Annual School Report
2013 School Year

St Paul’s High School

Port Macquarie
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About This Report

St Paul’s High School is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the Parish School Community for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This Report has been approved by the CSO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

The contents of this Report may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on 6583 2632 or by visiting the website at www.sapss.nsw.edu.au.
Principal’s Message

The primary purpose of St Paul’s High School Catholic Secondary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Paul’s High School offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Paul’s High School has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Students received invitations to the “High Achievers” presentation at the University of NSW.
- Students competed in the Language and Literature Challenge, the Mathematics and Science Challenge and the Social Studies Challenge of Tournament of Minds, winning the North Coast competition for Mathematics and Science.
- Students participated in both the Mathematics Challenge and the Science and Engineering Challenge.
- Outstanding results were achieved in the Year 8 Diocesan Religious Education Test.
- Student growth in Literacy and Numeracy from Year 7 to Year 9 was well above National averages in NAPLAN.
- One student was the winner of the “Doodle for Google” National competition (Year 7 – 8 Division).

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:

- Students competed in the St Agnes’ Parish Secondary Schools Band competition and won their section in the James Morrison Big Band Competition held in Mount Gambier.
- Male and female Vocal Ensembles performed at the Glasshouse.
- Record numbers of students completed the Duke of Edinburgh scheme, Bronze, Silver and Gold Awards.
- For the third consecutive year, students from all St Agnes’ Parish schools performed in the St Agnes’ Parish Schools Dance Eisteddfod. This event was initiated and hosted by St Paul’s High School.
- The school again held its “Musical Showcase”, an evening at which student musicians performed at a level of excellence.
- Students adopted a sister school in the Solomon Islands.
- Students participated in the Australian Catholic Youth Festival.
- Students in all years participated in the Christian Outreach and Community Service Program supporting organisations which included Relay for Life, Shave for a Cure, Australia’s Biggest Cuppa, Blood Donors, Bandanna Day, Project Compassion, Caritas Australia, St Vincent De Paul Winter Appeal, St Vincent De Paul Christmas Appeal, Starlight Foundation and Salvation Army Red Shield Appeal.

Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- NSW Junior Surf Life Saving titles
- NSW CCC Triathlon Intermediate Team Gold medallists
- NSW CCC Golf champion and runner up
- NSW CCC Diving Gold medal
- Numerous swimmers gained gold medals at the NSW CCC and NSW All Schools Swimming Championships;
- NSW All Schools Honour roll
- Hastings Junior Sports Person of the Year
- World Hobie Fishing Championships
- 2nd NSW State Open BIC Titles
- 2nd NSW Table Tennis N^SW Hockey U/13 & U/15 Representative Team
- NSW Cycling Silver and Bronze
- Hastings TW Cricket third year in a row;
- Australian Futsal Team U/15 and U/16

There were many people who assisted in the school’s quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Paul’s High School is indeed blessed to have such dedicated and enthusiastic people.

Mr James O’Brien
Principal
A Parent Message

The official parent body is an Advisory Board which consists of school leaders and nine parent representatives who meet monthly. The Advisory Board’s role is to:

- enhance the partnership between the school and families;
- give parental advice and feedback on a range of issues to school leaders;
- provide a link with parents;
- represent parents of the school when required;
- review school policies and procedures;
- assist with parent education and parent forums.

In 2013 the School Advisory Board met 9 times and discussed a range of issues. Prominent on the agenda for the Board were issues such as bus transport for students, parent education, cybersafety for students and the DER laptop distribution program. Other matters on which the Board members were able to advise school administration included:

- proposed changes to uniform items
- goals for 2013
- enrolments
- St Paul’s Master Plan and proposed extensions
- traineeships for 2013
- ICT plans for DER funding and beyond.

Justin Poppleton
Chairman
St Agnes’ Parish Secondary Schools Advisory Board

This Catholic School

St Paul’s High School is located in Port Macquarie and is part of the St Agnes’ Parish which serves the communities from Port Macquarie to Lake Cathie. Last year the school celebrated 19 years of Catholic education.

The Parish Priest Fr Leo Donnelly is involved in the life of the school. The School Chaplain is Fr James Foster.

St Paul’s High School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- 100 Year Celebrations
- Masses to celebrate the commencement of the school year and the feast of St Peter and St Paul;
- special Year 7, 8, 9 & 10 Mass and reconciliation services which are celebrated in the Parish church;
- fundraising for the parish supported missions in East Timor, New Guinea and the Solomon Islands and for Caritas Australia;
- teachers and students rosters to host morning tea for parishioners after 9.00am Mass;
- student involvement in the Parish Christmas Hamper Appeal and Junior St Vincent De Paul Society;
- community service activities which are organised to involve students in Catholic Care of the Aged and other parish and community events;
- students’ and teachers’ voluntary involvement in the music ministry at Sunday night Mass;
- appointment of Youth Ministry Officers;
- Children Youth Group “Rug rats”;
- introduction of the Solomon Islands Immersion program;
- Sacramental Reconciliation and Reconciliation preparation program for all students.

The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with the mandated hours of religious education taught formally each year. These hours vary depending on the Stage level. The Diocesan Daily Prayer guidelines support the school’s prayer life. The purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

Introduction of rotation ST Agnes Parish Secondary School themes based on the school prayer.

The Purpose Statement highlights the nature and calling of the school. Commenced Work with staff was commenced on the creation of a learning mission statement.
St Paul’s High School caters for students from Year 7 to Year 12. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>106</td>
<td>108</td>
<td>94</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>398</td>
<td>379</td>
</tr>
<tr>
<td>Female</td>
<td>93</td>
<td>92</td>
<td>113</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>397</td>
<td>403</td>
</tr>
<tr>
<td>Indigenous count included in first two rows</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

School Curriculum

The school follows the Board of Studies BOSTES syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Schools Office and relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Students study Board of Studies mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers thirty two School Certificate courses.

The parish secondary school’s curriculum includes the following features:

- Literacy and Numeracy are addressed by means of a whole school approach. Literacy and Numeracy feature as a permanent staff meeting agenda item. Students requiring additional assistance are identified using NAPLAN results. Reading recovery groups with peer tutors have greatly assisted identified Year 7 students to raise their literacy levels. Teachers have undertaken specific professional development to better address literacy and numeracy issues.
- Learning Support is available through an inclusive model where assistance is received from a teachers’ aid. Students with additional needs have their programs of study modified as required for them to learn at an appropriate level and experience success. Teachers have undertaken specific professional development to better address the learning needs of additional needs students.
- Enrichment programs are offered for all students. Enrichment activities are developed in each Key Learning Area. Additional enrichment programs beyond the classroom include the Duke of Edinburgh Awards Scheme, Tournament of Minds, Science and Engineering Challenge, Mathematics Challenge, Mock Trial.
- Students have ready access to technology with seven dedicated computer areas across the school. Units of work specifically making use of technology are written for all courses.
- The school has appointed an Additional Needs Coordinator and Literacy and Numeracy Coordinators who work in collaboration with Additional Needs teachers.
- Professional Learning Teams have been introduced in each KLA.
- The implementation of one to one technologies has continued according to schedule.

The parish secondary school offers a strong co curricular program which enables students to participate in a range of activities.

- Community Service is a focus for students in every Year group. Students are encouraged to involve themselves in at least ten hours of community service each year. Students are also invited to reflect on the impact that doing something for others with no thought of remuneration has on them. Students involve themselves in voluntary work for the Koala Hospital, Landcare, Red Shield Appeal, and Jump Rope for Heart, Catholic Care of the Aged, Surf Life Saving, Australian Ironman Triathlon and many more organisations.
- Sport is a major area of involvement for students at St Paul's. Students compete in many Diocesan competitions as well as State wide knock out competitions and round robin competitions at the local level. In its short history, St Paul's students have enjoyed great success across a vast array of sporting opportunities.
- The Band and Musical Instrument tuition program has continually expanded over the last seventeen years. Students can choose to take part in the concert band, drum line, jazz band, and choir. Many students also take up the opportunity to learn an instrument at school through the Band program or through the Musical Instrument tuition program.

