



# ST PAUL'S COLLEGE

CELEBRATING

**75** *Years*  
1948-2023

# ANNUAL REPORT

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# 1. MESSAGES FROM KEY SCHOOL BODIES

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## CHAIR OF THE COLLEGE BOARD

In 2022, The College Board welcomed our 9th Principal, Ms Anita Morton. The Board met eight times and also welcomed new two new members.

During the year, the board considered the future direction of the college, and approved the addition of a 3rd stream to Year 7 for 2023. As a result, work was needed to make room for the additional class, including the installation of a lift, renovation of offices into a new science laboratory, the renovation of the formal administration area to accommodate additional staff and renovation of classrooms in one of our oldest buildings.

In 2023, the College will celebrate our 75th year of operation. In preparation, the board has been working towards our new strategic plan and master plan. The master plan will be available for public feedback after our celebrations in March 2023.

-Mr Anthony Lieschke

## STUDENT REPRESENTATIVE COUNCIL

In 2022, the Student Representative Council (SRC) has played a pivotal role in fostering a sense of unity and student voice within our college community. Comprising senior leaders, junior leaders, and selected members from each year level, the SRC has been instrumental in representing our College in various significant events, including Farmer's Day, which fundraised for Australian Lutheran World Service and Are You Bugged Mate? charity. The SRC has diligently worked towards planning future events that aim to enhance student engagement. In their pursuit of personal and collective growth, the members of the SRC actively participated in leadership forums, enabling them to further develop their skills and knowledge.



## 2. CONTEXTUAL INFORMATION ABOUT ST PAUL'S COLLEGE & CHARACTERISTICS OF THE STUDENT BODY

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St. Paul's College is situated on spacious and attractive grounds, approximately 40 kilometres north of the cities of Albury and Wodonga. Located in a rural area, the College enjoys a vista of trees, fields and farm animals, as it nestles into the outskirts of the quiet NSW country town of Walla Walla.

St Paul's is a co-educational secondary day and boarding school. It is a member school of Lutheran Education Australia – a network of 84 schools educating in excess of 35,000 students Australia-wide. Students come from a wide cross-section of communities from within the Greater Hume Shire, the Riverina, Victoria and further afield from Sydney and Canberra.

The vision of St Paul's College is that of a Christ-centred community, valuing people and learning. Its mission is to provide a Christian education that is complete, distinctive and of quality.

The student cohort is a diverse but cohesive group with a strong sense of community, enhanced by a pastoral care system which creates considerable interaction between different year level groups.

Many of the day-scholars come from farms or their parents work in agriculture-related industries (approx. 35%). A number of day scholars make the daily trek from Albury, while others spend an hour each way on buses travelling from more distant rural areas. We also have a number of Indigenous students and a number of students from non-Anglo Australian backgrounds.

Approximately 20% of St Paul's students identify themselves as Lutheran.

The student body is a vibrant community within the broader school community, fiercely loyal to one another, and very accepting of newcomers.

Our students originate from many states and territories of Australia including Australian Capital Territory (ACT), Victoria, & New South Wales (NSW).

Boarding is offered on a full time, weekly, or casual basis (a total of 65). About a third are full time boarders, and 55% of boarders are female.

Day students are bused in from the local area including Albury, Wodonga, Culcairn, Henty, Alma Park, Holbrook, Gerogery, and Jindera.



### 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN: Percentages in Skills Bands				
2022 - Year 7	Bands 5-10		Band 4 and below	
NAPLAN Test	School	State-wide	School	State-wide
Reading	100%	95.1%	0	4.8%
Writing	100%	94.0%	0	6.0%
Spelling	96.9%	94.7%	2.9%	5.2%
Grammar & Punctuation	100%	93.1%	0	6.9%
Numeracy	97.0%	93.9%	3.0%	5.9%

NAPLAN: Percentages in Skills Bands				
2022 - Year 9	Bands 6-10		Band 5 and below	
NAPLAN Test	School	State-wide	School	State-wide
Reading	95.0%	91.1%	5.1%	8.9%
Writing	92.3%	88.5%	7.7%	11.4%
Spelling	92.2%	93.6%	7.7%	6.5%
Grammar & Punctuation	89.7%	89.3%	10.3%	10.8%
Numeracy	97.3%	97.5%	2.8%	2.5%

NAPLAN: Year Mean		
2022 - Year 7	School Mean (Difference From State Mean)	State Mean
Reading	552.4 (+2.74)	549.66
Writing	534.9 (-4.98)	539.88
Spelling	536.8 (-21.67)	558.47
Grammar & Punctuation	554.5 (+10.33)	544.17
Numeracy	572.2 (+12.56)	559.64

NAPLAN: Year Mean		
2022 - Year 9	School Mean (Difference From State Mean)	State Mean
Reading	585.4 (-0.82)	586.22
Writing	559.0 (-10.38)	569.38
Spelling	561.3 (-24.87)	586.17
Grammar & Punctuation	566.2 (-18.8)	585.00
Numeracy	582.6 (-12.94)	595.54

Proportion of students meeting National Benchmarks: 2019 - 2022				
	2019	2020 - no testing	2021	2022
Year 7 Reading	93%		95%	100%
Year 7 Writing	91%		89%	100%
Year 7 Spelling	88%		93%	97%
Year 7 Grammar & Punctuation	77%		86%	100%
Year 7 Numeracy	90%		97%	97%
Year 9 Reading	95%		100%	95%
Year 9 Writing	85%		92%	92%
Year 9 Spelling	90%		91%	92%
Year 9 Grammar & Punctuation	83%		96%	90%
Year 9 Numeracy	98%		100%	97%

The mean of the Year 7 St Paul's College 2022 cohort is above that of the state in reading, grammar and punctuation and numeracy. 100% of Year 7 St Paul's College students achieved at or above the minimum standard in reading, writing and grammar and punctuation. 97% of students in spelling and in numeracy are at or above the minimum standard.

