

ANNUAL SCHOOL REPORT



**'All to All'**

*St Paul's International College*

**2019**

**St Paul's International College**  
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### **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 *NESA Stage 4 & 5 courses* in Years 7-10.
3. The *NESA 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-, Design- or Commerce-oriented course leading to university entrance.



*Lunar New Year*

### **2019 Speech Day Annual Report**

*Delivered by Ms Anne-Maree Scott, Head of School –Leadership & Administration, delivered in Term 4 2020*

Sisters of St Paul de Chartres, Mr Greg Whitby, special guests, parents, staff and students, our purpose today is to acknowledge and celebrate the work of staff and students throughout 2019 as well UFY students from 2018. I welcome our former students and congratulate them on their achievements in last year's examinations.

Our web site includes our annual report for 2019 so I won't go into details now about that. You can read it for yourselves.

We thank Sr Angelina, the College Director for her leadership and vision in implementing the important and far reaching changes for the College currently. I also thank the leadership team and faculty and year coordinators for their work in helping student enjoyment and success at the College.

Our thanks to all staff who teach our students so ably and creatively in academic subjects and also with regard to organised sport after school, school excursions, Duke

of Edinburgh, Robotics, Mock Trial, Chess, Cross country, extra activities for our students after school and during weekends.

We thank the Student leaders for their commitment and leadership.

In conclusion, it is my pleasure on behalf of the Sisters and College staff, to wish our graduating students the best for their exams and we look forward to hearing about your future successes.

Thank you,

Anne-Maree Scott  
Head of School – Leadership & Administration.

#### Student Data

##### 1. Rates of attendance (December 2019)

The average rate of retention for 2019 was overall 95%.

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 2019 was more than 95% of school days.

##### 3. Apparent retention 2015–2019:

2015 to Year 12/UFY 2019            100%

##### Key

<i>BC</i>	<i>Bridging Course</i>
<i>Yrs 7- 10</i>	<i>Stage 4 &amp; 5</i>
<i>Yrs 11, 12</i>	<i>Higher School Certificate</i>
<i>UFY</i>	<i>University Foundation Year</i>

#### 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*	<b>100%</b>
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Graduate qualifications from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teaching qualifications	<b>0%</b>
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Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	<b>0%</b>
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\* 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 NESAs and the University of NSW.

##### 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 2018/2019 teaching years.

#### Student Achievement

##### Higher School Certificate

Seven students sat for the **NSW Higher School Certificate** examination in 2019. Of this cohort, 5 students came from homes where English was spoken as a second language. In total, our students sat for 36 examinations at the 2 Unit level or higher and the majority of the results achieved were in the range Band 3 or higher. The majority of our results were placed in Bands 4/5/6 (a mark of 80% or higher). One student sat for an extension course in 2019.

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:

Subject	No. of students	Band 1-2	Bands 3-4	Bands 5-6
Biology	7	2	4	1
Business Studies	1	0	1	0
Chemistry	5	0	4	1
Chinese Continuers	3	0	2	1

Economics	0	0	0	0
English (Advanced)	6	0	4	2
English Extension 1	0	0	0	0
English Extension 2	0	0	0	0
English (EAL/D)	5	0	5	0
Industrial Technology	4	0	3	1
Visual Arts	4	0	0	4
Legal Studies	2	0	1	1
Mathematics 2unit	3	0	2	1
Mathematics Standard	7	0	6	1
Mathematics Extension 1	1	0	0	E4 1
Mathematics Extension 2				E3 1
Modern History	3	0	3	0
Physics	4	1	3	0

There have been no significant trends in results 2009-2019.

#### Post school destinations for HSC students

More than 95% of 2019 School leavers sought and attained tertiary entry to a range of courses throughout Australia and in overseas universities.

#### 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.

There are three different streams offered to students. These are the Science stream, Commerce stream and the 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 6.0 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 2019, 14 students completed the Commerce stream, 3 students completed the Physical Science stream, and 12 students completed the Design stream.

The Grade Point Average (GPA) of the cohort was high enough for direct entry into UNSW or another Australian University for an undergraduate degree or diploma. The highest overall GPA was 9.3 and many students received a GPA in the 8 range.

Therefore the majority of UFY students qualified to enrol in UNSW or another tertiary institution of their choice.

There have been no significant trends in results 2009-2019.

In 2019, 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.

#### New courses and initiatives:

In 2019, the electives for Year 9 and 10 included: Physical Education (PASS), Art and Drama. A range of activities for all students in Years 7-10 are offered twice a week. Some of the main activities were basketball, badminton, craft, football, and so on.

The academic mentoring system to assist students with their schooling continues in 2019. Teaching staff volunteered to meet with individual students, discuss their progress and organise ways to better achieve learning outcomes in a range of subjects.

The study of Mandarin in the junior school Year 7-10 continues to be highly successful.



*Choir in Mass*

#### Records of School Achievement - RoSA

Records of School Achievement were requested or issued in 2019.

## **National Numeracy and Literacy Outcomes**

Each year students in years 7 and 9 undertake the National Assessment Program – Literacy and Numeracy (NAPLAN). Data obtained from this assessment program can be viewed in detail at: <http://www.myschool.edu.au/>

### **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.

### **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 our daily lives. 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 *Omnibus Omnia "All to All" The emphasis of the school being the need for tolerance, openness, understanding and kindness toward each other, regardless of cultural, social, racial or religious difference.*

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 which is permanently embedded in the RE program.

We conduct a series of regular Year meetings conducted by the Year Co-ordinators to introduce topics such as bullying, smoking, study skills, student mental health issues, subject selections and academic pathways etc. We also continue to update these issues with presentations by the Student Representative Council on assembly on a needs basis.

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, RE retreats and personal interviews with students of concern, and educational reviews with individual students at the beginning of term based on student reports and outcomes submitted by teachers at the end of each term.

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 and social aspects of school life.

Staff development activities for 2019 continued to be focussed on developing insights into teaching students of Non English speaking backgrounds as well as managing challenging student behaviour. Whole school staff participated in staff development in child protection training.

**Further directions** for pastoral care will involve developing closer ties with local community and schools by:

- 1) Duke of Ed community service
- 2) Mock Trial competition
- 3) Leadership training with NSW parliamentary education group. An overall aim will be to lead and develop an effective staff appraisal system.
- 4) Leadership training conducted by the Head of Welfare at the beginning of the SRC year.
- 5) Planning a global approach to leadership training through Camps and pastoral retreats.
- 6) Mentoring program
- 7) Closer liaison with Local Catholic primary schools for share sporting events and musical visits

### **Harassment & Bullying Statement**

1. It is our understanding that St Paul's 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/Guardians – 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 bullying
- 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.
  4. Incident forms are filled in when an incident occurs
  5. Further possible strategies include giving advice to victims and perpetrators and to caregivers.
  6. Feedback to parents

There were no changes to policies regarding student welfare in 2019.

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

### **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 through a ban on mobile phones during school hours. This new area of policy have been included in the Teachers' Handbook as well as in policy information disseminated to students and parents. 2020 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.

### **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 <https://www.ombudsman.gov.au/How-we-can-help/overseas-students> or phone 1300 362 072 for more information. *Various policies and procedures are available from the College website:* [www.spic.nsw.edu.au](http://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](http://www.ceo.woll.catholic.edu.au)



*Eric Genuis concert*

#### **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>



### **College Renewal Policies & Priorities**

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 2018 the College invested funds on professional development across a range of specialist areas. It also organised continuing professional development delivered by expert teachers on site. It is hoped that these short courses will be accredited in the future as professional development hours by NESAs.
- 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 2019 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 2019, including visits to mainland China and Hong Kong as well as 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.

### **Learning & Teaching in 2019 and Priorities for the Future**

#### **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 NESAs 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 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 NESAs course for junior school students including an extended program to cover four years of continuous language study. The first cohort of Chinese for Continuers students completed the HSC in 2019 achieving Band 6.

#### **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 and new syllabi
- Strong HSC and UNSW UFY results.
- 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
- Professional development in teaching preparatory courses for language testing (IELTS), program development, differentiated learning
- 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 new syllabi
- 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/UFY and the topics studied in the junior years reflect those set by the Wollongong CEO.