Religious celebrations are held for important occasions in the life of the school, the parish, the Diocese and the universal Catholic Church. Students celebrate the commencement and conclusion of each school year with a Mass of thanksgiving. Masses are also celebrated for the feast of St Peter and St Paul, The Feast of the Assumption, Christmas, Year 10 Graduation and within each year group focussing on the importance of family and friendship. Liturgies are held to celebrate Lent, Easter, Advent and other important events in the Church calendar. Important national or world events are also recognised through liturgies.
Student Performance in National Testing Programs

NAPLAN

The school participated in the 2013 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 199 students presented for the tests while in Year 9 there were 182 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry.

In both Year 7 and Year 9 there are 6 achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular grades. In Year 7, students who achieve Band 6 or higher have achieved above the minimum standard. In Year 9, those students who achieve at Band 7 and higher have achieved above the minimum standard set by government.

At St Paul’s High School and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office led information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Paul’s High School students in each band compared to the State percentage.
Year 7 NAPLAN Results in Literacy and Numeracy

### Literacy
- There were nine questions or criteria where the school percentage choosing the correct response was 10 or more above the State population percentage.
- There were no questions or criteria where the school percentage choosing the correct response was 10 or more below the State population percentage.
- There was one question or criteria where the school percentage choosing the incorrect response was 10 or more above the State population percentage.
- 98% of the cohort performed at or above the National Minimum Standard in Reading.
- 96% of the cohort performed at or above the National Minimum Standard in Writing.
- 98% of the cohort performed at or above the National Minimum Standard in Spelling.
- 94.9% of the cohort performed at or above the National Minimum Standard in Grammar and Punctuation.

### Numeracy
- There were no questions or criteria where the school percentage choosing the correct response was 10 or more above the State population percentage.
- There were three questions or criteria where the school percentage choosing the correct response was 10 or more below the State population percentage.

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 4 to 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAND</td>
<td>9</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Reading</td>
<td>11.4</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>15.1</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>14.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>16.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.6</td>
</tr>
</tbody>
</table>
There were four questions or criteria where the school percentage choosing the incorrect response was 10 or more above the State population percentage.  
96.9% of the cohort performed at or above the National Minimum Standard in Numeracy.

Year 9 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 5 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5.9</td>
</tr>
<tr>
<td>9</td>
<td>7.9</td>
</tr>
<tr>
<td>8</td>
<td>9.8</td>
</tr>
<tr>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>6</td>
<td>16.6</td>
</tr>
<tr>
<td>5</td>
<td>15.5</td>
</tr>
<tr>
<td>Literacy</td>
<td>16.3</td>
</tr>
</tbody>
</table>

There were three questions or criteria where the school percentage choosing the correct response was 10 or more above the State population percentage.  
There was one question or criteria where the school percentage choosing the correct response was 10 or more below the State population percentage.  
There were three questions or criteria where the school percentage choosing the incorrect response was 10 or more above the State population percentage.  
98% of the cohort performed at or above the National Minimum Standard in Reading.  
90.1% of the cohort performed at or above the National Minimum Standard in Writing.  
96% of the cohort performed at or above the National Minimum Standard in Spelling.  
94.1% of the cohort performed at or above the National Minimum Standard in Grammar and Punctuation.
Numeracy

- There were three questions or criteria where the school percentage choosing the correct response was 10 or more above the State population percentage.
- There was one question or criteria where the school percentage choosing the correct response was 10 or more below the State population percentage.
- There were three questions or criteria where the school percentage choosing the incorrect response was 10 or more above the State population percentage.
- 96.9% of the cohort performed at or above the National Minimum Standard in Numeracy.

Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>69</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>36</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>31</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Spirituality Day</td>
<td>2</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>Proclaim - Retreat</td>
<td>3</td>
<td>Diocese of Lismore</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>3</td>
<td>Leaders of Learning</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>4</td>
<td>Leaders of Learning</td>
</tr>
</tbody>
</table>
Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Principals’ Conference
- ELS Facilitation training
- Patrick Duignan Leadership training
- Executive Retreat training
- ELIM Conference
- ASPECT Study Tour
- CSYMA Tour
- Data Analysis workshop
- Tony Attwood – Aspergers
- Dr Jim Knight
- Peer to Peer training
- QuickSmart

The professional learning expenditure has been calculated at $6913.60 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.71%. This figure is provided to the school by the CSO.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal and other key staff are made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss their leave request.

The average student attendance rate for the school during 2013 was 92%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Children in the Workplace Policy
- Defibrillator Maintenance checklist
- Defibrillator Post Use checklist
- First Aid Policy
- First Aid Kits
- Sick Students Policy
- Aerosol Cans Policy
- Canteen Policy
- Vehicle Policy
- Visitors Policy

Enrolment Policy

Every new enrolment at St Paul’s High School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in religion lessons and activities, as well as prayer celebrations and school Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

Our school's priority is to provide a safe and caring environment for students and staff.

Leaders of Pastoral Care play a central role in overseeing pastoral care and discipline within Year or House groups. Each Leader of Pastoral Care works with a team of pastoral care teachers who meet with their P.C. group on a daily basis. In these smaller groups of around twenty five students, P.C. teachers strive to develop a family like group where each student is cared for and monitored on a daily basis.

The pastoral care of students is enhanced by programs including Positive Choices, Purple Hats, Seasons for Growth, Mind Matters, Peer Support and a variety of retreat, team building and reflection days conducted throughout the year.
Discipline Policy

One of the key goals of our school is to provide students with a caring and disciplined environment where all students have the opportunity to learn and develop in a positive and supportive environment.

The school policy is based on procedural fairness and has restorative practices embedded.

As a rule, teachers look after their own classroom discipline. Thus, they follow up matters with parents and work with Leaders of Pastoral Care on more serious matters.

Leaders of Pastoral Care play a key role in following up disciplinary matters. They work closely with the Campus Assistant Principal and other teachers to ensure that the campus environment is safe and conducive to meeting the learning and developmental needs of all students.

Lunch time, after school and Saturday detentions may be used as a consequence for serious discipline breaches or unsafe behaviour.

Suspension is also used for the more serious or repeated offences. Expulsion is rarely used except for possession or use of illegal substances.

The Discipline and Management Policy is available on the school’s website.

Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school’s website.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish secondary school’s main goals and priorities were to:

- review timetable structure to reduce time lost and increase effective teaching and learning time;
- foster the culture of a Professional Learning community;
- enhance the Catholic nature of the school through praxis, icons and liturgy;
- embed Restorative Practices as the approach for dealing with conflict.
**Initiatives Promoting Respect and Responsibility**

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways. The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. The annual Bullying Survey was completed by all students.

During 2013 students were involved in a range of outreach activities, including visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul, Caritas and supporting parish determined initiatives in Catholic Dioceses in Papua New Guinea and the Solomon Islands.

Many of the awards presented to students throughout the year are indicative of the values of respect and responsibility. Merit awards, Pastoral Coordinator’s Awards and Principal’s Awards were presented at our fortnightly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly.

Respect and responsibility are fundamental to the school's restorative practices. The student diary includes a statement student rights and responsibilities with appropriate dot points.

**Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- All students are surveyed each year regarding their experiences of bullying and their feelings of being safe at school. Students identified as exhibiting bullying and harassment types of behaviours are interviewed by their Leaders of Pastoral Care and their parents notified. Locations with higher incidence of bullying have been identified and this has been considered in reviewing playground supervision and student management.
- All staff members have the opportunity for an individual interview with the Principal or campus Principal. Data from these interviews is used to inform discussion and decisions for improvement and change.
- Parents are invited to express their views through the parent representatives of the St Agnes’ Parish Secondary Schools School Advisory Board.
Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A graphic summary of the income and expenditure reported to the Commonwealth Government for 2013 is as follows:

2013 INCOME - St Paul’s High School - PORT MACQUARIE

![Income Pie Chart]

2013 EXPENSE - St Paul's High School - PORT MACQUARIE

![Expense Pie Chart]