For Year 9, in all areas, the mean scores of the St Paul's College cohort were lower than that of their state counterparts. 97% of students are at or above the minimum standard in numeracy. 95% are at or above the minimum standard in reading; 92% are at this level in writing and spelling and 90% are at or above the minimum standard in grammar and punctuation.

## 4. SENIOR SECONDARY OUTCOMES

### Record of Student achievement (RoSA) CREDENTIALS

The Record of School Achievement (RoSA) is an exit credential issued by the NSW Education Standards Authority to students in Years 10, 11 and 12 if they leave school prior to completing the Higher School Certificate. Eligibility depends upon students satisfactorily completing all curriculum requirements of Stage 5 which culminates in Year 10.

During 2022, 53 of our Year 10 cohort were eligible to receive the RoSA. This represents 100% of the St Paul's College Year 10 cohort. In addition to the mandatory subjects, Year 10 students undertook at least 3, or as many as, 5 elective subjects.

These elective offerings came from the departments of TAS, Creative and Performing Arts, HSIE, PDHPE and Languages.

Of our Year 11 cohort, 40 students – 100% of the cohort - were eligible to receive the RoSA. These students were engaged in 21 courses across the Arts and the Sciences.

This group of subject offerings included Board Developed extension courses as well as VET courses.

## SUMMARY OF 2022 HIGHER SCHOOL CERTIFICATE RESULTS

In 2022, 36 students sat HSC examinations at St Paul's College. Of these students, 1 was a Year 11 students engaged in an accelerated course who will graduate from high school in 2023. The remaining 35 students were Year 12 students; 100% of our Year 12 cohort achieved the Higher School Certificate in 2022. These students engaged in 21 school-based courses. These courses included two extension course, three Vocational Education and Training Courses (VET).

Of the 35 Year 12 students, 22 (63%) were involved in VET courses. Of these, 6 students attained Certificate II qualifications in Hospitality, 2 students attained a Certificate II in Agriculture, and 4 students attained a Certificate II in Sport and Recreation.

2 of the 35 Year 12 students (6%) were engaged in school-based traineeships/apprenticeships: Early Childhood Education and Care; Racing Industry.

2 Unit HSC Examination Courses							
Subject	Student Numbers	Performance Band achieved by %					
		BAND 5-6		BAND 3-4		BAND 1-2	
		SPC %	State %	SPC %	State %	SPC %	State %
Agriculture	7	0	26	100	56	0	17
Biology	14	0	27	57	53	43	20
Business Studies	13	23	35	69	55	8	10
Chemistry	7	0	33	29	51	71	15
English Studies	1	0	0	100	17	0	33
English - Standard	14	7	15	71	72	21	12
English - Advanced	15	7	67	93	32	0	1
Industrial Technology	5	0	22	100	64	0	13
Legal Studies	5	20	41	80	43	0	15
Maths Standard 2	22	14	29	45	52	41	18
Maths Advanced	8	0	49	63	45	38	6
Modern History	5	0	34	100	54	0	11
Music 1	4	75	69	25	28	0	2
PDHPE	15	0	26	60	53	40	20
Physics	3	0	41	67	45	33	13
Visual Arts	4	50	66	50	33	0	1
Hospitality - VET	6	67	28	33	48	0	5
Primary Industries - VET	10	10	24	90	55	0	4

In 61% of two-unit courses, St Paul's College students earned fewer Band 1 or 2 results than the state. Indeed, in 56% of two-unit courses, the St Paul's College cohort achieved results of Band 3 or above.

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\* These figures do not include the School or State percentages detailed as 'None' on the NESA report 'Students Results by Course'.

Extension HSC Subjects					
Extension Subjects	Student Numbers	Performance Band achieved by %			
		BAND E3-E4		BAND E1-E2*	
		SPC %	STATE %	SPC %	STATE %
Mathematics - Extension 1	1	100%	73.4%	0	26.4%
Mathematics - Extension 2	1	0	85%	100%	14.9%

Summary of Band Results 2020-2022 - 2 Unit Courses						
BAND	2020		2021		2022	
	SPC %	STATE %	SPC %	STATE %	SPC %	STATE %
BAND 6	0.7%	9.6%	0.7%	9.6%	0%	9.6%
BAND 5	19.9%	26.5%	19.9%	26.5%	12%	26.3%
BAND 4	44.9%	30.7%	44.9%	30.7%	31%	28.4%
BAND 3	27.9%	20.2%	27.9%	20.2%	35.4%	22.2%
BAND 2	6.6%	8.7%	6.6%	8.7%	19%	9.8%
BAND 1	0	2.9%	0	2.9%	2.5%	2.3%
NONE	0	1.6%	0	1.6%	0	1.4%

In 2020, 65.5% of the St Paul's College cohort earned Band 4, 5 and 6 results, which was marginally lower than that of the state achievement for this level at 66.8%. In 2021, 44.2% of the St Paul's College cohort earned Band 4, 5 and 6 results; this was below that of the state where the figure was 66.5%. In 2022, 43% of the St Paul's College cohort earned Band 4, 5 or 6 results, which was lower than the state achievement of 64.3%.

Summary of Band Results 2020-2022 - Extension Courses						
BAND	2020		2021		2022	
	SPC %	STATE %	SPC %	STATE %	SPC %	STATE %
BAND E4	0	38.1%	0	38.1%	0	36%
BAND E3	71.4%	41.4%	71.4%	41.4%	50%	40.5%
BAND E2	28.6%	16.1%	28.6%	16.1%	50%	17.8%
BAND E1	0	4.1%	0	4.1%	0	5.3%
NONE	0	0.3%	0	0.3%	0	0

In 2020, the percentage of the St Paul's College cohort that earned E3 and E4 results is 71.4%, whilst the state achievement in these levels amounts to 79.5%. In 2021, St Paul's College had 60% of extension students earning E3 and E4 results, whilst this figure is 79.6% for the state cohort. In 2022, 50% of the St Paul's College cohort earned E3 and E4 results compared to 76.5% of the state cohort.



## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION & QUALIFICATIONS

During 2022, staff participated in a range of professional learning activities. Some of these activities have included whole staff or group staff activities, as well as individual activities.

The following professional learning activities were undertaken by staff throughout 2022.

Professional Learning Activity	Number of staff participating
Developing Effective Assessments (3-day program)	30
Supporting Students with Challenging Behaviour	1
Geographies of Impact - Local Action in a Global Context	3
Deepening the Learning in Commerce	1
Legal Studies - Authentic Teaching and Learning Practices for Student Success	1
Anti-Discrimination Legislation Executive Masterclass	1
Whole Staff Professional Learning in Child Protection Legislation and Professional Boundaries	70
Behaviour Matters - Restorative Practice with Dave Vinegrad	40
Youth Mental Health First Aid	40

### Teacher Qualifications

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	31
ii. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

### Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	29

## 6. WORKFORCE COMPOSITION

School Staff 2022	
Teaching Staff	30
Full-time equivalent teaching staff	27.3
Non-teaching staff	18
Full-time equivalent non-teaching staff	14.0

## 7. STUDENT ATTENDANCE, AND RETENTION RATES & POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

### Student Attendance

2022	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	Whole School Attendance Rate 86.70%
Attendance Rate %	83.42%	84.86%	84.88%	80.25%	92.48%	94.35%	

### Recording & monitoring student attendance

1. Lesson 1, teachers mark attendance roll electronically
2. Receptionist works through absentee list entering absentee reasons (eg leave, lesson other, excursion or unknown) into student electronic files.
3. If contact cannot be made with Parent/Guardian, or there is an extended period of frequent absence, the Director, Student Wellbeing is alerted and contact is made with the Parent/Guardian. Manager Enrolments will use the enrolment destination unknown form if the student is believed to have left the school.
4. Parent/Carer can enter child's absence from school via Parent Lounge.
5. Students who have unexplained absence (unknown) from school, Parent/Carer can update absentee/approve via Parent Lounge.
6. If an explanation is returned via Parent Lounge, it is then updated and noted onto the students electronic file.
7. If any student is absent from school for more than 2 days without an explanation email from Parent/Carer, or via Parent Lounge, an email is sent Director, Student Wellbeing who will follow up personally via email or phone to the student's Parent/Carer.
8. Late arrivals are updated to student's files throughout the morning as the student signs in.
9. Early departures must have email/or parent present for student to sign out.
10. Class rolls are marked at start of every lesson.
11. The Principal will be informed when there appears to be 3 unexplained absences from school.

Copies of all forms are kept on the student file and all actions listed on the electronic system.

## Retention of Year 10 to Year 12

Sixteen of the fifty five students enrolled at a time in Year 10 during 2020 left the College. Of these leavers, five transferred to other schools and ten students took opportunities for traineeships or apprenticeships, and one moved from the area.

## Post School Destinations

Post-Secondary School Intentions as declared by the student:

EXIT POINT:	WORK	UNIVERSITY	TAFE	APPRENTICESHIP / TRAINEESHIP	TRANSFER
HSC	11 (18*)	17 (10*)	1	6	-
Year 11	1			4	
Year 10	2		1	7	5

### 2022 HSC Outcomes:

In total, the Year 12 2022 cohort received 26 early entry offers to study at university. 3 of these (12%) were conditional; 2 became unconditional and 1 was given alternative courses after the release of the ATAR. 17 students (49% of cohort) received early entry offers, with most receiving offers from more than one course. Following the release of the ATAR, 8 students received offers to study in NSW/ACT; 15 applied; the 7 that did not receive ATAR round offers had already secured early entry program offers. 4 students applied to VTAC; 3 received offers and one had already secured an early entry offer. Over two-thirds of our cohort declared their intention to complete further learning/training following their completion of the HSC. 71% intended to complete this at university and the remaining are engaged in VET learning; most of these through a secured apprenticeship or traineeship. Of the 17 university declarations, 10 went directly to university, 7 deferred their offer and are completing GAP year work. Of the 19 students who entered the workforce, 11 are engaged in ongoing work arrangements with the other 7 involved in GAP year arrangements.

### 2022 School Leaver Outcomes:

In the Year 10 and Year 11 2022 school leavers, there was a strong tendency towards further learning at TAFE; most of these cases being paired with a secured apprenticeship or traineeship. Roughly 20% of each cohort exited from secondary schooling and pursued entry level work; they did not require further learning. 5 students in total across these senior year levels transferred to complete their remaining education at an alternative school.



## 8. POLICIES

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Our core school policies, including policies relating to student welfare, anti-bullying, discipline and complaints and grievances can be found on our website:

<https://www.stpaulscollege.nsw.edu.au/about/policies-reports>

### ENROLMENT POLICY

#### 1. Introduction

St Paul's College Ltd (College) is a non-selective day and boarding school for students from Year 7 to Year 12. The College offers a broad curriculum, in compliance with Part 3 of the Education Act 1990 (NSW), to students from a diverse range of backgrounds.

St Paul's College welcomes applications from prospective students:

- who may gain benefit from the broad and balanced education offered by the College;
- who may contribute to the life of the College by participating as fully as possible in the range of activities available; and
- whose families are supportive of the aims and methods of the College, and whose spiritual, educational and vocational aspirations are reasonably able to be met by the College.

#### 2. Key Definitions

Throughout this policy, unless the context requires otherwise:

- 'Applicant' means the person/s set out in the Application for Enrolment Form being the Parents of the Student listed in the Agreement and if more than one, each of them jointly and severally.
- 'Application for Enrolment Form' means the form submitted to the College by the Applicant/s in relation to the student.
- 'The College' means St Paul's College Ltd, Walla Walla.
- 'Disability', in relation to a student, is that as defined by the Disability Discrimination Act (Commonwealth) 1992.
- 'Enrolment Agreement' means the agreement by which the Applicant agrees to be bound when enrolling the Student at the College.
- 'Parents' include means the parent/s and/or legal guardians of the students.
- 'The Principal' means the Principal of the College, or the principal's authorised representative.
- 'Student' means the student named in the Application for Enrolment Form.

#### 3. The Policy

The purpose of this policy is to provide clear and upfront information to a prospective Applicant regarding the conditions and priorities which relate to the student's prospective enrolment at the College. This policy seeks to ensure that students are enrolled at St Paul's College in a manner that is fair, consistent, and transparent. The policy sets out the basis on which students are enrolled and specifies the information that is required from families on entering an Enrolment Agreement with the College.

#### **Scope**

This policy applies to all current and future Students seeking admission to the College and the Boarding House, the Board, College staff, and parents/guardians (referred to in this Policy as Applicant).

## **(ENROLMENT POLICY)**

### **4. General**

Applicants are expected to support the ethos, culture and policies of the College.

Whilst the College does its best to accommodate all enrolment requests, it is unable to guarantee a position to any Student, until the process outlined in this Policy is completed.

The College does not guarantee all subjects for senior students will be available for selection. Depending on subjects chosen, some subjects may be delivered by external providers.

The College's course offerings, including co-curricular activities and programs, will be determined by the College in its sole discretion and may be varied or withdrawn at any time without prior notice. This may include making changes to the curriculum, co-curricular offerings, teaching methods and processes and other services affecting its students, including offering remote learning. The College's offering and delivery may be subject to government directives in place at the time.

The holistic development of the student is the College's priority in carrying out its duty of care to the student. As such, the College makes no representation or promise regarding any particular academic achievement or level of performance of any Student. Decisions on admission are made by the principal (or their delegate) in accordance with the criteria outlined in this Policy.

The College will exercise its discretion in determining whether to make an offer of enrolment and enrolment decisions shall be based on a range of information and factors and determined on a case-by-case basis. Each case shall be judged on its merits, taking individual circumstances, finances and practical implications into account, as well as:

- a) the physical number of currently enrolled students (for example, if a year level is deemed by the principal as full);
- b) the resources available to cater for the educational needs of students; and
- c) the willingness of the Student and the Student's family (where applicable) to comply with the College's policies and procedures.

An enrolment offer may be withdrawn, regardless of the availability of places, in situations where:

- a) relevant information is withheld, or information provided is found to be inaccurate; or
- b) there is a significant change in the circumstances of a family and/or Student which cannot be reasonably accommodated by the College. In these circumstances, all due consultation will take place with the College and family involved.

### **5. Enrolment Eligibility**

Whilst the College does its best to accommodate all enrolment requests, it is unable to guarantee a place to any Student.

The College is unable to involve itself in any family matters. In the case of all families, including divorced or separated families, it is the College's assumption and understanding that prior to contacting the College, both Parents are in agreement to the application and possible enrolment of their child. Unless otherwise stated in Family Court Orders or approved by the principal (or their delegate), both Parents are required to sign the Application for Enrolment Form.



## **(ENROLMENT POLICY)**

The College has two types of enrolments:

- as a domestic student
- as an overseas student.

### ***a. Domestic Student***

A domestic Student is any Student who does not hold a Student Visa (subclass 500) and is not eligible to enrol as an Overseas Student. These students may include students on other types of visas as well as Australian Citizens. Domestic Students applying for enrolment whose first language is other than English may be required to be enrolled in an Intensive English College prior to entry at the College, and/or may be required to receive extra English tuition once enrolled at the College, with the costs to be paid by the Parents.

### ***b. Overseas Student***

An Overseas Student is any student not an Australian resident. To be eligible to apply for enrolment at the College, the Overseas Student must demonstrate competency in the Australian Education Assessment Services (AEAS) test including the written section. The College will determine the student's English level suitability for enrolment to the College, in accordance with its CRICOS obligations.

An Overseas Student's enrolment is made conditional upon them having achieved the required English level for enrolment in their chosen academic year in a given time period. Once enrolled, Overseas Students undertake the mainstream program of study.

## **6. Priority Order of Enrolment**

All Applicants must submit the Application for Enrolment Form fully signed and completed. Enrolment Applications will only be recorded on the waiting list if the Applicant has correctly submitted to the College the Application for Enrolment Form.

Once a student has enrolled at the College, their enrolment is continuous through to year 12 unless the student is formally withdrawn or removed from the College, or their enrolment is terminated at the discretion of the College. Some applications may be given preference on the waiting list on the basis of the following criteria, which are in no particular order:

- the student is a sibling of current students at the College;
- the student is a child of SPOCA (St Paul's Old Collegian's Association) members;
- the student is a child of a current member of college staff;
- the student is currently enrolled at a feeder school;
- whether the student is a Christian; and/or
- date the Application for Enrolment Form is received.

The College will also take the following into consideration:

- a student's willingness and ability to contribute to the wider life of the College; and
- evidence of good leadership and good character.

A Student who has previously concluded their enrolment at the College because of dissatisfaction on the part of the Student, Parents, or the College (be that withdrawal or termination), would not normally be considered for re-enrolment.

## **(ENROLMENT POLICY)**

The College may exercise its discretion to refuse an application or remove an application from the waiting list if there are reasonable grounds for doing so. If the Applicant wishes to appeal this decision, an appeal should be made in writing to the principal specifying the reason for the appeal. The final decision is at the sole discretion of the principal, who will notify the Applicant of the outcome. The decision of the principal is final.

### **7.Application for Enrolment Process**

The College accepts Applications for Enrolment at any time, however, new enrolments are encouraged at the main intake at Year 7. The College recommends Parents apply as early as possible, the latest being in March or April one year before the Parents intend the student to commence at the College.

The College is committed to complying with its anti-discrimination obligations. In accordance with this Enrolment Policy, Applicants are required to make full disclosure in the Application for Enrolment Form. The College will provide reasonable adjustments, as appropriate, in line with the provisions of this Policy.

The application process for a **Domestic Student** is as follows:

1. Applicants complete the Application for Enrolment Form and return to the College. This includes completing the:
  - Application for Enrolment Form by submitting it, with any accompanying documents as specified, as applicable (such as a birth certificate).
2. When the College receives a completed Application for Enrolment Form:
  - the student's name is registered on the waitlist for the year and year level nominated;
  - the Applicants are sent an acknowledgement from the College;
  - an interview is arranged with the Student and Applicants; and
  - Students in years 7 – 11 undertake a pre-enrolment interview.
3. The College may request additional information to assess suitability and the College's priorities of enrolment. Information requested in the application process may include:
  - evidence of your child's date of birth (e.g., birth certificate, passport) [mandatory];
  - religious denomination;
  - previous school reports (if applicable);
  - names and addresses of the child and parents/guardians;
  - telephone numbers (home, work, mobile) of parents/guardians;
  - names of emergency contacts and their details;
  - specific residence arrangements;
  - information about the language(s) your child speaks and/or hears at home;
  - nationality and/or citizenship including the visa subclass granted upon entry to Australia (prior to citizenship being granted) where applicable;
  - doctor's name and telephone number;
  - medical conditions;
  - information on additional learning needs (e.g., whether your child requires additional support in relation to mobility, language, social skills development, welfare needs, challenging behaviours, adjustments to the curriculum, etc.); and/or
  - parenting agreements or court orders, including any guardianship orders;

## **(ENROLMENT POLICY)**

- if indigenous - proof of indigenous status;
- NAPLAN results;
- Medical assessments and letter from doctor regarding medication.

4. A formal letter of offer of a place at the College may be made, or the College may advise if the application is unsuccessful.

5. Applicants may accept the offer by:

- returning the Letter of Offer Acknowledgement Form to the College; and
- paying the non-refundable Enrolment Fee.

6. Once the College acknowledges receipt of the items stated in clause 5 of this section, the student has a confirmed place at the College.

### **Offer – Overseas Students**

Overseas students are required to forward a copy of their AEAS Test Report of English competency prior to being considered for enrolment, or notification when the student will be undertaking the test.

In addition, an application for an overseas student must include:

- a copy of the biographical page of their passport
- where applicable, any ESL reports from an Intensive Language College.

1. Overseas students receive a Letter of Offer and Written Agreement (conditional upon them reaching the required ESL level required for entry into their requested academic year in a given time period of time).
2. Full CRICOS Course details
3. Statement of Fees
4. Acceptance of Place Form
5. Data Collection Form – government requirement – for completion and return.
6. Overseas Students Complaints and Handling Policy and Procedures.

### **8.Expectations of Applicants**

In completing the Application for Enrolment Form, Applicants must declare, to the best of their knowledge, any special needs of their child. If an Applicant withholds information relevant to the Application and Enrolment Process, the College may refuse, or terminate the Enrolment Process on these grounds. This provides the Student and Staff the best opportunity for success during their time at the College.

Applicants must advise the College in writing of any changes of contact details of living arrangements during the Enrolment Process. The College waives any responsibility for non-contact of an Applicant during the Enrolment Process if contact details are not updated.

### **9. Reasonable Adjustments**

Where information obtained by the College indicates a student has a Disability, the principal will consult with the student and their family and/or carers to determine whether the Disability would affect the student's ability to participate in or derive substantial benefit from the educational program at the College. Following the consultation, the College will assess whether it is necessary to make adjustments to support the student to fully participate in their education, and whether those adjustments are reasonable.

## **(ENROLMENT POLICY)**

The College's Learning team supports the educational needs of students with Disabilities, Aboriginal and Torres Strait Islander Students, culturally and linguistically diverse (CALD) Students, and gifted learners.

The College will take into account relevant circumstances and interests when identifying what is a reasonable adjustment, including the following:

- the nature of the Student's Disability;
- the information provided by, or on behalf of, the student about how the Disability affects the student's ability to participate;
- views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the Student with a Disability to access and participate in education and training opportunities on the same basis as Students without Disabilities;
- information provided by, or on behalf of, the
- Student about their preferred adjustments;
- the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes and independence;
- the effect of the proposed adjustment on anyone else affected, including the education provider, staff, and other Students; and
- the costs and benefits of making the adjustment.

The principal may require Applicants to provide medical, psychological, or other reports from external specialists, and/or require an independent assessment of the student to enable the principal to determine what adjustments are necessary and whether they are reasonable (having regard to the criteria above for determining reasonable adjustments).

If reasonable adjustments are necessary to enable a student to enrol in or participate at the College, the College will make those adjustments to the extent that they do not involve unjustifiable hardship. In determining whether an unjustifiable hardship would be imposed on the College, the Principal will take into account the relevant circumstances of the case including:

- the views of the student;
  - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (such as other Students, staff, the College community, the student, and the family of the student). This includes (without limitation):
  - costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other Students, and teachers; and
  - benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other Students, and teachers; and
  - the effect of the Disability on the Student; and
  - the College's financial circumstances and the estimated amount of expenditure required to be made by the College community - including costs associated with additional staffing and the provision of special resources or modification of the curriculum; and
  - the impact of the adjustments on the College's capacity to provide education of high quality to all Students while remaining financially viable; and
  - the availability of financial and other assistance to the College (such as financial incentives, subsidies or grants available to the College as a result of the student's participation); and
- the nature of the Student's Disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments.

## **(ENROLMENT POLICY)**

The principal will discuss with the student and their family (as appropriate) the concerns they have regarding any proposed adjustment that would cause unjustifiable hardship to the College.

If the Principal is satisfied the student and their parents (as appropriate) have been sufficiently consulted, and adjustments required are not reasonable, or would cause unjustifiable hardship to the College, the College may decide to decline to offer the student a position or may defer the offer.

### **Offers of Conditional or Provisional Enrolment.**

Where circumstances give rise to uncertainty on the part of the principal, a conditional or provisional enrolment may be offered for a student for a set period of time.

- Conditions applying to such provisional enrolment will be set out in writing.
- The provision may not be applied in the case of a Student with a Disability.

### **Fee to confirm enrolment.**

Applicants must pay a \$200 fee to confirm enrolment. The fee for students from Lutheran feeder schools is \$50. This is paid when the Acknowledgement is returned to the College in order to accept the place. If the fee is not paid, the student is not guaranteed a place. This amount is non-refundable.

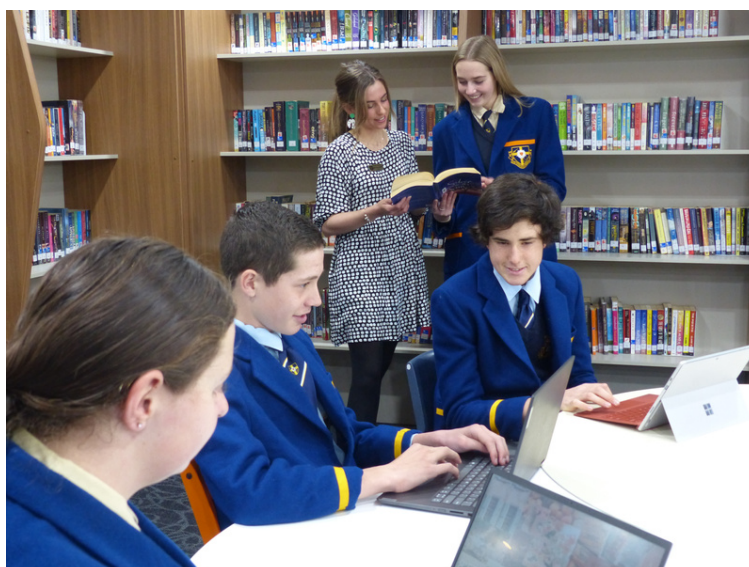
## **10. Privacy**

The College collects personal information, including sensitive information regarding Parents, Applicants and Students during and subsequent to the enrolment process in accordance with its Privacy Policy and applicable privacy laws. The primary purpose of collecting personal information is to facilitate the completion of enrolment process and, during the course of enrolment, to provide for the best interests of Students.

The College's Privacy Policy sets out the manner in which the College collects, uses, protects, discloses and provides access to personal information. The Privacy Policy, which also sets out the process for managing complaints about privacy, can be viewed on the College's website.

### **Data Collection**

The Registered and Accredited Individual Non-government School (NSW) requires the Principal of the School to keep a register. This register is in electronic format and stored on the school's database. This information is submitted to NESA (NSW Education Standards Authority) as required by our funding and legislative obligations.





## 9. SCHOOL IMPROVEMENT PLAN & PRIORITY AREAS FOR IMPROVEMENT

STRATEGIC PRIORITY	INITIATIVES, ACTION AND PROJECTS COMMENCED 2022
Enhance student engagement & motivation in their learning	<ul style="list-style-type: none"> <li>• SPC Vision for Learning - working party began dialogue regarding our values and their impact on learning</li> <li>• Contemporary Learning Tours to expose staff to contemporary learning models</li> <li>• Student engagement in meaningful feedback re teacher improvement via Collaborative Professional Growth surveys</li> </ul>
Improve the quality of College buildings & facilities (Master Plan)	<ul style="list-style-type: none"> <li>• Commence preparations for install of a lift in two-storey classroom block</li> <li>• Upgrade main office building and staff building</li> <li>• Master Plan review</li> <li>• Begin consultation process with architect and project manager</li> </ul>
Continue extensive & significant approach to the safety, pastoral care, and wellbeing of our students	<ul style="list-style-type: none"> <li>• Professional Learning - developing online platform for all staff to access quality professional learning</li> <li>• Professional Boundaries and Restorative Practices Professional Learning Day</li> <li>• Spaces Workshop</li> <li>• Compass Project - consultation with AIS to support our Wellbeing Team in 2023</li> <li>• Heads of House positions created</li> <li>• Building Nurse Capacity Project to work with triaging of mental health concerns - first school to participate in project</li> <li>• Student and parent cyber safety sessions</li> <li>• Training of key staff in Rite Journey</li> </ul>
Investigate & implement strategies that would further build connections between SPC & Walla Walla Community, & beyond	<ul style="list-style-type: none"> <li>• Staff and Board representation at Synod - College Report presented</li> <li>• 75th Anniversary Celebrations planning, involving P&amp;F</li> <li>• Principal attendance at Lutheran Women Convention</li> </ul>
Review & develop curriculum programs & activities	<ul style="list-style-type: none"> <li>• Teaching Spaces workshop conducted. supporting staff to experiment with learning spaces to support quality learning</li> <li>• Continued development of assessment practices and focus on developing fit for purpose Teaching and Learning Policy</li> <li>• Director, Teaching &amp; Learning leading change through LEA writing group</li> </ul>

## 10. PROMOTING RESPECT AND RESPONSIBILITY

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At St Paul's we want all students to feel valued and part of a community. The community includes staff, parents and students, and we encourage all members of the community to have mutual respect for one another.

At St Paul's we promote a positive culture of wellbeing which includes:

- a sense of optimism and confidence in one's ability to influence the world for the common good
- structures, policies, procedures and initiatives, which are reflective of our school's vision and mission and supported through effective leadership
- fostering of parent and community partnerships to maximise student outcomes
- empowerment of the school community to get the most out of student learning
- the belief that wellbeing is integral rather than incidental to learning, and the development of social and emotional learning skills which enable students to flourish

The school promotes respect and responsibility through a number of programs and activities including:

- Daily participation in Care Group activities specifically designed to promote respect, responsibility, inclusion and community spirit
- Continual education of the ten values for Lutheran education through Daily Devotions, weekly Chapel Services and Christian Studies programs
- Whole School Assembly that includes Acknowledgement of Country & Australian National Anthem, plus community announcements and an opportunity to share and celebrate success and achievement
- Participating in Community Garden activity alongside community volunteers
- Engaging in Agriculture and Equine programs – students taking on responsibility of looking after animals, participating in teams, caring for our environment and contributing to the future of Agriculture in Australia
- Sharing of information in the Fortnightly Newsletter encourages awareness of our diverse curriculum and programs and celebrates achievements and success of our students
- Participating in Student Representative Council and school leadership activities that promote responsibility
- Participating in service learning projects
- Many ongoing sporting programs including Interschool and Interhouse competitions, as well as Care Group sport which fosters promotion of good health, community participation, engagement and fun
- Participation in 'The Rite Journey' program for Year 9 students, a program that focusses on personal development and responsibility as well as creating active citizens
- Targeted Transition program for Year 7 students that commences in Year 5 and extends to the end of Year 7
- Literacy and Numeracy Support programs aimed at increasing confidence and capacity in learning
- Participation in the Black Dog Institute Future Proofing Study
- Use of Komodo Wellbeing Program in Boarding
- Programs to promote learning and enable students with special gifts and talents to shine for example School Productions, and Livestock Show Teams. Students are honoured and respected for their willingness to be involved in extracurricular pursuits

## 11. PARENT, STUDENT AND TEACHER SATISFACTION

Parent involvement at St Paul's is welcomed and is one of the avenues for parents to express their level of satisfaction.

The college community was invited to participate in School Culture Surveys in 2022 with Senior Management and Board meeting to discuss the results and form strategies for growth. Key areas of celebration are identified in the table below:

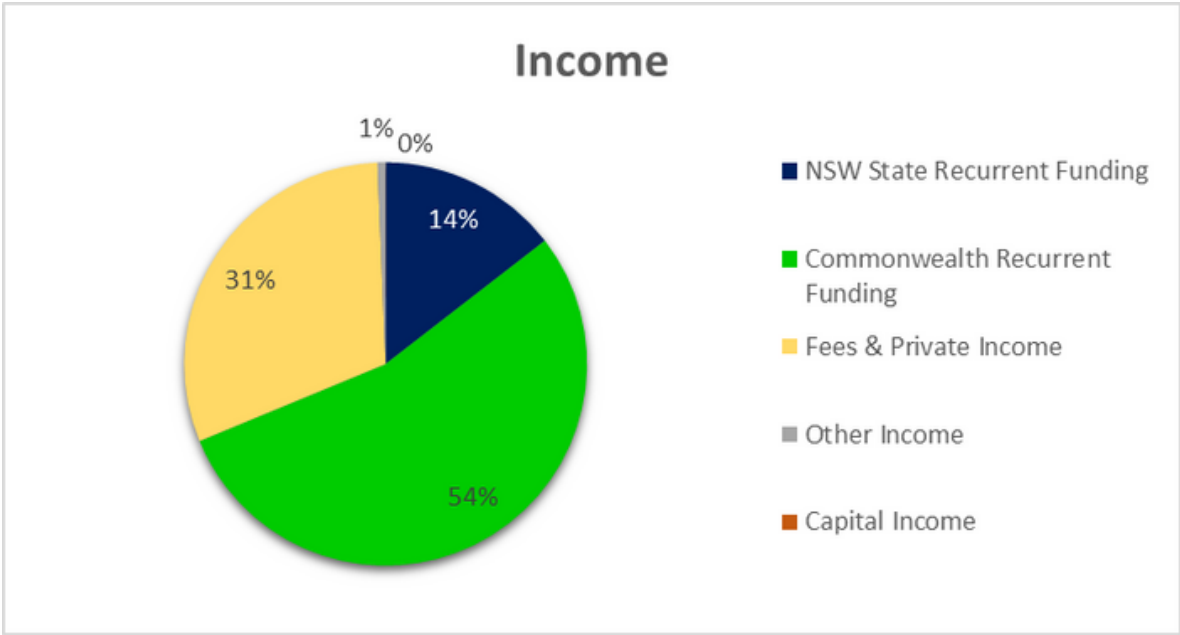
Area	Aspiration Standard	Respondent Rating (out of 10)
Culture Building	Trust is significant to the culture of the school.	8.0
Excellence in Learning	Respondents are able to articulate why the school is the best choice for parents and students.	7.9
	The formal Learning Support program improves outcomes for students.	7.7
Lutheran Identity	The Board upholds the Christian faith, Lutheran beliefs and values	8.4

We regularly receive positive feedback from parents. A selection of comments received in 2022:

- Our daughter has made great achievements whilst at St Paul's and has grown into a beautiful, compassionate young woman - much to your school's enriching and empowering approach to her learning. I can't express my gratitude enough, for your staff going above and beyond what was needed of them.
- I would like to take this opportunity to express our thanks to the St Paul's school community who have supported our son over the past 4.5 years. He has grown into a genuine lovely young man and this is a result of the guidance and support offered to him by the school.
- I have really appreciated all the work and support that you have given our daughter in the past 3 years.
- Please thank the College staff for all the support they have provided to my son, especially over the past several years during difficult times for our family.
- My child has learning challenges and the college has treated him with respect, inclusion and supported him. I really appreciate the great communication. Thank you.

12. SUMMARY FINANCIAL INFORMATION

INCOME	\$
NSW State Recurrent Funding	1,406,028
Commonwealth Recurrent Funding	5,250,996
Fees & Private Income	2,960,614
Other Income	60,923
Capital Income	2,171



EXPENSES	
Salaries, Allowances & Related Expenditure	6,376,669
Other Expenditure	2,687,047
Capital Expenditure	388,564

