



# St John Paul II Catholic College

## 2024 Annual School Report



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## Introduction

### **About the Annual School Report**

St John Paull II Catholic College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Rob Muscat

It is with immense pride that I share the 2024 Annual Report for St John Paul II Catholic College, where young people receive a future-focused, inclusive Catholic education, inspired by the mission of Christ and the legacy of St John Paul II. Our college is dedicated to nurturing leaders of faith—individuals who dare to challenge the norm and are committed to creating a world where everyone thrives.

Our educational approach is centred on our graduate vision, aiming to develop resilient, self-assured, and innovative learners. We encourage students to embrace challenges, pursue excellence, and contribute positively to our diverse community by celebrating and sharing their unique cultural identities and talents.

At the core of our mission is the holistic development of our students, achieved through partnership with their families. We emphasise dialogue, respect for diversity, and deep engagement with our Catholic faith, ensuring that education is both meaningful and transformative.

Our values—Christ, justice, mercy, dignity, and service—are the pillars of daily life, reflecting our commitment to living out our Charism. Our inclusive ethos embraces the rich cultural diversity within our school, fostering understanding and appreciation through various initiatives and events.

The reintroduction of our college house system and an outstanding wellbeing program highlight our commitment to supporting students' growth in all aspects of their lives.

This year has been marked by significant achievements across academics, culture, sports, and social justice, demonstrating our community's ongoing pursuit of excellence and continuous improvement. We remain driven by the needs and aspirations of our students, ensuring a challenging yet nurturing learning environment that fosters engagement and responsibility.

St John Paul II Catholic College is a vibrant community where every student is believed in, supported, and inspired to achieve their full potential.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

Families at St John Paul II Catholic College express strong satisfaction with our improvement strategies and vibrant college life. They appreciate our open communication, supported by fortnightly Principal updates, regular emails, and an active social media presence, ensuring they stay informed about college events and learning developments.

Our families feel that the leadership team and teaching staff are accessible and supportive, fostering a welcoming environment for students. The college planners serve as an effective communication tool between parents, carers, and teachers, strengthening our educational partnership.

Families also value opportunities for engagement, with numerous events throughout the year, including the Year 7 Welcome Evening, College Opening Mass, Mother's and Father's Day liturgies and morning teas, parent engagement sessions, semester awards ceremonies, Graduation Mass and Awards, performance evenings, and our Christmas concert.

These meaningful interactions make St John Paul II Catholic College a unique learning community, where the partnership between families and the school continues to flourish.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

### **From the Students**

Students at St John Paul II Catholic College continue to foster a safe and supportive community through various student-led initiatives. The Student Representative Groups, established across Years 7 to 12, meet regularly to strengthen student voice and contribute to the College's ongoing growth.

Our Cultural Committee has also expanded, actively engaging with local community events and promoting the celebration of diversity within the College.

In recent College surveys, students have reported feeling safe from bullying, both onsite and online, reflecting the positive impact of our commitment to wellbeing and inclusivity.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the college

The College was founded as Terra Sancta College in 1996 and officially became St John Paul II Catholic College at the start of 2015. It was founded as a result of the need identified by the local parish communities to establish a Catholic secondary school to serve the local parish communities and the established Catholic primary schools of Mary Immaculate Primary School Quakers Hill, St Joseph's Primary School Schofields and St John's Primary School Riverstone. The College is a dual campus. The development of the Schofields and Nirimba campuses took place in the middle of 1997, allowing Terra Sancta College to provide continuous education for Years 7 to 12. Our senior campus is a part of the Nirimba Education Precinct, which is comprised of co-educational secondary providers, TAFE, and WSU University College, the Precinct was established in 1995 with the intent to leverage the various partners' expertise to provide flexible opportunities for post-compulsory education for the students of Greater Western Sydney. With a focus on excellence, innovation and collaborative approaches to educational offerings, the Precinct partners are able to provide a unique learning experience and various pathway opportunities on a single campus. The College has been in existence for 26 years on the Schofields site and 24 years at Nirimba, Quakers Hill, so it is now firmly established within the local community.

### Location / Drawing Area

St John Paul II Catholic College provides secondary Catholic education across two campuses, drawing mainly from the suburbs of Quakers Hill, Schofields, Riverstone and The Ponds. The main feeder schools are Mary Immaculate Primary School Quakers Hill, St Joseph's Primary School Schofields and St John's Primary School Riverstone.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	140
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	77
Number of part time teaching staff	27
Number of non-teaching staff	36

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St John Paull II Catholic College can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- The development of a Learning Framework centred around student engagement and inquiry provided teachers the opportunity to build and refine capabilities in contemporary pedagogies.
- The Beginning/ new Teacher induction program: teachers attended afternoon sessions which familiarised them with the shared practices of the College.
- HSC Teaching & Learning Sprints: Year 12 teachers continued to engage in collaborative subject specific meetings to refine learning strategies for student improvement.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- The community engaged with a series of organisations to promote awareness on social justice issues within our community and beyond. Organisations are
- SRC Team have worked alongside staff to promote the diversity of our school promoting an inclusive environment where the dignity of all is prioritise
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All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.



CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff participated in a Formation Goal lesson for 2024, led by Luke Tobin from Catholic Mission, focusing on our Pillars & StJPIL.
- Formation for staff was delivered at the start of the year surrounding the findings of the Catholic Identity survey, discussing and analysing the out
- All teachers who are teaching the new curriculum 'Encountering Jesus' engage with significant PL on CANVAS to best prepare / support them when teachin

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	67%
Writing	79%	65%
Spelling	84%	72%
Grammar and Punctuation	71%	61%
Numeracy	78%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	74%	63%
Writing	72%	61%
Spelling	79%	72%
Grammar and Punctuation	68%	55%
Numeracy	75%	63%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) 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.

In 2024:

- The number of students issued with a RoSA in Year 10 was 5.
- The number of students issued with a RoSA in Year 11 was 11.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	74%	67%	64%	59%	56%	56%
English Advanced	100%	96%	100%	95%	97%	94%
Studies of Religion 1	79%	80%	69%	84%	86%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 53.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Design Fundamentals, Fitness, Skills Work Vocational Pathways, Studies in Catholic Thought, Work Studies.

## School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Music 1	100%	89%
Visual Arts	100%	94%

## HSC Results Comment

We finished 2024 with some excellent HSC results. Our staff were very excited by the growth achieved by students and their improvement between the completion of the internal assessment and HSC.

Our Stage 6 learning Goals (Sprints), enabled teams to target specific strategies, going narrow and deep; and authentically engage students in learning. It was very rewarding

and affirming to see a direct correlation between the sprints and improvements in the content and skills of focus. Our students have excelled across a wide range of subjects, showcasing their diverse talents and strengths. With a number of students being nominated for showcases for their practical major works.

## Student Profile

### Enrolment Policy

St John Paull II Catholic College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
550	557
Total Enrolments: 1107	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	87%
8	88%	11	88%
9	88%	12	93%
College Average: 89%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Student retention rates**

The retention rate of students for Year 10 to Year 12 was 65%.

### **Post School Destination**

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	77%
Technical and Further Education (TAFE)	13%
Workforce	8%
Other/Unknown	2%

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	621
Students with disabilities (SWD)	263
Aboriginal and Torres Strait Islander	20

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St John Paull II Catholic College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Students completed the PIVOT Baseline Wellbeing and Learning Survey to update the leadership team on factors impacting their learning readiness.
- The Open Parachute Wellbeing Program supports Years 7-10 with preventative mental health lessons in PDHPE, delivered once per cycle.
- Staff were trained in the Rock and Water Resilience Program which is an experience that provides young people and adults a pathway to self-awareness.

St John Paull II Catholic College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St John Paull II Catholic College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Students fostered harmony by coordinating cultural events that celebrate diversity across year groups and both campuses of our College.



- Students embraced the new leadership structure, electing year reps to strengthen the SRC. They meet regularly to promote respect and responsibility.
- Fortnightly Wellbeing lessons foster respect and community, with Heads of Stage leading focused sessions followed by workshops for student feedback.

## Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Our families feel informed and welcomed, fostering a strong partnership and sense of community between families and teachers.
- Families appreciate the improved standards and expectations, feeling a strong sense of positivity and inclusivity in the school culture.
- Families engage in learning opportunities through parent forums, fostering a strong partnership that supports student growth.

Areas of strength from the student feedback include:

- Students experience a positive climate of behavior and relationships, reflected in their strong participation in College events.
- Students find learning engaging, enjoyable, and relevant, as shown by the high interest in joining enrichment classes.
- Instruction is well-organized with clear goals. Teachers respond to student needs, offer feedback, and foster independence.

Areas of strength from the staff feedback include:

- Staff feel treated with respect at work and cooperate with each other to get the work done.
- Staff have a clear understanding of what is expected of them in their roles.
- Staff know how the organisation's Catholic mission and norms should guide their behaviour and believe their leader's behaviour reflects these.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Foster a strong collaborative learning culture of excellence and continuous improvement for all; including development of competencies and skills for life, such as, collaboration, agency, character, faith, citizenship, communication, quality thinking	Still Working Towards.
Priority 2	That 50 % of all HSC subjects have a positive comparative learning gain and all subjects achieve at or above state mean.	Still Working Towards.

Projected School Priorities		
Priority 1	To develop teacher capacity to deliver the core strategies embedded in the College Learning Framework that fosters student engagement and improvement.	
Priority 2	To further build our safe and supportive College community and engage with parents/carers to improve our attendance rate through MTSS.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$14,184,316
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,760,734
Fees and Private Income <sup>4</sup>	\$5,536,711
Other Capital Income <sup>5</sup>	\$733,238
Total Income	\$24,214,999

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$1,488,307
Salaries and Related Expenses <sup>7</sup>	\$17,980,017
Non-Salary Expenses <sup>8</sup>	\$6,420,816
Total Expenditure	\$25,889,140

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses