



St John Paul II Catholic College

2023 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

St John Paul II Catholic College is registered by the New South Wales Education Standards Authority (NESAs) 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 2023 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 Mrs. Angela Hay

It is with immense pride that I share the 2023 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 crafting a world where everyone thrives.

Our educational approach is centred around our graduate vision, aiming to develop resilient, self-assured, and innovative learners. We encourage our 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 a partnership with their families. We emphasise the importance of dialogue, respect for diversity and deep engagement with our Catholic Faith, ensuring our education is meaningful and transformative.

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

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

This year has been marked by significant achievements across academics, culture, sports and social justice, highlighting our community's continuous pursuit of excellence and improvement. We are driven by the needs and aspirations of our students, ensuring our learning environment is challenging and nurturing, fostering engagement and responsibility.

St. John Paul II Catholic College is a vibrant community where every student is believed in, 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 value open communication, evident in our weekly Principal updates, frequent emails and active social media presence, keeping families informed about college happenings and learning developments.

Families feel our leadership team and teaching staff are always accessible for any inquiries, ensuring a supportive environment for our students. The college planners serve

as an effective tool for parent-teacher communication, enriching our educational partnership.

Families value opportunities for further parent and carer interaction, through the many events hosted during the school year such as Year 7 welcome evening; college opening mass; our Mother and Father's day liturgies and morning teas, parent engagement sessions each term, the semester college awards ceremonies, graduation mass and awards, performance evenings and our Christmas concert.

These interactions made St John Paul II Catholic College a unique learning community where the relationship between the parents and carers 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 feel that our vibrant Catholic identity resonates through our diverse and inclusive community, creating a welcoming atmosphere. They appreciate the expansive facilities and the serene, open environment our campuses offer, particularly on the Senior Campus.

Our students value the exceptional support from staff who are always ready to provide extra help, ensuring that every student has the necessary tools and support to succeed academically and personally.

They actively engage in creating a safe and supportive atmosphere at the College. Students collaborate to strengthen our community. Student Representative Groups from Year 7 to Year 12 meet regularly to discuss and enhance our College's foundational values and community spirit.

The Cultural Committee encourages everyone to celebrate our College's diversity leading activities that foster appreciation for all cultures in our school.

Crucially, students feel protected from bullying, both physically and online, reinforcing the effectiveness of our community's safety measures and contributing to the positive environment they help cultivate.

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	124
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	30
Number of part time teaching staff	62
Number of non-teaching staff	32

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	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

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 induction program: teachers attended afternoon sessions which familiarised them with the practices that underpin our learning culture.
- 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 in our annual Ignite Food Drive to support Jesuit Social Services.
- Year 7 students undertook a cultural immersion program with the support of the CSPD Jarara Cultural Centre.
- Year 11 and 12 students participated in the College Vinnie's Winter Sleepout to raise awareness about homelessness.

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:

- Living out the call to love one another, fostering human flourishing in our learning community.
- Using data to inform quality assessments in Stage 6 Studies of Religion.
- Several staff attended World Youth Day and subsequently led formation sessions for staff.

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 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	79%	68%
Writing	76%	63%
Spelling	82%	73%
Grammar and Punctuation	75%	64%
Numeracy	77%	67%

NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	70%	63%
Writing	59%	58%
Spelling	83%	71%
Grammar and Punctuation	59%	56%
Numeracy	71%	64%

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 2023:

- The number of students issued with a RoSA in Year 10 was 25.
- The number of students issued with a RoSA in Year 11 was 3.

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					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	64%	59%	56%	56%	73%	58%
English Advanced	100%	95%	97%	94%	88%	93%
Studies of Religion 1	69%	84%	86%	79%	76%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 91.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Animal Studies, Design Fundamentals, Fitness, Photography & Videography, Sport Lifestyle and Recreation, Studies in Catholic Thought Life Skills, 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	
	2023	
	School	State
Society and Culture	100%	80%
Visual Arts	100%	91%

HSC Results Comment

We finished 2023 with some great news about our HSC cohort. Our staff were very excited to see the growth of their students and some outstanding results.

In 2023, we continued to have a strong focus on building coherence across the College, while we have 2 campuses, we are one school. Our Stage 6 learning Goals (Sprints) in 2023, enabled teams to look at specific areas, go narrow and deep, and authentically engage learners in their sprints. It was very rewarding and affirming to see a direct correlation between the sprints and improvements in the areas 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 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 2023	
Number of Boys	Number of Girls
540	514
Total Enrolments: 1054	

Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	92%	10	89%
8	91%	11	92%
9	91%	12	90%
College Average: 91%			

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 51%.

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	66%
Technical and Further Education (TAFE)	16%
Workforce	12%
Other/Unknown	6%

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)	411
Students with disabilities (SWD)	196
Aboriginal and Torres Strait Islander	22

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 engaged in ongoing Pulse Wellbeing and Learning Survey to update the SRC and leadership team on factors impacting their learning readiness.
- Students in Years 7-10 actively participated in the Open Parachute Wellbeing program, an initiative providing preventative mental health support.
- Staff completed training and delivered the Rock and Water Resilience Program, which enhances self-awareness, confidence, and social skills.

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:

- The students were involved in many cultural events that celebrated the diversity across our year groups and across our both College campuses.

- Our dynamic and effective SRC, actively engaged and led initiatives that enhanced student life and promoted school-wide responsibility and respect.
- Fortnightly Wellbeing lessons led by Heads of Stage focus on respect and community, featured workshops that encouraged student feedback to teams.

Community Satisfaction

During 2023, 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 within our school, fostering a sense of partnership and community between families and teachers.
- Families are very positive about the improved standards and expectations, and feel there is a positive and inclusive culture.
- Families are excited about the new College Vision and Graduate Competencies the College has developed and the added opportunities for acceleration.

Areas of strength from the student feedback include:

- Students feel there is a strong climate of positive behaviours and relationships in the College.
- Students feel intellectually engaged and find learning interesting, enjoyable, and relevant.
- Instruction is well-organised, with a clear purpose. Teachers are responsive to their needs, providing feedback and encouraging independence.

Areas of strength from the staff feedback include:

- Staff feel treated with respect at work, they feel there are positive relationships with peers 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	To develop teaching habits that ensure rigour and shared responsibility to drive inquiry learning. This work became the foundation of the development of a College Learning Framework fosters student engagement and improvement.	Still Working Towards.
Priority 2	To develop opportunities for students to demonstrate achievement in new metric competencies. This priority recognises the importance of building student capability in areas beyond traditional academic learning.	Still Working Towards.

Projected School 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	
Priority 2	That 50 % of all HSC subjects have a positive comparative learning gain and all subjects achieve at or above state mean.	

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 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$13,993,146
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,733,876
Fees and Private Income ⁴	\$5,145,041
Other Capital Income ⁵	\$667,162
Total Income	\$23,539,225

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$711,694
Salaries and Related Expenses ⁷	\$16,256,875
Non-Salary Expenses ⁸	\$6,612,949
Total Expenditure	\$23,581,518

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses