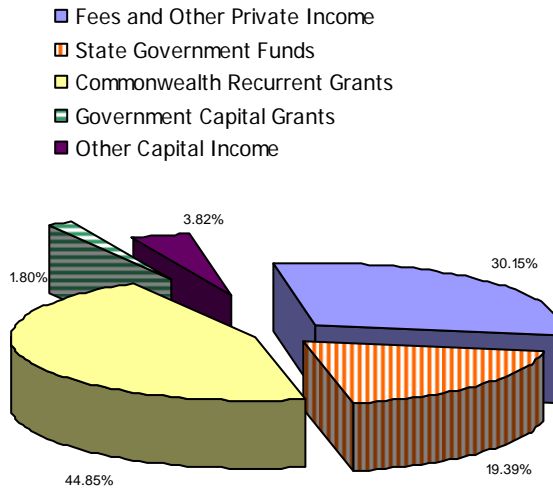


8. Financial Report

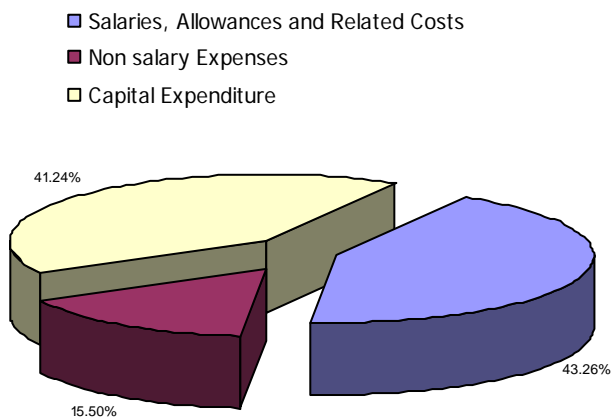
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

Income



Expenditure



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