



ANNUAL SCHOOL REPORT



‘All to All’

St Paul's International College 2024

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Context

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.

2024 Message from Sister Angelina Fong, College Director

Every four years, the Olympic and Paralympic Games excite and inspire people all around the world with stories of great athleticism, determination, sacrifice and triumph over adversity. This year's events in Paris have been no exception. For every athlete and every team – no matter what their country of origin and regardless of whether or not they win a medal – participating in the Games represents the fulfillment of an individual or collective goal.

In our individual journey through life, we all need goals – both short- and long-term – to lead us through different stages of our personal development. As students, we set ourselves academic goals. Some are lucky enough to have a clear idea from the outset about what they want to do or to be in their future careers. With a specific goal in mind, they set out to excel in certain subjects that will lead them towards fulfilling their goals. Others may be less certain about their career path but set out to achieve the high grades and necessary skills to gain entry to a good university while they consider the future. As we move further along the road and develop and learn more about ourselves, circumstances may change and lead us to modify our original goals or establish new ones (as we contemplate raising a family, for example).

Whatever our individual goals may be, as Christians we have an obligation to ensure that these goals lead us to one ultimate end: to fulfill the will of God so as to give Him the greatest glory. As

Our Lord instructs us in Matthew 6:33: "Seek the Kingdom of God above all else, and live righteously, and he will give you everything you need." The words of Saint Paul, too, inspire us to focus on our spiritual goals and the prize of our calling in Christ. They remind us that while earthly goals are important, our ultimate aim – the Gold medal, so to speak – is to fulfill our heavenly calling and "to win the prize for which God has called me heavenward in Christ Jesus".

God tells us throughout the Bible that we are born to serve him. This life of service means that we must love others and attend to their needs. He calls us to be kind, tender-hearted and forgiving toward each other, just as He has been forgiving towards us (Ephesians 4:32). Whatever our individual goals, they should always serve the greater purpose of our lives – to know and love God, love others, and make disciples.

The goal of the Christian life is to restore God's image in us; that is, to become Christ-like within a perfect community of believers. We can achieve this by centering our lives around God (through worship), learning to love God's family (through fellowship), cultivating spiritual maturity (through discipleship), contributing to the community (through ministry), and sharing God's love (through evangelism). In doing this, we will build the foundation for a successful and satisfying life – for ourselves and others around us.

None of this comes easily, of course. It is not something that simply happens overnight. As with an Olympic-standard athlete, it may require years of dedicated training, sacrifice and hard work to achieve smaller, incremental, goals along the road to success. Just as the most successful athletes have a team behind them to assist them towards achieving their goals – trainers, nutritionists, psychologists, physiotherapists and so on – so too do dedicated Christians.

If you want to learn more about your God-given purpose and how to fulfill it, help is always at hand. A great place to start is to read your Bible, which lays out the path to achievement. Close fellowship with our fellow Christians, sharing experiences with them, will always be of benefit. Even then, though, the way may not always be clear and you may need further assistance to see and overcome obstacles that seem to impede your progress. If this is the case – and, indeed, at any stage of your journey – you can always seek help through prayer, confident in the knowledge that God will always be there to help set us on the right path no matter how far we stray from our goals.

For our Year 12 students departing at the end of this year, as you leave the stable environment of St Paul's on the next step along the path to your chosen goals – whether through university or the wider world of work – you will almost certainly encounter challenges along the way. We hope that

all you have learned here will have equipped you to meet the demands of further study and your chosen career. With a clear mind, determination and perseverance you can stride forward with confidence that, with God's help, you can achieve success.

The Sisters and I wish you all the very best for all your future endeavours – whatever and wherever they are. You can be sure that our prayers and good wishes will always accompany you as you strive to fulfil your immediate and longer-term goals.

2024 Annual Report Student Experience Highlights

In 2024 the College held a variety of excursions, sporting events, educational experiences and community involvement events for students including:

- Annual International Festival in March
- Participation in the newly established Wingecarribee Council KALEIDOSCOPE Festival for the Southern Highlands
- Chinese language trip to Sydney
- Ski trip
- Gold Coast trip
- China trip for Australian students to teach Chinese students in a school camp setting as well as sightseeing opportunities
- Local basketball
- Commerce Market Day
- Mock Trial
- MUNA
- Science and Engineering challenge
- Defence force visit and Bowral Hospital visit for careers
- Careers expo in Sydney
- Participation in Wollongong Festival
- Sandon Point Beach and Water Safety Day
- Leadership and well-being conferences
- Swimming, cross country and athletics carnivals
- Community projects such as the Vinnies appeals
- Korean Study tour visits
- Interschool chess competitions
- Teen Ranch
- Year 11 camp etc.

