



ST PAUL'S
COLLEGE

ANNUAL REPORT

2023

VIEW OF CONTENTS

1. Messages from Key School Bodies
2. Contextual Information about St Paul's College and Characteristics of the Student Body
3. Student Outcomes in Standardised National Literacy & Numeracy Testing
4. Senior Secondary Outcomes
5. Staffing
6. Student Attendance
7. Policies
8. Parent, Student & Teacher Satisfaction
9. Summary Financial Information



1. MESSAGE FROM KEY SCHOOL BODIES

Chair of the College Board

St Paul's College has continued to strengthen itself in the Christian education sector in this district. We have seen enrolments above 300 students and have been very fortunate to be able to attract quality staff to meet this demand. We have enrolment waiting lists in certain year levels which helps give stability to make informed decisions for the future of the school.

I acknowledge the strong support we continue to receive from our owners Lutheran Church of Australia NSW District Church Council (NSWDCC) which is greatly appreciated. We, as a school community, are a very important part of the mission of the Lutheran Church. I also thank Lutheran Education VIC, NSW & TAS (LEVNT) for their continued support and strongly value the close working relationship the school community has with both NSWDCC and LEVNT. We have also focused on increasing our networking opportunities with local businesses in the district which will in turn better the educational offers and employment opportunities for our students.

Our Master Plan, after extensive consultation with our stakeholders has been locked in for the next ten years. It is important to note, that this is a living document which can be updated to meet current conditions as required. This has been a rewarding opportunity to revisit why the school was originally founded and where we want to continue our focus for the school. It has also been a valuable experience meeting with our stakeholders, making sure we are on track in meeting our stakeholders' expectations. Our first major project listed in the Master plan will be a multi-purpose hall which will upgrade our indoor sporting facilities and enable us to seat the entire school community including students, staff and families/carers for events including end of year awards night. This will certainly be a exciting project which will help us deliver our holistic Lutheran education into the future.

I am extremely excited by the progress we have made, working with our fellow Lutheran schools in the district. Sharing resources and technology is smart business, and together makes us stronger as a group. We now supply a seamless primary to secondary Lutheran education in this district.

In closing I wish the St Paul's College community every blessing as it moves forward delivering Lutheran education to this district.

Respectfully submitted
Anthony Lieschke

Student Representative Council

In 2023, the Student Representative Council (SRC) has played a pivotal role in fostering a sense of unity and student voice within our College community. Comprising of 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 also facilitated an inaugural Big Freeze Day, raising awareness and funds for Motor Neurone Disease. In their pursuit of personal and collective growth, the leaders of the SRC have actively participated in leadership forums, enabling them to further develop their skills and knowledge. The SRC continues to enhance student engagement at St Paul's College and we look forward to it continuing to grow and flourish.

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

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 owned by the Lutheran Church of Australia NSW/ACT District. It is a member school of Lutheran Education Australia – a network of 84 schools educating in excess of 40,000 students Australia-wide. We receive support from the Lutheran Education Victoria, NSW and Tasmania region. Students come from a wide cross-section of communities from within the Greater Hume Shire, the Riverina, and Victoria.

St Paul's College is a Christ-centred community, valuing people and learning. Our Vision is to 'Empower Students to embrace the future with courage, confidence and creativity'.

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 travel to us 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 Victoria, & New South Wales.

We provide weekly boarding to approximately 30% of our community, including flexible options for students to stay a few nights per week.

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



3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN: Percentage in Proficiency Bands								
2023 - Year 7	Needs additional support (%)		Developing (%)		Strong (%)		Exceeding (%)	
	School	State-wide	School	State-wide	School	State-wide	School	State-wide
Reading	5	8	15	20	64	49	15	21
Writing	9	9	38	23	48	50	5	16
Spelling	8	6	17	16	60	51	15	26
Grammar & Punctuation	12	10	15	23	66	50	6	16
Numeracy	0	8	20	20	68	54	10	16

NAPLAN: Percentage in Proficiency Bands								
2023 - Year 9	Needs additional support (%)		Developing (%)		Strong (%)		Exceeding (%)	
	School	State-wide	School	State-wide	School	State-wide	School	State-wide
Reading	10	10	30	24	48	46	12	18
Writing	10	11	43	28	45	41	3	18
Spelling	16	7	28	18	45	53	10	20
Grammar and Punctuation	10	12	45	29	43	43	1	15
Numeracy	4	9	31	23	58	54	1	13

