



# St Paul's Catholic College

## 2024 Annual School Report



St Paul's Catholic College

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Catholic Schools  
Parramatta Diocese

## Introduction

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

St Paul's 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 Mr Robert Nastasi

I am proud to present to you the 2024 Annual School Report for St. Paul's Catholic College, Greystanes. The College serves to educate young men so that they live their lives with integrity and faith, while making the most of their individual gifts.

We are a Catholic community founded upon the Gospel of Jesus Christ and inspired by the mission of our patron, St. Paul. We challenge every student to give his personal best, to respect all members of our community and to be the face of Christ in all that he says and does.

We encourage our young men to be hardworking, courteous and to respect the rights of others. We call on the teaching of St Paul, our patron, who challenged the early Christians to draw together different cultures, gifts and backgrounds into one community. Hence our college motto, Many Gifts - One Community, signifies our commitment to developing in young men the strength and resolve to be humble, gentle, patient and tolerant while growing in faith, courage and hope.

The most striking feature of our college is the real sense of community that exists in our school. We strive to be a community that is faithful to the Gospel values in word and action. Our community continues to be built on the promotion of mutual respect. We work to make our college one that encourages growth and achievement. Our objective is to be a place where students are assisted to think for themselves, to be confident, happy and to cultivate a balanced attitude to life. We have, as a vision, a College in which individual gifts are nurtured, to promote and strengthen community; a place where all are welcome.

As a Catholic school community we must be prepared to accept and welcome the outsider. In such a community, the mission is to catechise and evangelise young people and adults through word and action. I am proud to say that St. Paul's Catholic College is fulfilling this mission.

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

The Parents and Friends (P&F) Association at St. Paul's Catholic College is open to all families and meets once a term on a Monday in Week 5 .

In planning our meetings for the year, it was decided that each would have a particular focus including but not limited to: Faith in action at St. Paul's, teaching and learning and wellbeing projects. A particular focus for each meeting meant that parents could opt in and out of meetings according to their interest level. Moreover, having a particular focus influenced more significant attendance to the meetings.

St Paul's also invited parents to be a part of his vision for the College including contributing to the construction of the new College Learning Framework. P&F representatives were significantly involved in the listening forums which led to the creation of the framework which will play a significant role in the life of the College.

We concluded the year by electing a new P&F Executive to ensure the strong partnership between the College and the parent community continues.

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**

In 2024, the Student Representative Council (SRC) was comprised of a body of elected students, who served to initiate changes within the school and the broader community. As leaders, they represented their classmates and the College in important social events and were active facilitators in responding to the voice of their fellow peers.

At the heart of the SRC lay an engagement of living out the college spirit and integrating the importance of the faith life of the college and patron saint, St. Paul.

The Student Representative Council constituted an integral part of the St. Paul's Catholic College community, with a number of planned initiatives during the academic year.

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

St Paul's Catholic College, Greystanes, originally called St Simon Stock Boys' High School, was founded in 1962 as the new Catholic boys' high school in the district of Pendle Hill. As it grew away from its early beginnings, the College took on a new name, Newman High School and has since been re-established as St Paul's Catholic College and our motto is just the right advice for today: Many Gifts, One Community. Even though the St Paul's Catholic College has only been re-established since 1999, it has nourished a Catholic community that has worked for many years to provide secondary education to young men from the parishes of Guildford, Toongabbie, Greystanes, Merrylands, Wentworthville, Granville and East Granville. The challenge to build a community fit for future generations is something that is in the hearts of everyone associated with St Paul's Catholic College.

### Location / Drawing Area

St Paul's Catholic College is proudly a years 7 to 12 Catholic College for boys located in Greystanes. There are approximately 790 students enrolled at the College, drawn from a wide range of multicultural backgrounds. The multicultural mix provides a rich and creative school population that works harmoniously and is proud of its diverse heritage. St Paul's Catholic College provides secondary education to young men from the parishes of Guildford, Toongabbie, Greystanes, Merrylands, Wentworthville, Granville and East Granville

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	106
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	64
Number of part time teaching staff	12
Number of non-teaching staff	30

### 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 Paul's 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:

- Faith Formation: The need to enhance student engagement with prayer and to build capacity in teaching staff to lead prayer.
- Literacy: To consolidate the Learning Culture at St Paul's by improving reading for meaning.
- Numeracy: The need to continue to challenge our year 7-10 students in Mathematics and progress more students above state average in PAT Testing.

## 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:

- Consolidation of the Corinthian weekly prayer group each Friday lunchtime facilitated by a OLQP priest and student leaders.
- Continue to build and shape with community members- schools, the Parish -the Greystanes Catholic Community (GCC) to drive social justice initiatives.
- Undertake awareness raising for the homeless by developing a whole school winter sleep out program support St Vincent De Paul Society.

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 took part in a formation day centered around encountering Jesus and space for prayer life in our school and daily life, facilitated by our PP.
- Commenced the implementation of cycles of learning from the newly launched CSPD 'Encountering Jesus' curriculum.
- Commenced the unpacking of the ECSI survey data highlighting the our strong Catholic identity, and our strength of Catholic by nature not name only.

## 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	72%	67%
Writing	71%	65%
Spelling	78%	72%
Grammar and Punctuation	60%	61%
Numeracy	79%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	59%	63%
Writing	56%	61%
Spelling	74%	72%
Grammar and Punctuation	48%	55%
Numeracy	71%	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 14.
- The number of students issued with a RoSA in Year 11 was 5.

## 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	61%	67%	53%	59%	37%	56%
English Advanced	100%	96%	92%	95%	81%	94%
Studies of Religion 1	71%	80%	70%	84%	42%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 69.

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

## 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
Studies of Religion II	100%	81%
Mathematics Standard 1 Exam	100%	44%

## HSC Results Comment

St Paul's students achieved great results and indeed great growth in the 2024 HSC. Some highlights included 156 (64% of students) attaining a Band 5 score of 80-90 in a subject. Additionally the combined Band 5 & 6 scores of 80-100 in a subject was 178 or 82% of

our cohort receiving one or more. We also celebrate the provision of various pathways at the HSC level highlighted by 34 (32% of the cohort) students attaining a VET qualification. Advanced English ranked 4th in the Diocese, Extension English ranked 3rd in the Diocese and Studies of Religion II ranked 3rd in the Diocese, all outstanding results. There were nine boys attaining an ATAR of over 90, equating to 10% of the class of 2024 with the DUX achieving a score of 96.25.

## Student Profile

### Enrolment Policy

St Paul's 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
792	0
Total Enrolments: 792	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	89%
8	92%	11	92%
9	90%	12	94%
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 91%.

### **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)	12%
Workforce	8%
Other/Unknown	3%

### **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)	540
Students with disabilities (SWD)	198
Aboriginal and Torres Strait Islander	8

## 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 Paul's 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:

- Consolidation of TRP (The Resilience Project) across 7-12 Homeroom classes.
- Implementation of the 'Men of St Paul's' program to support boys in 7-10 to become responsible and respectful young adults.
- Further promotion of the House Cup program for all boys to ensure healthy and effective relationships building across the school.

St Paul's 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 Paul's 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:

- Further development of the College learning framework focusing on what respectful learners look like and what builds a positive culture.
- Commenced the establishment of Pastoral programs across the year groups building on themes from 'according to St Paul' document.



- Revisited the College Student Leadership program to ensure that the team is a true and representation of respect for all the student body.

## 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:

- Communication has developed to a high level with the re-implementing of a strong P&F, fortnightly newsletter and College Yearbook.
- Teachers are approachable and that they promote a strong learning culture at the forefront of their agenda for their sons.
- The religious dimension of the College is alive and well in the curriculum and general school life.

Areas of strength from the student feedback include:

- Teachers are approachable and knowledgeable.
- Teachers are always positive in their feedback and professional in their dealings with students.
- The extra curricula offerings continues to grow affording many opportunities for students outside of classroom learning.

Areas of strength from the staff feedback include:

- The Leadership team is approachable and committed to strong PL for all staff.
- Teachers have the students best interest at heart at all times and to that end find students engaged on a whole.
- Staff wellbeing is strongly supported and embedded and is not just a one off or tick a box exercise.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Continued focus on LATD whilst consolidating the learning culture at the college by improving reading for meaning and continuing a deeper embedding of the agreed writing strategies.	Achieved.
Priority 2	Consolidating spaces for encounter for all students at St. Paul's as part of our overarching learning framework built of mission, vision and faith formation.	Achieved.

Projected School Priorities		
Priority 1	Improve staff and student understanding of what it means to be a dialogue school, that is Catholic by nature not just name.	
Priority 2	Improve student learning outcomes in all subjects in stage 4 and 5 by using Explicit Learning approaches.	

## 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>	\$11,656,068
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,089,402
Fees and Private Income <sup>4</sup>	\$3,554,276
Other Capital Income <sup>5</sup>	\$470,030
Total Income	\$18,769,776

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$1,164,179
Salaries and Related Expenses <sup>7</sup>	\$14,770,045
Non-Salary Expenses <sup>8</sup>	\$4,100,460
Total Expenditure	\$20,034,684

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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