ANNUAL SCHOOL REPORT

‘All to All’

St Paul’s International College

2013
Vision Statement

St Paul’s International College is a Catholic, co-educational, senior high school dedicated to nurturing academic excellence and preparing its boarding and day students for the achievement of their tertiary education and career aspirations. This preparation is carried out in a caring environment that caters for students’ social, emotional, moral and spiritual needs.

In an increasingly globalised world, St Paul’s provides opportunities for young people from a broad range of cultures to learn from and to respect each other’s differences, and to grow in an appreciation of their shared humanity. The College seeks to engender in its students common principles that unite them in a respect for life and a love of truth, justice, goodness and beauty. From these principles derives the understanding that leads to enduring friendships and respect across cultural divides, and that serves to improve the quality of life for all.

School Profile

The College is operated by the Sisters of St Paul de Chartres and is an independent Catholic school, with both boarding and day students. Approximately three-quarters of the students are from overseas countries, with the remainder being drawn from the local area and country NSW.

St Paul’s has a diverse student population, which creates a unique teaching and learning environment. Cultural awareness, academic challenge and the development of a caring and considerate environment are our prime concerns.

The College caters for junior and senior students who are enrolled in one of the following courses:

1. The Bridging Course, where students develop language skills to enter one of the academic courses offered at the College

2. The NSW Board of Studies Stage 4 & 5 courses in Years 7-10.

3. The NSW Board of Studies Higher School Certificate (HSC) course in which students follow a two-year program of Preliminary (Year 11) and HSC (Year 12) courses

4. The University of New South Wales Foundation Year (UFY), where students follow a two-semester Science- or Commerce-oriented course leading to university entrance.

The College Executive with Year 7

From right: A Scott (Head of School-teaching & Learning), P Morgan (Head of School-Leadership & Administration), Sr A Fong (Director), S Warburton (Head of School-Welfare)

2013 Speech Day Annual Report

Delivered by Mr Peter Morgan, Head of School—Administration, September 2013

Special Guest Speaker Mr Paul Sutton, Acting Principal UNSW Foundation Studies, Sr Pauline, Sisters of St Paul, Mr Steve Murchie, Deputy principal Chevalier College, Ms Pru Goward State Member for Goulburn, distinguished guests, parents, staff and students, on behalf of the College Leadership Team, it is my pleasure to present the Annual report for 2012/13

Firstly, I want to formally acknowledge the efforts of both our graduating students of 2013 as well as students progressing to new years of study. It is also appropriate that this report gives some account of the students graduating in 2012 and this is detailed in the Annual report, which can be accessed on the College’s website, so I encourage you to view this at your convenience.

This year, as in previous years the College’s teaching and support staff have worked hard to sustain the quality of our program and with the
support of the Director, Sr Angelina Fong and the Sisters of St Pauls, the College’s teaching and learning program has continued to be strongly underpinned by excellent resources. The completion of the new dance and music rooms and the development of the new technology room last year have continued to develop over the last year and have catered very well for a growing junior year enrolments in particular.

Throughout 2013, as in past years, we have seen a number of activities and approaches which work to support the academic program but also, serve to enrich the experience of our students generally. These have included our College Masses, the annual camps, a range of excursions, our annual International Festival, The Duke of Edinburgh’s Award program, student concerts, state-wide academic competitions, including the very successful Mock Trial series and a variety of after school activities offered by staff. Recently Mr Hamer was appointed as the first College Activities Coordinator and this has resulted in a range of extra-curricular activities being offered to our students on special occasions and over weekend and after school.

Good schools have good teachers and support staff who are prepared to go the extra mile in assisting students to achieve their best: Our students have continued to be supported in their after school studies and a range of efforts have been made to help them excel and, where necessary, support them to build more effective study habits. An evening tutorial program has continued when required and this has served to provide close supervision of students needing extra support. Teaching programs have also been further developed to accommodate our students’ needs and staff have embarked on extra programs of support. Our special thanks to the teaching staff who have committed to this whole school approach which, thus far, has been so successful; particularly in the lead up to the implementation of the National Curriculum.

The role of students in leadership continues to be recognised as an important means of encouraging and supporting the personal growth of our students, as well helping to equip them with useful personal skills. This year – School Captains, Tim Southwell and Isabella Ropert and the other student leaders have been active in organising a number of important activities and representing the College at special events and in every case have demonstrated skill and enthusiasm in their planning and preparation. The most recent occasion was the student entertainment night, which was highly successful and showcased the talents of many of our students. We thank the Student leaders for their commitment and leadership.

Mr Pollard as Careers Coordinator has continued to provide opportunities for visits to universities and counselling students on career choices - we thank him too for the considerable extra time and care he has contributed in this important work. Teaching and leading the College Choir has again followed the dedication of Mrs Rheinberger – we thank her for her efforts in this activity. Thanks also to Mr Bellhouse for his continued work in leading the Duke of Edinburgh and to other staff including Ms Grayson and Ms Wolstencroft who have assisted. The ‘D of E’ program has been highly successful and we encourage all students to take on this experience and we are hopeful all year 9 students will be involved next year. Our thanks to all staff who have assisted with extra activities for our students after school and during weekends.

We also thank Mr Bellhouse for his wonderful work in preparing the Chimes group. We also thank Mrs Rheinberger for her leadership in the College’s Religious education program – a program which anchors all of our efforts at providing a harmonious and spiritually linked educational environment.

The College seeks to encourage a positive commitment to the life of the community and once again this year we have seen no lack of this willingness and enthusiasm. We also thank all the staff from across the College, including the Boarding, catering and maintenance and support staff for their commitment to the work of the College as well as all of the extra contributions they make to our students’ lives and learning.

At the end of 2012 we farewelled Ms Maureen Davis of the HSIE department - we wish her well in her new endeavours and thank her for her valuable contributions over her many years of service. We also thank and farewell Mr Greg Haley also from the HSIE department. We also thank Ms Ines Ryde who replaced Ms Tammy Hawke as laboratory assistant during her extended absence. Ms Jodie Wolstencroft also resigns at the end of term – we wish her well in her new career position and thank her for her pioneer work in the development of PDHPE programs over the last few years. Mr Karl Bucher has also announced his retirement and will leave us at the end of term 4. Mr Bucher has given many years of excellent service as a Science, Maths and RE teacher so we thank him and wish him well in his well-earned retirement.

Mr Warner Neggo resigns from the College at the end of this year following a period of leave in term 4. Mr Neggo has given long and valuable
commitment to the leadership of the College as a former vice principal and his role in teaching at the College spanning more than 17 years. Mr Neggo will be well-remembered for his excellent leadership and the dedication he showed to his students’ learning where his teaching in physics, in particular, has been highly valued. We wish him well in the future in his retirement and thank him for his dedication to the work of the College.

New staff joining our team during 2013 included a return of Ms Li Bin our Chinese teacher and Ms Del Cooley as an ELICOS teacher; In term 3 we have also been joined by Mr Bryce McNair in the HSIE department. We will be joined by Mr Stephen Ryde, Science and Ms Meaghan Stanton PDHPE in term 4. Welcome also to Oliver Lidden who joined our catering department. We also welcomed back Mr Anthony wells to casual employment in the boarding house.

A significant focus throughout 2012 and 2013 has continued in the development of teaching and learning for this is the core business of the College. The administration and planning tasks directed towards preparing the College for the Board of Studies Registration and Accreditation appraisals associated with the implementation of our new year junior secondary courses, with Year 7 commencing last year and Year 8 this year. At the commencement of 2014 the College will have students enrolled in all secondary years of schooling. Again, the preparation for this accreditation by the Board of Studies has involved a great deal of effort by staff and I would like to take this opportunity to again acknowledge the many contributions that have been made in achieving this outcome. The transition to the new Australian Curriculum has begun in earnest and staff have been working hard in preparing new programs for delivery over the next few years as the curriculum takes effect.

The leadership team is grateful for the support given by all staff throughout the year. The College’s successes are a result of a team effort so our thanks to all who have contribution to this effort. Our special thanks also to our parent group who have given their support.

The annual presentation of awards is also made possible through the generous support of a number of people and organisations. Our special thanks to The Catholic Development Fund, Caltex Australia, The Commonwealth bank, The HSBC Bank, Reubin F Scarf, The ANZ Bank and The SISTERS OF ST PAUL de CHARTRES. We are grateful for your involvement and appreciate your commitment in supporting the valuable work of the College through the recognition of our students’ achievement.

We are also particularly grateful to the Sisters of St Paul and members of the College Advisory Board who continue to provide the care and support that nurture our educational community. To all our friends – thank you for your friendship and support. A special thanks also to Sr Kathryn for her wonderful flower decorations today.

Finally, on behalf of the Sisters and College staff I would like to take this opportunity to wish our graduating students well in the time ahead. We trust that your experiences at the College have prepared you well for the exciting challenges that lie ahead for you.
### Student Data

1. Actual attendance (September 2013)

<table>
<thead>
<tr>
<th>School year</th>
<th>boys</th>
<th>girls</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging Course</td>
<td>21</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Year 7</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Year 8</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Year 10</td>
<td>11</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Year 11</td>
<td>27</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>UFY a</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>UFYe</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>totals</td>
<td>91</td>
<td>53</td>
<td>144</td>
</tr>
</tbody>
</table>

2. The total student enrolment at the College varies throughout the year due to the arrival of overseas students at the beginning of terms 1, 2, 3 and 4.

The average student attendance rate for 2013 was 98% of school days.

3. Apparent retention 2010–2013:
2010 to Year 12/UFS 2013... 95%

**Key**

- **BC** Bridging Course
- **Yrs 7-10** Stage 4&5
- **Yrs 11, 12** Higher School Certificate
- **UFY a,e** University Foundation Years

### The Teaching Staff

#### Teachers’ Qualifications

The qualifications of our teaching staff fall into the following categories:

- Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*: 100%
- Graduate qualifications from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teaching qualifications: 0%
- Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge: 0%

* Australian Education Institution – National Office of Overseas Skills Recognition

### Staff attendance rates

The College sustains a 100% class attendance rate in staffing its teaching program through either its permanent full-time or part-time staff or through its pool of casual relief staff. All classes are taught by experienced, qualified teachers and in accordance with the requirements of the NSW Board of Studies, The University of NSW and NEAS.

### Staff retention

St Paul’s caters for a fluid enrolment resulting from the arrival of students from overseas throughout the academic year, and so staffing levels are regularly adjusted to cater for this need. The College, nevertheless, places a high priority on the provision and retention of experienced, highly qualified teachers. The College sustained a teacher retention rate of more than 90% in the 2012/2013 teaching years.

### Student Achievement

#### Higher School Certificate

14 students sat for the NSW Higher School Certificate examination in 2013. Of this cohort, 8 students came from homes where English was spoken as a second language. In total, our students sat for 70 examinations at the 2 Unit level and 70% of the results achieved were in the range Band 2 or higher (that is, a mark of over 50%). Almost 20% of our results were placed in Bands 5 or 6 (a mark of 80% or higher). No students sat for extension courses in 2013.

Because of the small size of our student cohort, there is little of statistical significance that can be claimed from these results. The fact that these results were achieved by students whose second language is English is noteworthy. The results are an indicator that this college is fulfilling its obligations as an educational institution.

### Test Results by subject:

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of students</th>
<th>Band 1</th>
<th>Bands 2-4</th>
<th>Bands 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Business Studies</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Subject</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English (ESL)</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

There have been no significant trends in results 2005-2013.

Post school destinations for HSC students

More than 80% of 2013 School leavers sought and attained tertiary entry to a range of courses throughout Australia.

UNSW FOUNDATION STUDIES PROGRAM

As well as teaching the NSW Board of Studies Year 11 and Year 12 Higher School Certificate courses, this college teaches the University of NSW Foundation Studies program, which is an alternative pathway for university entrance for international students.

From 2013, three different streams are offered to students. These are the Physical Science stream, the Commerce stream and the new Design stream. The University of NSW controls the curriculum, the setting and marking of exams and the achievement levels necessary to gain university entrance. The final grades are reduced to a single mark, known as the grade point average, (GPA, which is a mark out of 10). The GPA is then used as a measure for entry into future courses.

In general, a GPA of 6.5 is sufficient to gain admission to some courses at some other universities. Students who achieve a GPA lower than this are also being accepted into diploma courses that are now offered at some universities, (e.g. SIBT at Macquarie University and Insearch at the University of Technology, Sydney).

In 2013, 21 students completed the UFY Commerce stream, 3 students completed the UFY Physical Science stream and 1 student completed the Design stream at this college.

Of the 21 students in UFY Commerce, 15 achieved a Grade Point Average (GPA) of 6.5 or better, and of the 3 students in UFY Physical Science, 2 achieved a GPA of 6.5 or better. One of these students received an offer of Medicine from UNSW. The Design student received a GPA of 8.6. All of these students would have succeeded in gaining entrance into university had they wished to do so. Three of the students in the UFY cohort were awarded scholarships by UNSW.

There have been no significant trends in results 2005-2013.

In 2013, the continuation of the very successful partnership between St. Paul’s International College and the University of NSW has benefited both institutions, allowing our international students to succeed in gaining entrance to undergraduate university courses upon completion of a well-designed and well-delivered tertiary preparation course.

Yr 7 & 8 at Teen Ranch

College Successes – Parent, student and teacher satisfaction

Through a range of communication mechanisms, informal and formal, and through the attainment of very sound achievement standards, the College has gauged high levels of satisfaction with its offerings and operations.

Feedback gained through these processes is routinely analysed in effort to improve the College’s effectiveness in answering the needs of students, their parents and the staff responsible for curriculum delivery.

The College’s documented grievances and complaints procedures provide additional mechanisms for students, parents, staff and the wider community to raise concerns and have them promptly addressed.
College Policies

Enrolment

St Paul’s enrolment policy and procedures can be viewed on the College’s website: [www.spic.nsw.edu.au](http://www.spic.nsw.edu.au)

These include the following:

1. All applications are processed according to the enrolment policy of the College.
2. Each applicant’s supporting statement / interview responses regarding their ability and willingness to support the ethos of the College are considered.
3. Each applicant’s educational needs are considered. The College gathers information, and consults with the parents/family and other relevant persons.
4. Steps are taken to identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Applicants are informed of the outcome of their applications.

Chinese New Year celebrations

Policies relating to student welfare and discipline

St Paul’s International College places the highest priority on the safety and welfare of its students and staff. The College has clear policies that address the important areas affecting student welfare and include:

- Security
- Privacy
- Supervision
- The conduct of all members of the College community
- Pastoral care
- Communication with stakeholders
- Discipline
- Attendance

These areas of policy are outlined in the relevant sections of the College Staff Handbook, the Boarding Staff Handbook, the Boarding Policies and Procedures Handbook, the Student Handbook, Orientation Booklets and a range of noticeboard displays.

Student Welfare

St Paul’s is a Catholic school and is therefore a place of Belonging, Respect & Justice, Hope, Celebration and Quality Learning & Teaching.

The ethos of the school is based on the dignity of the whole person and provides witness to Gospel Values as a means to living out daily life. These values are captured in the College’s Pastoral Care Policy. The school-based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension and expulsion guidelines.

Pastoral Care

Pastoral Care at St Paul’s International College encompasses everything that the College community does to meet the personal, social, spiritual and learning needs of students, on an individual basis and in accordance with the values system of the College community.

Maintaining a healthy ambiance on campus is a vital component of the Pastoral Care policy of St Paul’s International College. All College policies, programs and practices have the well-being, safety and health of students as priorities, and are underpinned by the principles of equity and justice. The College reflects the values of the Sisters of St Paul de Chartres, as presented in the motto *All to All*.

Such policies, programs and practices include a dedication to inter-cultural understanding, an enriching and comprehensive personal development program, a discipline code based on rights and responsibilities, a fostering of individual and group skills, and an encouragement of healthy leisure activity.

The Head of Welfare and Head of RE confer on a regular basis on pastoral matters and their relevance within the RE curriculum. This has become the major forum for discussion based on student’s personal development, cyber bullying and other relevant pastoral care issues.
We conduct a series of regular Year meetings conducted by the Year coordinators to introduce topics such as bullying, smoking, study skills, student health issues, subject selections and academic pathways etc. We also continue to update these issues with presentations by the Student Representative Council on assembly. Other areas of Pastoral care include the following formats: Year Group meetings two times a term, individual meetings with students of concern with Heads of Faculty input, Camps, and personal interviews with students of concern, educational reviews at the beginning of term based on student reports and outcomes.

The Head of Welfare maintains a close liaison with Boarding House supervisors and conducts a weekly meeting to discuss students of concern and other operational matters of the academic aspects of school life.

Staff development activities for 2013 were focussed on developing insights into teaching students of Non English speaking backgrounds; AIS training in Creating Better Schools effective listening techniques. Whole school staff participated in staff development in child protection training. Faculties have also had more input into the general staff meetings by conducting the meetings and presenting items of interest to the general staff i.e. new technologies in the class room such effective power point presentations etc.

**Future directions** for pastoral care will involve developing closer ties with local community and schools by:
1) Duke of Ed community service
2) Participating in Caritas training at Chevalier;
3) Public Speaking training;
4) Leadership training with NSW parliamentary education group. An overall aim will be to lead and develop an effective staff appraisal system.
5) Leadership training conducted by the Head of Welfare at the beginning of the SRC year.
6) Planning a global approach to leadership training through Paul Holmes and his Santa Sabina team.

**Harassment & Bullying Statement**
1. It is our understanding that St Pauls International College should be a place where each person in it can feel safe, secure and able to achieve their potential.
2. It is expected that all members of this school – Staff, Students and Parents – will work together to ensure that bullying, whether verbal or physical, subtle or overt, does not happen.
3. We do not and will not accept bullying in this school.
4. We will review the position in this school of any person who persists in bullying.

**Definition**
Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person or persons by a more powerful person or group of persons.

**Types of bullying**
There are many types of bullying. These may include:
- Physical
- Verbal
- Isolation
- Extortion
- Gestures
- Damage to property
- Intimidation
- Note writing
- Cyber bulling
- Sexual Harassment

**Declaration of Rights**
St Paul’s International College aims to be a place in which every person in the school community – students, teachers, other workers and parents – feels safe, secure and free of bullying. Individual differences are valued and respected. Every student is able to learn without distraction or hindrance. Every teacher is able to teach without distraction or hindrance. Every person can take pride in themselves and their work. Every person is courteous to, and cooperative with, others. No person is “given a hard time”. If any person states that teasing has gone too far, it will stop. The mood of the school is such that a child will feel supported if they are harassed or bullied. Every person will feel safe to report incidences of bullying of which they are aware in the confidence that it will be followed up appropriately. The procedure for dealing with incidences of bullying at St Paul’s International College is set out in the student handbook. There is a Flowchart in the Anti-bullying Policy which is a separate document. Incidents are reported to the appropriate representatives who log the incident on a Bullying Incident Report and conduct a preliminary investigation.
• An anti-bullying program is included in the RE and PDHPE program.

• Instructions, given in orientation talks, advise procedures to follow if harassed

• Anti-harassment policy posters remind students of their right to be safe from harassment / bullying, and steps to take if concerned about themselves or others:
  1. Attempts are made by the relevant teacher to resolve the issue.
  2. Interview with Year Coordinators or Heads of Faculty
  3. The Head of Welfare is kept informed and conducts follow up if necessary. Incident forms are filled in when an incident occurs
  4. Further possible strategies include giving advice to victims and perpetrators and to caregivers.
  5. Feedback to parents

There were no changes to policies regarding student welfare in 2013. However there is currently a policy review committee which meets regularly to discuss the policies of the school and review their effectiveness in the current setting headed by the Head of Administration

Detailed information on policies may be obtained by contacting the Head of Welfare.

Student Discipline

Students are required to abide by the College rules and code of conduct and to follow the directions of teachers and other people with authority delegated by the College.

Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and the student’s prior behaviour. Corporal punishment is not permitted at St Paul’s under any circumstances.

All disciplinary action that may result in any sanction against the student - including suspension, expulsion or exclusion - provides processes based on procedural fairness.

Details of the College’s discipline policy are available to all members of the College community and are referred to in the Staff Handbook, Student Diary, parent information booklets and on various notice boards around the College.

Policies were enhanced in 2013 through the addition of a School Behaviour Management Plan and Code of Conduct. These new areas of policy have been included in the Teachers’ Handbook as well as in policy information disseminated to students. 2014 will entail another review of the above policies

Detailed information on these policies may be obtained by contacting the Head of Welfare.

An overhaul of the system this year has seen the implementation of a revised behaviour modification program for students which will be reviewed at the end of term 4. Preliminary discussions are in place to review the process and design a checklist for handling Bullying in the school environment with the Pastoral Care team

Complaints & Grievances

St Paul’s is committed to a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any parent, student or community member who has a complaint or grievance has the right to have this addressed.

The College policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The College thus has clear policies setting out the processes for raising and responding to matters of concern (complaints or grievances) identified by students, parents or members of the community. Students are made aware during their orientation
of the process of raising concerns. These are outlined in their orientation Booklets and in Boarding House information.

Parents or members of the community may raise concerns with the College at any time in writing, through fax or email, or by telephone. Initial contact is made through the College Secretary. Grievances are then communicated to appropriate members of the executive staff with due regard to privacy and confidentiality.

The College undertakes to respond to such matters promptly and with due regard to the seriousness of matters raised. Formal responses or notifications are forwarded by members of the executive staff or, where appropriate, by the College Director.

The College also has arrangements in place for an external and independent body to hear complaints or appeals from our overseas students arising from the school’s internal complaints and appeals process. If a student wishes to lodge an external appeal or complain about a decision, the student can contact the Overseas Students Ombudsman. The Overseas Students Ombudsman offers a free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their private education or training provider. See the Overseas Students Ombudsman website www.oso.gov.au or phone 1300 362 072 for more information.

Various policies and procedures are available from the College website: www.spic.nsw.edu.au

A more detailed account of relevant policies and appropriate Government and CEO links may be accessed from the ‘policy’ area of: www.ceo.woll.catholic.edu.au

Catholic Identity

The Roman Catholic order of the Sisters of St Paul originated in 1696 in the small village of Levesville, France. A Mother House was then established in the larger nearby town of Chartres, the Sisters becoming known as The Sisters of St Paul de Chartres. The Mother House is built close to the spectacular 12th century Chartres Cathedral.

The Congregation of the Sisters of St Paul de Chartres have responded to God’s invitation to leave their own families in order to serve Him through their work in the community.

A brief profile of the Congregation of the Sisters is as follows:-

- there are more than 4,000 St Paul de Chartres Sisters worldwide
- the Sisters offer their services, dedication and expertise in the vocational areas of nursing, caring for the elderly, social work, parish work, in speciality areas such as working with the deaf and, to a greater extent, in education.

The Sisters have established schools and educational facilities from pre-school through to tertiary levels throughout five continents, in areas in which the need is greatest.

St Paul’s International College in Moss Vale is the only senior school of its kind established and supported by the Sisters of St Paul de Chartres in Australia. St. Paul, the Apostle and Patron of the St Paul de Chartres Sisters, is also the Patron of the College. For this reason, the College crest bears the Latin motto ‘omnibus omnia’ which means ‘All to All’. This phrase, taken from the First Letter of St Paul to the Corinthians, emphasises the need for tolerance, openness, understanding and kindness towards one another, regardless of cultural, social, racial or religious differences.

The Sisters of St Paul de Chartres aim to foster these qualities in the young men and women who attend St Paul’s International College. Further formation may be obtained at: http://www.spcspr.edu.hk/sisterse.htm

Teen Ranch years 7/8 camp
The College Renewal Plan is designed to focus actions to bring about positive change and growth. The plan sets directions for a period of three to five years and is subject to regular evaluations. The following have been identified as key focus areas for the school during the current cycle of this plan.

- The life of the College embraces and is underpinned by its Catholic identity. As such, the renewal plan engages in spiritual conversations within and from outside the College. The College seeks to strengthen its engagement in developing the spiritual character of all members of its community.

- The College is seeking to sustain and strengthen its enrolment of both overseas and local students by effectively sustaining its capacity to offer high-quality education programs and through the successful marketing of these programs.

- The College places high importance on the ongoing professional development of its staff and will continue to invest in their increased capacity to plan and implement high-quality educational programs catering for the diversity of its student enrolment. In 2013 the College invested approximately $15,000 (approximately $450 per teacher) on professional development across a range of specialist areas.

- St Paul’s is committed to the importance of ongoing educational policy review, performance appraisal and curriculum development. It is therefore committed to resourcing each of these, using planned, effective approaches.

Progress in 2013 towards achieving the School Renewal Plan

- Several activities have contributed to reinforcing our Catholic identity. In addition to the teaching in the Religious Education program, these included highly successful camps, College Masses and the annual International Festival.

- Several overseas marketing visits were conducted throughout 2013, including visits to Hong Kong, Taiwan and Vietnam. Consultations were undertaken with marketing experts, and significant improvements to the College website were completed, in addition to an upgrading of the other information systems in the College.

- Staff from across the College undertook a range of professional development programs, thereby sustaining the professional learning we seek to encourage and facilitate.

LOTE, ELICOS and English

The ELICOS faculty of St Paul’s International College, Moss Vale, aims to facilitate the development of English language skills for students from overseas who wish to enter the Preliminary Higher School Certificate (Year 11) or the University of New South Wales University Foundation Year (UFY). The faculty co-ordinates courses for students in our English Language for High School Preparation program (Bridging Course) as well as in the English for Academic Purposes (EAP) course, which is a preparatory course in the term prior to UFY.

The ENGLISH faculty delivers NSW Board of Studies courses for Years 7-12 including ESL, Fundamentals, Advanced and Extension English. This year, the College continued to expand with more local and overseas students in the junior year groups.

The ELICOS and ENGLISH faculty also teaches Academic English for the UNSW UFY course for two intakes – July-May and February-December.

The LOTE (Languages Other Than English) faculty provides the opportunity for students to learn Chinese Mandarin from Years 7-10. The course is mandatory for all local students. The faculty delivers the core NSW Board of Studies for junior school students including an extended program to cover four years of continuous language study.

Reflections on current and recent practice

Achievements:

- Continued development and improvement of programs for Years 7-10 that engage students while developing critical thinking and language skills

- Development of quality teaching programs for the National Curriculum

- Strong UNSW UFY and HSC results. A number of students achieved band 5 in HSC English courses.
Solid grounding for overseas students in language skills

Inter-cultural awareness and appreciation including the introduction of a Chinese Club where locals can interact with native speaking Chinese students

A range of learning and teaching strategies, based on learning styles

Excursions and out-of-class activities to enhance the development of practical language skills, and knowledge of topics relating to the community and Australian culture

Participation and success in local speech contests

Professional development in teaching preparatory courses for language testing (IELTS), program development, multimedia

Continually increasing application of technology in teaching and learning

Faculty communication:
- meetings
- emails
- brainstorming sessions on how to better meet learner expectations and teacher requirements
- development of quality teaching programs
- continuing program improvement for Years 7-12

Areas for development:

Continued preparation and professional development for National Curriculum
The development of quality teaching programs for National Curriculum
Further development of differentiated learning strategies for ESL students in junior school English classes
Continued improvement and development of strategies for providing quality feedback to students
More interactive activities between Chinese and local students for language learning

Religious Education

Introduction:
The Religion Studies faculty of St Paul's International College aims to enable the students to recognize and be aware of their own spirituality and to realize that they have the ability to believe in themselves, others and in God. The faculty also strives to make positive connections with the students; to make RE lessons as interesting and relevant as possible and to make evident the links between RE topics, topics in other subject areas and our day to day living. Year 12 students are reminded that their RE results will appear on their HSC certificate.
The RE program has been expanded to incorporate years 7 to 12/UFS and the topics studied in the Junior years are similar to those set by the Wollongong CEO.

Reflections on current and recent practice

Achievements:

As a part of the RE program for camp, year 12 and UFS students have reflected on their journey as they prepare for their next phase of education/life.

Year 11 (as a group) again constructed a cross (collage) which continues to be displayed as a reminder of their topic on the Journey of The Cross.

Year 10 had a good year and they led the ‘end of year’ liturgy with readings depicting the story of the nativity while the choir led the singing of the carols. The remainder of the College students and staff joined them as active participants of the liturgy.

As part of their two days at ‘Teen Ranch’ Years
7 and 8 have taken time to think about this part of life’s journey and how they can achieve their goals in a positive and spiritual way. They have been challenged to consider all of their classmates, remembering that they are all special and are made in the image of Jesus.

- The Religion Studies program aims to look at the holistic, spiritual education of each student. It also aims to meet the ESL language requirements for the overseas students.

**Curriculum development**

The RE curriculum for stages 5 & 6 is being continually developed and modified according to the guidelines approved by the board. During the first term of this year, years 12 and UFY have focused on the life of Jesus and Social Justice issues. Year 12 topics also included issues concerning:

- Peace & Justice
- Relationships

Year 11’s learning has included the ‘way of the cross’ and its significance on critical issues that are evident in a secular and digital world. Bullying, discrimination, honesty, loyalty, empathy and equality are a few of the issues that have been discussed and considered. They have also researched a number of people in their search for meaning. Year 11 topics also included:

- Christianity & World Religions

Year 10 has learnt about the story of Jesus’ death and resurrection and the challenge of discipleship. Jesus’ miracles and parables have been used as a basis for contemporary living.

Year 8 students have reflected on the scriptures as well as developing an understanding of the nature and mission of the Church and its scriptural teachings.

Year 7 students are learning to appreciate the breadth and wisdom of the Scriptures, their significance for life and the impact Jesus and his teachings can have in shaping attitudes and values.

**Teaching and learning approaches**

As well as the material used to facilitate the learning and research of particular topics, students are encouraged to use the booklets provided as journals to reflect on what RE topics they are being exposed to. The digital world including social media is also being used as an important teaching and learning tool.

Years 7 & 8 students are using the text ‘To Know Worship and Love’ for their coursework as this follows the Wollongong CEO program.

Year 12 students are being encouraged to present their views on environmental issues and Social Justice Issues within the framework of their RE program.

All students engage in the research of a number of texts including the bible and internet sites as part of their RE learning.

**Assessment**

Assessments are set and are quite satisfactory. There are a good variety of assessment tasks and the students are able to understand and complete these tasks. Students are being encouraged to research the topics using the bible, internet sites, resource material from the library and their college-generated books. Students are encouraged to become more objective and open minded in their approach to their studies and their assessment tasks.

**Professional Development**

Professional development is an area that continually needs to be pursued for teachers. However, it is a little more difficult when the RE teachers spend most of their teaching hours in other faculties.

Each year the opportunity arises for Wollongong CEO RECs to attend a 2 day in-service at the Marist Brothers at Mittagong.

**Communications**

The vital starting point in this subject will always be to have a sound rapport with the students. Students accept Religion as a topic and they are respectful of the Catholic Ethos of the College. RE tasks are carried out in class time where possible and should be interesting and not regarded as a homework overload.

Whilst it is important to work across the curriculum, we need to be conscious of Religion not becoming an extension of other subjects.

It is imperative for RE teachers to develop relationships with students that allow them to enhance the pastoral care aspect that this subject requires.

**Policy development**

The RE department uses the Staff Handbook, as well as the Yr 7, Yr 8, Yr 9, Yr 10, Yr 11 and Yr 12 assessment book policy. It is a SPIE policy that all students attend and participate in RE lessons.

**Administration and management**

Informal communication and term meetings are used to support one another and to make any suggestions for improvements in the day to day teaching of RE.
**HSC & UFY data**

HSC and UFS students use the same material in their RE classes. The same assessments must be completed by both HSC & UFS students to guarantee equity amongst the students. Set material focusing on one topic is used in the form of a booklet for each year group and for each term. Booklets are reviewed at the end of each term. They are altered accordingly. This form of teaching material appears to be successful and other resources are introduced where possible and applicable.

**Support**

There is good communication within the faculty as well as from the College Director and senior management.

**Discipline**

Students are expected to abide by the discipline code of SPIC and a copy of the rights and responsibilities should be given to each student. Concerns with discipline are referred to the RE Coordinator and the Year Coordinator.

**WH&S**

SPIC has an active WHS committee and a maintenance dept. which attends to repairs and construction (such as the year 11 cross).

**Areas for development:**

We need to continually find ways to make RE relevant in the daily lives of the students, especially those who have very little understanding of the importance of religion in the modern world. We need to ensure that the objectives are realistic and relevant to the students we have. As well as continually communicating ideas to one another, we need to keep looking to the wider community, to the media and to the CEO and other Catholic schools for new and creative ways to present our RE program. RE needs to be connected to as many areas of a student’s college life as possible. This doesn’t mean that it needs to be overly obvious. It means that it should not be isolated or feared by either teachers or students.

Ongoing development of the curriculum is essential. In-service for all RE teachers needs to be pursued as it is central to the successful presentation of the course and employment of appropriate teachers who are able and willing to teach RE. This area continues to be an ongoing issue.

---

**Human Society in its Environment (HSIE)**

**Introduction:**

The HSIE faculty offers a wide variety of humanities subjects catering for the Stage 4 to Stage 6 Board of Studies Developed Courses in addition to the UNSW Foundation Studies program. Through their learning students are challenged to develop knowledge and understanding, skills and values within the framework of the School’s motto ‘All to All’.

After long service to the College we farewelled Ms Maureen Davis and Mr Greg Haley. As integral members of the HSIE team over many years both Maureen and Greg helped to develop the UFY and HSC Economics teaching programs. We wish them all the best as they move forward into the next stage of their lives. We welcomed Mr Bryce McNair to the department to assist in the delivery of the Business Studies program.

---

**Entrepreneurs Cup 2013**
Reflections on current and recent practice

1. Achievements:

- In-servicing of teaching staff using a range of ICT programmes and tools
- Staff development focused on programming and assessment tools
- Contributions by HSIE faculty members in leading staff development at Staff Meetings
- Development of new teaching programs for the Australian Curriculum
  - new Stage 4 and Stage 5 Australian Curriculum teaching programs for History
- Newly developed opportunities for experiential learning in Stage 4 and 5
  - archaeology at the Sydney University’s Nicholson Museum
  - investigating the Vietnam War with veterans visiting the classroom
  - field sketching from Cambewarra lookout
  - visiting the local courts at Goulburn
- Specialist teaching staff providing instruction across a variety of subjects:
  - HSC Economics, Business Studies, Legal Studies
  - UFY Economics, Accounting, Legal Studies and Australian Studies
  - Stage 5 Commerce
  - Stage 4 and 5 Geography
  - Stage 4 and 5 History
- Continuation of staff development through participation in external marking programs
  - UFY exam marking (Economics, Legal Studies and Accounting)
  - HSC exam marking (Economics, Business Studies and Legal Studies)
- Outstanding results across all UFY Commerce courses (Economics, Legal Studies and Accounting)

2. Areas for development:

- In-servicing of staff in preparation for the introduction of new courses offered at Stage 6 in 2013 and 2014 (Australian Studies and Modern History)
- Staff development on assessment plans, grade descriptors and student feedback
- Creating subject specialised learning spaces in classrooms by investing in visual teaching resources
- Make links with other faculties to develop an across curriculum approach to teaching and learning focused at Stage 4

Activities Fun Day

Mathematics

Introduction:

- The Mathematics Faculty at St Paul’s International College aims to foster an appreciation of the utility and beauty of mathematics. It seeks to develop skills which are potentially useful in a rapidly changing work environment and also to broaden students’ understanding of Mathematics as a human endeavour intrinsic to an ever-advancing civilization.

- In 2013, the faculty ran courses for the Board of Studies Year 7, Year 8 and Year 10, the Preliminary Higher School Certificate, the Higher School Certificate (Year 12) and the UNSW University Foundation Year (UFY) programs, as well as the English for Academic Purposes (EAP) course, which is a preparatory course run in Term Four of each year, prior to the commencement of UFY. There were two UFY intakes into the Science stream and two intakes into the Commerce stream during 2013, one of each stream in Term One and one of each in Term Three.
• A productive work environment with a strong culture of collegiality and helpfulness.
• Ongoing participation in Professional Development courses.
• Ongoing skill development by staff in both pedagogy and use of technology.
• Ongoing awareness of the importance of language development for our students’ academic progress and the use of TESOL skills.
• Writing and storing of Assessment Tasks for Board of Studies courses and of Topic Tests for UNSW courses, thus providing a large and growing item bank for skills development and revision purposes.
• Participation slightly down to 24 in the Australian Mathematics Competition. There were 7 Credits and 1 Distinctions, compared to 12 and 2 respectively the previous year.
• Participation by 114 students in the Education Assessment Australia Mathematics Assessment (129 in 2012). There were no Distinctions and 8 Credits compared with 2 and 13, respectively, in 2012.
• Participation by a team of five UFY and HSC students in the ANU Maths Day.
• HSC courses were offered at the General Mathematics (2 Unit) and Mathematics (2 Unit). There were no students doing Extension 1 (3 Unit) and Extension 2 (4 Unit). The top student in each Mathematics course achieved a Band 6 [Band 6 being the top band possible]. As there were only 3 Band 6’s across all subjects the college offered, the Mathematics Faculty did relatively well.
• In UFY Science Mathematics, the three candidates achieved results of A-, C+ and C.
• In UFY Commerce Maths, a mid-year intake of 8 candidates completed their course in May. While one student achieved an A, the general standard was disappointing with half of the candidates receiving E grades of various kinds. The full year cohort of 14 candidates (one doing UFY Design) achieved similar results with an A+ and an A down to a 5 E’s and 2 F’s. This was similar to the previous year.
• A lot of effort was put in to identifying students who were struggling to succeed in the UFY courses and to give assistance in after-school classes and at lunch-times. This met with mixed results, and there was no significant improvement from Semester 1 to Semester 2.
• There was also a 2013 midyear intake in both Commerce and Science, comprising 4 students, two in each stream. In Semester 1, the Science students achieved a B+ and a B while the Commerce students achieved an A+ and an A.

Duke of Edinburgh Award students and staff taking a rest in the Royal National Park

Areas for development:

• The Mathematics Faculty at St Paul’s International College are aiming to:
  • Enhance our use of technology in teaching including graphing software, the use of resources available on the internet and especially the interactive whiteboard. This includes online resources developed by textbook publishers.
  • Build up flipchart activities and notes on the interactive whiteboard.
  • Continue to develop our Year 9 and 10 Programmes to cover Stage 5
incorporating materials which have been developed for the Australian Curriculum.

- Develop our Scope and Sequences, Resources and Programmes to cover Stage 4.

- Extend opportunities for peer in-servicing, in order to share the many and varied talents of the faculty members. This will be especially relevant to building up skills in the use of the interactive whiteboard.

- Continue to take advantage of Professional Development opportunities particularly those brought about by curriculum changes due to the introduction of the Australian Curriculum.

- Enhance our range of learning and teaching strategies to account for various learning styles. In particular, there is a continuing need to structure support for students who get into Foundation Studies inadequately equipped for the demands of UFY Mathematics courses.

- Consolidate follow-up procedures with students who are struggling or not engaging positively in the learning process, including more liaising with Year Coordinators. Document the interventions made with individual students.

- Provide support for students who transfer between courses and those arriving partway through a course.

- Continue developing and practising TESOL skills developed in the Graduate Certificate in TESOL course, to assist our international students.

- Build on our reputation as an excellent alternative provider of the UNSW Foundation Year. Continue striving to achieve marks with an average level similar to or greater than those at the home campus of the course.

- Strive to improve student performance in all HSC Mathematics courses, while recognising that in a number of cases, the HSC provides a pathway for students who were unable to meet the IELTS (International English Language Testing System) requirements for entry into the UFY, and thus in many cases tend to be our weaker students.

- Encourage more of us to do marking of external examinations, as this is one of the most valuable forms of professional development for the mathematics teacher.

- Better prepare our team for the ANU Maths Day competition with the aim of improving our overall standing; attempt to win the Country Shield once again.

Science

2013 saw some significant changes in the Science Department in terms of personnel. We were very sad to see the retirement of both of our Physics teachers; Warner Neggo and Karl Bucher. Mr Neggo, a serving teacher of St Paul’s for 18 years, had held a number of senior management positions within the school but the students probably best knew him as an excellent Physics teacher. His dedication to the students, his love of Physics and his professionalism were always evident and students and staff alike will miss him. Mr Bucher had served in the school over two periods that were punctuated by a position in another school. He was an inventive science teacher and was very well liked by the students. Once again, fellow colleagues and students will also miss him. We wish both gentlemen a very happy retirement. Mr S. Ryde joined the staff late in the year to fill the void left by our retirees and he happily accepted the role of Senior Physics Teacher.

Progression of the Year 7 class to Year 8 completed the school development to offer Stage 4 and 5 BOS endorsed courses and the science staff fulfilled their commitment to creating exciting and innovative science programs for these two stages. Work then began to prepare the Science Department for the transition to the new National Curriculum. In July a new course was added to the Science Faculty as the school expanded its intake to include a second UFY stream.

Science students enjoyed another year of learning with some participating in the UNSW Science and the ANCQ Chemistry competitions. Congratulations
should be offered to three students, Vince Huang (Year 11), Sarah Aird and Ryan Chang (Year 12), who each achieved distinctions in the Chemistry Competition. Students applied their learning through excursions to the Wollongong Planetarium (Year 8) and Questacon (Year 7), and enhanced their understanding through field trips to the shoreline (Biology HSC) and Warragamba Dam (Chemistry HSC). Throughout the year students conducted practical investigations, researched important science issues, presented their work in oral and written forms and questioned the laws and principles of science that define our world.

Through PDHPE, young people learn to take a positive approach to managing their lives and it equips them with the skills for current and future challenges.

Graduating students’ formal

Technology and Applied Studies

Introduction:

The Technology and Applied Studies (TAS) faculty of St Paul’s International College is committed to seeing each student as an individual with their own preferred style of learning and skills and abilities to be developed and nurtured. The aim of the faculty is to develop student’s problem solving and design skills through presenting them with a wide and varied range of challenges and design tasks. The skills developed here will assist students not only in achieving their learning outcomes in other subjects but also assist them in improving their quality of life both at home and in the wider community.

Reflections on current and recent practice

Curriculum Development

2013 saw Year 7 and Year 8 combined into 1 stage 4 cohort. This has meant new units of work involving different context areas, were introduced. These units saw students completing practical tasks using a range of materials including textiles, timber and found and recycled materials. These units continued to achieve course outcomes and introduced students to a range of Specialisations within the different Areas of Study.

In 2014 the units of work implemented and refined during 2013 will again be utilised in the Stage 4 Technology Mandatory Course.

In 2013 the second Stage 6 Industrial Technology students completed their Higher School Certificates in October. Part of their Higher School Certificate involves a practical major project worth 60% of their HSC exam mark. All students...
completed Web Sites as their multimedia projects utilising software from the Adobe Suite including Flash, Illustrator, Photoshop and Dreamweaver. Folios were completed using Microsoft Word. All students were able successfully see their projects through to completion. In 2013 the Industrial Technology Multimedia Preliminary Course again ran in the school. This was the second year of the re-written program with further refinement seeing continued emphasis being placed on animation, video and special effects.

**Teaching and Learning and Assessment:**

The faculty continues to use student centred pedagogical approaches in the delivery of TAS subjects. The majority of learning outcomes are achieved using project based work with students being given the opportunity to display their skills and understanding through the completion of tasks.

Projects and instruction were varied to meet both the ability and learning style of individual students including tasks and programs being written within the context of the English as a Second Language Students that make up the majority of the classes. All TAS staff are TESOL trained to assist in facilitating this.

Regular faculty meetings involve review and evaluation of programs and resources as well as feedback and discussion on the progress of individual students and how best to meet their continued learning needs.

Assessment schedules comply with the NSW Board of Studies syllabus requirements. They employ a range of strategies such as group-based project work, independent project work, practical (on-computer) examinations and traditional paper-based examinations. Teachers work hard to provide students with ongoing support throughout assessment tasks as well as providing extensive feedback post-assessment task to help further students understanding in the course material.

**Professional Development:**

During 2013 Mr Ben Blaik attended a Work Place Health and safety refresher course to support his ongoing role as a Workplace Health and Safety Representative. His knowledge in this area also assisted in the development of the Technology Lab as a safe working environment.

All TAS staff also the annual CPR course at the school and received a Certificate of Attainment in this area.

During faculty time staff also completed peer training in a number of technology areas such as woodworking and technical drawing to ensure all TAS staff had skills in these areas.

**Support:**

As well as preparation and delivery of TAS key learning area courses, staff within this department provides regular support to other teachers and administration staff in their use of technology. Mr Leslie Johnson in the role of College ICT support officer continued to oversee and maintain all administration systems including SAS student administration, First Class Timetabling and Library Oliver. The IT staff maintains servers and wide-area network infrastructure and maintain vital data backups on a daily and monthly basis.

**Areas for development:**

A major area for development for the next academic period will be continued development and evaluation of our courses. As Stage 4 Technology Mandatory moves into its third year at the school in 2014, the units of work being introduced will continue to be refined and redirected to meet the needs of the current student intake. With changes in TAS staff within the school Stage 5 Design and Technology was not offered to students in 2013. Stage 6 Industrial Technology Multimedia continues to develop in response to both identified areas of student interest and the every advancing range of technology available to students for the completion of multimedia based projects.

**Music**

**Introduction:**

2013 saw the continued development of the Music faculty at St Paul’s International College. The aim of the Music faculty is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

**Reflections on current practice**

**Achievements:**

Music has been introduced at a stage 4 level and the music team consists of Steve Bellhouse, Peter Morgan and Trish Rheinberger

Students in the Music program will develop knowledge, understanding and skills in the concepts of music through:

- **Performing** as a means of self-expression, interpreting musical symbols and developing solo and or ensemble techniques.

---

Page 18 of 24
• **Composing** as a means of self-expression, interpreting musical creation and problem solving.

• **Listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

It also aims to meet the ESL language requirements for the overseas students.

**Curriculum development**

The music curriculum for stage 4 has been developed and modified according to the guidelines approved by the Board of Studies.

• During **first term** year 7 students were introduced to music through the study of Rhythm, Beat & Tempo, Pitch, Vocal Practice & Performance.

• During **second term** the students went on to learn about: Structure, Tone Colour, Dynamics & Expressive techniques as well as Texture, Vocal Practice & performance.

• In **term three** the students were introduced to and learnt about the Instruments of Music and Orchestra

• In **term four** Film Music and Music from the movies gave the students the opportunity to experience music through key films as well as creating their own ‘film’ music.

Year 8 programs commenced in 2013 and continued with the study of Australian Music, Rock Elements and Style, Famous Pieces and Musical Building Blocks.

Throughout the year the students have also been involved in vocal practice and performance. Musical items from their repertoire are performed at public and school performances

**Teaching and learning approaches.**

Years 7 and 8 students are using the text ‘Listen To The Music’ by Ian Dorricott for their coursework. They are also provided with a college-generated workbook.

All students engage in some research as part of this course

**Assessment**

Assessments are set and these include a variety of assessment tasks that the students are able to understand and complete. Students are being encouraged to research the topics using internet sites, resource material from the library and their college-generated books. Students are encouraged to become creative in their approach to their music studies and their assessment tasks.

**Professional Development**

Local high school music departments have been very supportive in developing the musical coursework for St Paul’s International College music department.

Professional development prospects will be closely considered and assessed for future learning opportunities.

**Communications**

The vital starting point in this subject will always be to have a sound rapport with the students. Students have accepted music in a positive, interested manner. They are particularly enthusiastic about playing the ‘chimes’ and performing in the college choir.

**Policy development**

The music department uses the Staff Handbook, as well as the Yr 7 and 8 assessment book policy. It is a SPIC policy that all students in year 7 and 8 attend and participate in the music program.

**Administration and management**

Informal communication and term meetings are used to support one another and to make any suggestions for improvements in the day to day teaching of music.

**Support**

There is good communication within the faculty as well as from the College Director and senior management.

**Discipline**

Students are expected to abide by the discipline code of SPIC and a copy of the rights and responsibilities should be given to each student. Concerns with discipline are referred to the Music Coordinator and the Year Coordinator.
Visual Arts

The Visual Arts faculty of St Pauls International College is committed to engaging and challenging all types of learners to maximize individual talents and capabilities for a life capable of creative problem solving and visual literacy. The Faculty aims through its courses to develop both student’s technical and conceptual skills and knowledge by exploration of a range media and mediums and using the world as a source of ideas and subject matter for art making. Critical and historical interpretations of artists and artworlds are investigated and analysed. The role of the artist and designer within our society is explored through both classroom investigations and opportunities for extracurricular activities such as visits to museums and galleries.

Curriculum Development:

- New units of work were introduced as part of the Stage 4 Year 8 Visual Arts program. This was the school’s first year 8 cohort and programs were developed to complement and further develop skills introduced during the first half of the Stage 4 course, the previous year.
- In 2013 a Visual design program for stage 5 students was offered for the first time. This course proved successful with students completing a range of work while meeting required course outcomes.

Teaching and Learning and assessment

The Visual Arts faculty is constantly evaluating, reflecting on past delivery and modifying existing programs in response to such factors as, interest and ability of the student cohort, the particular strengths of Visual Arts staff and available resources. Most of the practical aspects of the course are taught using teacher centred demonstrations and a range of work examples; this teaching approach works well for all students particularly ESL cohorts.

Professional development

All Visual Arts staff also the annual CPR course at the school and received a Certificate of Attainment in this area. Visual Arts staff participated in a number of staff development days targeting such areas as Assessment and feedback to students and program development.

Areas for further development

- Programs and units of work will be updated and revised; those following a semester sequence will be modified to a term by term basis.
- Stage 4 and 5 programs will have ESL tasks and resources included in them.
- Updates from the Australian curriculum will be monitored.

Administration and Management Priorities for 2013

Specific priorities addressed in developing the College management system in 2013 included:

- Evaluating effective systems/processes for ongoing teacher appraisals
- Continuing to develop processes enabling ongoing evaluation and renewal in all areas of College operations
- Evaluating course offerings in light of student needs
- Evaluating and adjusting processes for reviewing policy in accordance with legislated and best practice requirements
- Evaluating current marketing strategies and deciding new approaches

- Preparing for the implementation of the National Curriculum
- Implementing changes to the College’s WHS Management System
St. Paul's International College

Summary of Financial Information at 31 December 2013

(a) Recurrent/Capital Income

- Income from Students Fees, Donations & Others, $5,350,850.00 (95%)
- State Government Recurrent Grants, $88,579.00 (1%)
- Commonwealth Government Recurrent Grants, $215,186.00 (4%)

(b) Recurrent/Capital Expenditure

- Salaries allowance related expenditure, $4,353,443.00 (69%)
- Non Salary expenses, $1,685,076.00 (27%)
- Capital Expenditure, $235,178.00 (4%)
This report has been prepared and compiled with the assistance of the Staff of St Paul’s International College. The information it contains has been verified and the priorities endorsed by the College Director and the Head of Administration.

‘All to All’

College Director
Sister Angelina Fong

Head of School-Administration
Mr Peter Morgan