NAPLAN: Year Mean		
2023 – Year 7	School Scaled Score Mean (Difference from State Mean)	State Mean
Reading	545 (+3)	542
Writing	519 (-22)	541
Spelling	529 (-20)	549
Grammar & Punctuation	539 (-6)	545
Numeracy	545 (-30)	575

NAPLAN: Year Mean		
2023 – Year 9	School Scaled Score Mean (Difference from State Mean)	State Mean
Reading	555 (-11)	566
Writing	542 (-28)	570
Spelling	541(-32)	573
Grammar & Punctuation	536 (-25)	561
Numeracy	554 (-21)	575

Note in 2023 the NAPLAN scale was reset. This means the College cannot compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

The mean of the Year 7 St Paul's College 2023 cohort is above that of the state in reading. In writing, spelling, punctuation and numeracy the Year 7 St Paul's College 2023 cohort is lower than the state mean. For Year 9, in all areas, the mean scores of the St Paul's College cohort were lower than that of their state counterparts.

In the NAPLAN tests both Year 7 and the Year 9 St Paul's College 2023 cohort results were predominantly within the Stronger proficiency band. In this band, Year 7 and Year 9 were higher than the state-wide average in 80% of the tests.

4. SENIOR SECONDARY OUTCOMES

Record of Student achievement (RoSA)

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 2023, 45 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, 38 students – 100% of the cohort - were eligible to receive the RoSA. These students were engaged in 19 courses across the Arts and the Sciences. This group of subject offerings included Board Developed extension courses as well as VET courses.

2023 School Leaver Outcomes

Post-Secondary School Intentions as declared by the student:						
Exit Point:	Gap Year	Work	University	TAFE	Apprenticeship/ Traineeship	Transfer
2025		6	18	3	3	
at the completion of HSC	7	6	11			
throughout Year 12		1				1
throughout and at the completion of Year 11		7		5	5	1
throughout and at the completion of Year 10		1			7	1

In the Year 10, Year 11, and Year 12 2023 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 35% of our Year 11 cohort of leavers exited from secondary schooling and pursued entry level work, they did not require further learning. Three students in total across these senior year levels transferred to complete their remaining education at an alternative school.

Summary of 2023 High School Certificate Results

In 2023, 31 students sat HSC examinations at St Paul's College. 100% of our Year 12 cohort achieved the Higher School Certificate in 2023. These students engaged in 18 school-based courses. These courses included one extension course, two Vocational Education and Training Courses (VET).

Of the 31 Year 12 students, 22 (63%) were involved in VET courses. Of these, six students attained Certificate II qualifications in Hospitality, and 2 students attained a Certificate II in Agriculture. Two of the 35 Year 12 students (6%) were engaged in school-based traineeships/apprenticeships: Early Childhood Education and Care; Racing Industry.

In total, the Year 12 2023 cohort received 33 early entry offers to study at university. Three of these were conditional; one became unconditional and two were given alternative courses either through other early entry or after the release of the ATAR. 21 students (66% of cohort) received early entry offers, with most receiving offers from more than one course. Following the release of the ATAR, eight students received offers to study in NSW/ACT; nine applied, the student that did not receive an ATAR round offer had already secured multiple early entry program offers. Six students applied to VTAC, five received offers and one had already secured an early entry offer. 75% of our cohort declared their intention to complete further learning/training following their completion of the HSC. 56% intended to complete this at university and the remaining are engaged in VET learning; half of these through a secured apprenticeship or traineeship. Of the 18 university declarations; 11 went directly to university, seven deferred their offer and are completing GAP year work. Of the 13 students who entered the workforce, six are engaged in ongoing work arrangements with the other seven involved in GAP year arrangements.

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	10	20	30	80	54		15
Biology	20	25	32	75	57		10
Business Studies	13	15	36	54	52	31	11
Chemistry	2		38	100	47		14
Community and Family Studies	6	33	36	66	56		8
Design and Technology	2	50	47	50	48		5
Drama	2	50	60	50	39		1
English Studies Examination	2		1	50	45	50	54
English - Standard	13		13.7	100	77		10
English - Advanced	9	44	67	56	32		0.5
Industrial Technology	4		24	100	62		14
Maths Standard 2	11	9	32	64	51	27	18
Maths Advanced	13	23	50	69	43	8	7
Music 1	5	40	69	60	29		2
PDHPE	12	50	31	50	49		10
Visual Arts	2	50	66	50	33		1
Hospitality - VET	12	50	25	50	67		7
Primary Industries - VET	1		27	100	70		3

In 83% of two-unit courses, St Paul's College students earned fewer Band 1 or 2 results than the state. Indeed, in 78% of two-unit courses, the St Paul's College cohort achieved results of Band 3 or above.

Extension HSC Subjects					
Subject	Student Numbers	Performance Band achieved by %			
		Band E3 – E4		Band E1 – E2*	
		SPC %	State %	SPC %	State %
Mathematics – Extension 1	1	100	72		28

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

Summary of Band Results 2021-2023 – 2 Unit Courses St Paul’s College offered				
BAND	2022		2023	
	SPC %	STATE %	SPC %	STATE %
BAND 6	0%	9.6%	1.4%	10.5%
BAND 5	12%	26.3%	24%	27.5%
BAND 4	31%	28.4%	32%	29.97%
BAND 3	35.4%	22.2%	37%	21.3%
BAND 2	19%	9.8%	6.5%	8.5%
BAND 1	2.5%	2.3%	0%	2.1
NONE	0%	1.4%	0%	0%

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%. In 2023, 57.4% 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 67.97%.



5. STAFFING

Teacher Accreditation

Level of Accreditation	Number
Conditional	4
Provisional	1
Proficient Teacher	34

Workforce Composition

School Staff 2023	Number
Teaching Staff	31
Full-time equivalent teaching staff	28.6
Non-teaching staff	22
Full-time equivalent non-teaching staff	10.9

Staff Identification

At St. Paul's College, we welcome individuals of all faiths and backgrounds among our staff and students. We have a staff member who identifies as Aboriginal, and we encourage applications from First Nations educators and other staff members.



6. STUDENT ATTENDANCE

Attendance Rates

2023	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	Whole School Attendance Rate 90.58%
Attendance Rate %	90.14%	87.80%	87.99	88.18	93.10%	96.31%	

In 2023 an average of 90.58% of students attended school every day. This is an increase on the 2022 average of 86.70%.

Recording & monitoring student attendance

1. Teachers mark student attendance roll every lesson,
2. Emailed explanations/documents or notes of phone call for absence from parent/carer are assigned to student's file.
3. Where there is an absence, if contact cannot be made with parent/guardian, or there is an extended period of frequent absence, the Deputy Principal (Students) is alerted, who follows up with the Parent/Guardian.
4. Manager Marketing & Enrolments completes the enrolment destination unknown form if the student is believed to have left the school.
5. Parent/Carer can record children's/child's absence from school via Parent Lounge and update unexplained absences.
6. Where a student is absent from school for more than 2 days without explanation from Parent/Carer, staff follow up personally.
7. Late arrivals are updated to student's files throughout the day as the student signs in on arrival. Late arrivals will be recorded as a partial attendance in the attendance register.
8. Early departures must have a parent email, or parent present for student to sign out. Early leavers are recorded as a partial attendance (PA) in the attendance register.
9. Principal will be informed where there are 3 unexplained absences from school during a five-day period.
10. Students who are absent from school for 30 or more days out of 100 will trigger an investigation into educational neglect and may also require a report to NESA.

Copies of all forms are kept on the student's file.

7. POLICIES

The following college policies are publicly available on the website

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy](#)
- [Discipline policy](#)
- [Grievance Procedures](#)

8. PARENT, STUDENT AND TEACHER SATISFACTION

In 2023, our Wellbeing Team undertook the Compass program with the AISNSW focused on whole-school wellbeing. This coincided with the establishment of new Heads of House Wellbeing positions which strengthened our engagement with students. Throughout the year, staff consulted with students to understand their feelings around programs and their safety within physical spaces of the college through a hotspot map. This played a significant role in the way we use of facilities and the development of the Master Plan. Students also participated in the Student Representative Council where they contributed to activities within the college and had the opportunity to seek direct responses to questions and proposed actions from Executive members.

Additionally, the college sought feedback from our community regarding the Master Plan through our presentation and survey at the 75th Celebrations and Strategic Planning day. This survey attracted high levels of engagement and provided actionable commentary regarding future facilities and resources.

Reponses included the following:

'I like the recognition that more and improved building space is needed for education with the increased size of students attending the school'. (Parent)

'This is a special unique school we don't have to be like every other school, the reason it's different is what makes it nice.' (Student)

'better gym, more toilets' (Student)

'It provides a variety of modern learning spaces, still within the rural setting. Outdoor learning spaces are varied and provide opportunities for practical and theory type lessons.' (Teacher)

The college also saw good parental engagement through our P&F who contributed significantly to fundraising at both the 75th Celebrations and subsequent activities throughout the year. During meetings, the Principal and Executive staff presented to parents, provided updates and responded to parent questions.

The college regularly sought and received anecdotal feedback regarding the satisfaction of our parents:

[Our child] is going into year 8 this year and has had a wonderful time at St Paul's. We are so impressed with the school and how well [our child] is doing. So, thank you so much.

'From the beginning the school has been an amazing environment for [our children] and they have settled in quickly and with ease. The school gives them a good education and the boarding house has exceeded our expectations in meeting the needs of our children.'

Staff turnover was low and feedback through our comprehensive mentoring, induction, and Collaborative Growth Programs (CPG) suggests staff feel well supported and rewarded. Below are the reflections from staff at the completion of the CPG.

'I enjoyed the process – receiving all feedback from stakeholders, observations, and surveys. I know I can be hard on myself, so it was wonderful to hear the feedback and to know how I am received by students and colleagues.....I have appreciated being able to reflect on my growth as a teacher and particularly as a leader as this is the area I feel I have grown most in recently'

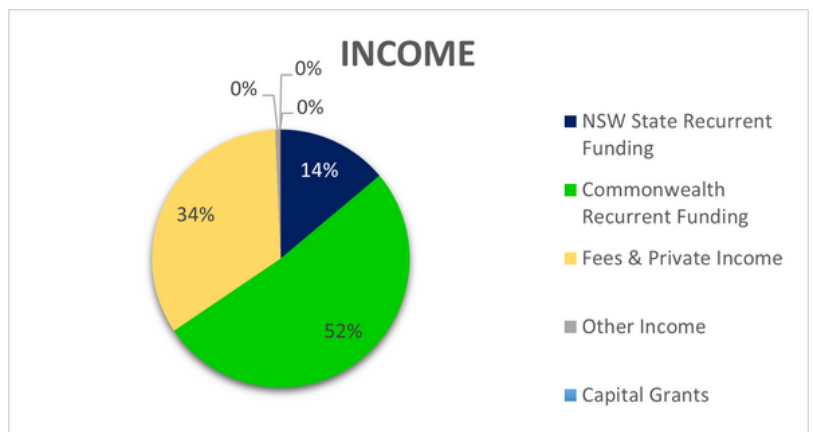
'Thorough and organised conversation processing feedback from observations, questionnaires, and evidence. Conversation was from a strengths-based approach and supportive of results. Allowed for reflection of content and comment on thoughts from the data. Also allowed for feedback regarding process and points to consider going forward.'

'It was a positive process whereby I was able to see what I am doing well and what I need to improve on. I am glad to see that colleagues see that I am approachable and willing to work with them to support them and our students ... I would really like to work with a mentor, someone in exec where I can see how to manage conflict when it rises, to know what to say when there is conflict and resolution needs to happen quickly and timely.'

'There were some points raised by staff that were pleasing and even surprising, such as my calm nature and assessment reports. It was encouraging to see points of similarity between my personal assessment and the results from the surveys.'

9. SUMMARY FINANCIAL INFORMATION

INCOME	\$
NSW State Recurrent Funding	1,436,947
Commonwealth Recurrent Funding	5,336,263
Fees & Private Income	3,491,087
Other Income	59,295
Capital Grants	-
Other Capital Income	10,886



EXPENDITURE	\$
Salaries, Allowances & Related Expenditure	7,368,028
Other Expenditure	3,003,143
Capital Expenditure	723,147