#### Reflections on current and recent practice

##### Achievements:

As a part of the RE program, UFY students attended a spiritual day where they reflected on their journey as they prepare for their next phase of education/life.

Year 11 (as a group) again constructed a cross (collage) as a part of their topic on the Journey of The Cross. The cross is displayed as a reminder of Jesus ultimate sacrifice so that we may achieve peace in our lives and the lives of others.

Year 10 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 international students.



*Duke of Edinburgh*

## Curriculum development

The RE curriculum for stages 5 & 6 is being continually developed and modified according to the guidelines approved by the board.

Year 12 and UFY student's learning includes:

- Ethics and the importance of the questioning process
- The Life of Jesus and the influence of His teachings
- Peace & Justice and how this impacts on our lives today
- Relationships and the elements of their success

Year 11 student's learning includes:

- The Journey of the Cross and the mission of Jesus
- A Search for Meaning and the process of human development
- Christianity & World Religions and beliefs and practices that form these religions

Year 10 student's learning includes:

- Catholic Beliefs and Practices
- The challenge of discipleship.
- Healing and Forgiveness
- Gospels

Year 9 student's learning includes:

- New Life in Jesus
- Jesus The teacher and Healer
- The Ten Commandments and Beatitudes
- Christian Celebrations

Year 8 student's learning includes:

- The settings of the Gospels & People and ministries in the Church
- Early Christian Communities & Experiences of Good and Evil
- Ways of being Catholic & Symbol and Ritual: Sacraments of Initiation
- The influence of Jesus & Living the Christian life

Year 7 student's learning includes:

- The school and church communities and the Liturgical Year (including Lent & Easter)
- The Bible as a Sacred Story and the ways people pray
- The Old Testament overview and God and people in creation
- Christian ideals and moral decisions and preparing for Christmas

## 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.

UFY 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.

In 2019, the RE department sought increased input from the religious sisters on campus and increased contact with the CEO in Wollongong for guidance.

## 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 SPIC 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 UFY students use the same material in their RE classes. The same assessments must be completed by both HSC & UFY 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 sound 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.

### WHS

SPIC has an active WHS committee and a maintenance dept. which attends to repairs and construction.

### 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 where religion fits into 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.

### HSIE

### Reflections on current and recent practice

#### 1. Achievements:

- Greater variety of subjects being offered by the school further enhances curriculum options for our students in Stage 6.
- The contribution by specialist staff to the formation and development of the school's Mock Trial Team which competed in the NSW Schools Mock Trial Competition
- Strong academic results in UFY commerce subjects through committed staff and well resourced teaching programs
- A continuation of staff development within the faculty focused on programming and assessment.
- The implementation of the new History courses in line with the Australian Curriculum in Years 7 and 9.
- The development of experiential learning opportunities with the focus on:
  - expanding the History and Geography excursion programs
  - fostering of the Entrepreneurs' Cup for Business Studies
  - initiating Market Day in Stage 5 Commerce



*Japanese student theatre*

- Staff development through participation in external marking programs for both the HSC and UFY examinations
- The move to a grades based assessment program for Years 7-11
- Staff development through faculty in-service on the process of assessment and effective feedback for students
- Investment in the aesthetics of learning spaces through the installation of visual teaching resources across a number of classrooms



*Design & Technology*

## 2. Areas for development:

- Familiarisation of faculty members with the Australian Professional Teaching Standards
- Personal development opportunities focused on equipping staff to meet the Australian Professional Teaching Standards
- The development of a cross-curricula program focused at Stage 4 or Stage 5

## 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 2019, the faculty ran courses for NESA Year 7, Year 8, Year 9 and Year 10 and the Preliminary Higher School Certificate and the UNSW University Foundation Year (UFY) programs.

Reflections on current and recent practice:

### Achievements:

- Teachers who are enthusiastic and skilled facilitators of learning, motivated to help their students reach their potential.
- A faculty in which every teacher has done a Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages).
- 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 NESA courses and of Topic Tests for UNSW courses, thus providing a large and growing item bank for skills development and revision purposes.
- Participation in the Australian Mathematics Competition with accordingly impressive results.
- Participation in the Education Assessment Australia Mathematics Assessment with Distinctions and credits awarded.
- Effort was made to assist all students to improve their UFY Mathematics results from Semester 1 to Semester 2 in after-school classes and at lunch-times.

### Areas for development:

The Mathematics Faculty at St Paul's International College is 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 and edit flipchart activities and notes on the interactive whiteboard.
- Develop and monitor our Scope and Sequences, Resources and Programmes for Stages 4 and 5.
- Extend opportunities for peer in-servicing, in order to share the many and varied talents of the faculty members.
- Continue to take advantage of Professional Development opportunities.
- 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.
- 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 UFY Mathematics students by monitoring their progress in completing tutorials and giving assistance when they have difficulties.
- 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.

- Continue developing and practising TESOL skills developed in the Graduate Certificate in TESOL course, which every member of the faculty has done, to assist our international students.
- Take opportunities (for faculty members) to do marking of external examinations, as this is one of the most valuable forms of professional development for the mathematics teacher.

### Science

Throughout the year there were a number of interesting events and activities for the science students. Notably the Biology students went off on a field trip to study water treatment in Victoria. Meanwhile the junior students got another taste of teaching when they entertained a Year 6 group of students from St. Paul's Primary School. The Year 6 students were treated to a number of electrical challenges before being further treated to some tasty parcels of food from the kitchen.



*Robotics competition*

The Science Department contributed to the school open day for prospective students and parents. There were many fun experiments for the children to perform. They were especially treated to a hydrogen/oxygen rocket that went off with quite a bang! Many thanks to the students and staff who volunteered their time to help coordinate such a successful event.

### Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education (PDHPE) aims to significantly contribute to the social, emotional, physical and spiritual development of young people. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active lifestyle.

Throughout the year, as well as satisfying the social, emotional and spiritual sides of our students the students from years 7 to 10 engaged in a wide

variety of sporting activities including, athletics, netball, softball, tennis, volleyball, badminton, basketball and soccer. The department also supported a number of special event days such as the St. Paul's Feast Day cross-country and a number of games afternoons that involve whole school teams.



*Entrepreneurs Cup*

PDHPE plays a key role in promoting physical activity and making healthy and wise decisions. 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.



*Teen Ranch*

### 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**

In 2019 sufficient numbers once again allowed Year 7 and Year 8 to be taught as to separate Stage 4 technology Mandatory Courses. This provided the opportunity to re-visit and further refine existing units of work as well as introduce some new units. The units covered saw students completing practical tasks using a range of materials including textiles, timber, ceramics 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 2019 the units of work implemented and refined were utilised in the Stage 4 Technology Mandatory Course.

### **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 feed-back 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.**

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 multimedia software and in particular the Adobe suite. The skills gained in these areas have assisted in the development and delivery of a number of courses including units in Stage 4 Technology-

Mandatory and Preliminary and Higher School Certificate Industrial Technology Multi Media Studies.

### **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**

Major areas for development for the next academic period will be continued development and evaluation of some courses. Stage 5 Design and Technology will again be on offer to students in 2020. Information Software will be offered as an elective in 2020 and in 2022 it is anticipated that Software and Development will be added as a senior elective choice. Units of work previously offered as well as some new units are being developed and refined in preparation for this. Units will cover a range of context areas with the aim being to make best use of the technology available and target areas of interest to students. Stage 6 Industrial Technology Multimedia Studies continues develop well with students being exposed to a range of industry standard multimedia software. Student interest is a particularly in the areas of animation, video editing and special effects.

### **Music**

#### **Introduction**

2019 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 and Mara DeJongh as well as Sr Marie Gorette.

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.

- **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 NESAs.

- During **first term** year 7 students were introduced to music through the study of Rhythm, Beat & Tempo, Pitch, and 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 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 Paul's 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 artworks 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**

In 2019 Visual arts continued to be taught as part of the Stage 4, Stage 5 and Stage 6 Curriculum.

In Stage 4 and Stage 5 there has been a particular focus on developing students skills in the use of digital Technology as part of their art making. This



included the utilisation of hardware such as digital SLR cameras, wide screen high resolution monitors and colour printers. The Adobe suite and in particular Adobe Photoshop CS6.

In Stage 6 the Preliminary course was taught. In the Preliminary course there was a particular focus on the development of systems of on-going assessment covering all areas of course work, as required in the determination of ROSA grades.

### **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.

In particular there has been a focus on on-going assessment, ensuring a range of assessment methods are used including observation to assess students effort and application in class in addition to the theory and practical work they completed. 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**

- Stage 4 and 5 programs will be reviewed to ensure they reflect current teaching methods including the integration of technology into teaching and learning.
- All programs will continue to be reviewed to ensure they reflect the ongoing assessment of students.
- Updates from the Australian curriculum will be monitored.



*Junior Visual art work*

### **Administration and Management Priorities for 2019**

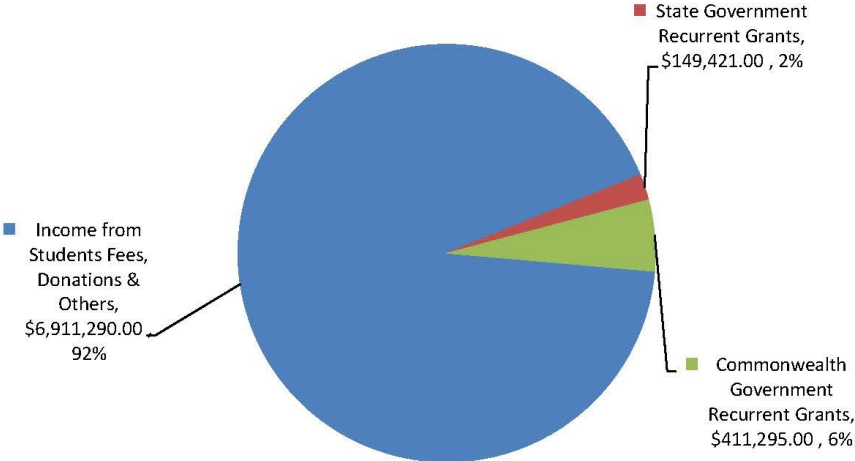
Specific priorities addressed in developing the College management system in 2019 included:

- 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

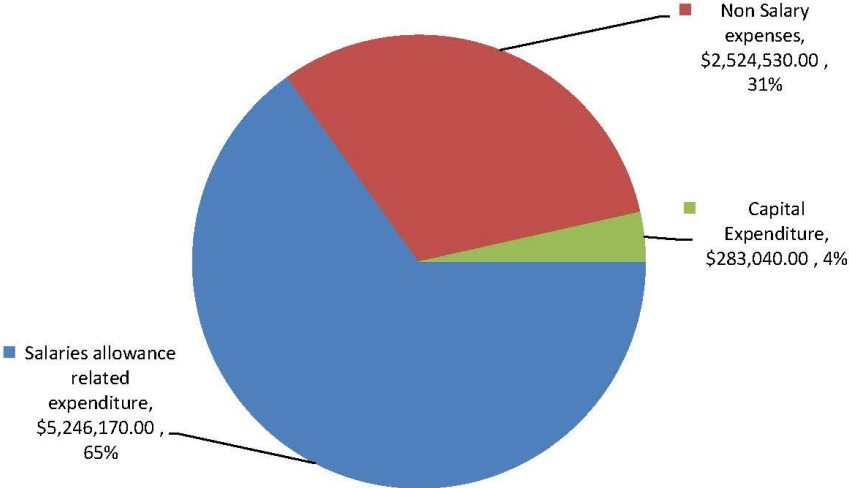
# St. Paul's International College

## Summary of Financial Information at 31 December 2019

(a) Recurrent/Capital Income



(b) Recurrent/Capital Expenditure



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'*

A handwritten signature in black ink, appearing to read 'Sr. Angelina Fong'.

**College Director  
Sister Angelina Fong**

A handwritten signature in black ink, appearing to read 'Anne-Maree Scott'.

**Head of School-Leadership &  
Administration  
Ms Anne-Maree Scott**