The College also had the great honour of hosting a visit from the Head of the Sisters of St Paul de Chartres, Mother General Maria Goretti who came all the way from Rome. The College also marked the 100 years anniversary of the College Chapel St Mary's.



Mother General Maria Goretti's visit

The College held a graduation ceremony and awards event for Year 12 students as part of the Graduation Mass in the College Chapel and a graduation dinner was also organised in the local area.

Numerous past students visited the College in 2024 to see their teachers and the Sisters and express their gratitude. It is always a pleasure to see alumni students and hear about their lives post high school.

School Profile

The College is operated by the Sisters of St Paul de Chartres and is a small 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. The main countries from which overseas students come are China including Hong Kong, Vietnam, Malaysia, Philippines and so on. The College has a large multicultural profile.

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. ELICOS courses, 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

Attendance

Student Data

1. Rates of attendance (December 2024)
- The average rate of retention for 2024 was overall approx. 94%.
2. The total student enrolment at the College usually varies throughout the year due to the arrival of overseas students at the beginning of terms 1, 2, 3 and 4.
- | | |
|---------|-----|
| Year 7 | 95% |
| Year 8 | 96% |
| Year 9 | 90% |
| Year 10 | 94% |
| Year 11 | 97% |
| Year 12 | 98% |

Student rolls are marked each morning and throughout the day. Attendance is digitally managed. Absences are followed up daily by the College Secretary and boarding supervisors. Absences of more than 3 days are followed up by relevant Year Coordinator.

A reason must be given by parents for the absence. Unexplained absences or patterns of single day absences will be noted and followed up by the relevant Year Coordinator.

For patterns of unexplained absences, students and parents will be invited to discuss the issue and a plan made together to encourage attendance and attainment of learning outcomes. This may include referral to a child psychologist or similar and an educational plan being made. Communication between the College, parents, child and medical professionals is of paramount importance.

3. Apparent retention 2020-2024:
- 2020 to Year 12 2024 approx 97%

Staffing

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 relevant to the teaching context	0%
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* Australian Education Institution – National Office of Overseas Skills Recognition

All teachers are NESA accredited and have working with children clearances. The majority of staff are at proficient status and maintaining their NESA accreditation through professional development. Two staff members who are newly graduated and teaching on ESL and LOTE courses are working on their proficient accreditation under the supervision of a staff member.

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 NESA.



St Paul's feast day

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 95% in the 2024 teaching year.

Professional learning and teaching standards

All teaching staff have been working towards maintaining their teaching accreditation through professional development opportunities and peer

based learning. This year has seen an increase in teachers improving their classroom teaching skills and development of resources.

As a staff, teachers have identified areas of their teaching practice that they would like to strengthen including Aboriginal education, special needs and ESL. In 2024 teachers once again have taken part in face to face learning opportunities including mandatory Child Protection training, first aid training and other NESA accredited courses as well as school based learning.

Workforce Composition*

Staff area	F	M	Total
<i>School Executive</i>	2	1	3
<i>Teaching FT</i>	6	5	11
<i>Teaching PT</i>	7	4	11
<i>Boarding</i>	5	5	10
<i>Admin and support</i>	4	1	5
<i>Maintenance</i>	4	5	9
<i>Kitchen</i>	6	3	9
<i>Volunteer</i>	3	0	3
*No staff identify as Aboriginal or Torres Strait Islander			

Outcomes and Results

Student Achievement

Higher School Certificate

11 students sat for the **NSW Higher School Certificate** examination in 2024. Of this cohort, 3 students came from homes where English was spoken as the first language. 8 students were from non-English speaking backgrounds.

Because of the relatively 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.

HSC Results by subject:

Subject	Bands* 1-2	Bands* 3-4	Bands* 5-6
Business Studies	0	100%	0
Economics	0	100%	0
English (Advanced)	0	25%	75%
English (EAL/D)	43%	57%	0
ITMM	100%	0	0
Visual Arts	0	100%	0

Mathematics Advanced	0	50%	50%
Mathematics Standard 2	17%	50%	33%
Modern History	100%	0	0
Chinese & Literature	0	40%	60%
Japanese Beginners	0	100%	0
Chemistry	0	100%	0
Biology	0	67%	33%
Physics	33.33%	33.33%	33.33%
Chinese Continuers	0	0	100%
Legal Studies	0	0	100%
Extension 1 Mathematics	E3=100%		
Extension 2 Mathematics	E3=100%		

*% of candidates

There have been no significant trends in results 2020-2024.

Post school destinations for HSC students

More than 95% of 2024 School leavers sought and attained tertiary entry to a range of courses throughout Australia and in overseas universities.

New courses and initiatives:

In 2024, no new HSC subjects were offered though Enterprise Computing is being planned as a new senior elective in 2025. For Stage 5, Visual Design and Photographic and Digital Media will be offered in 2025.

The academic mentoring system to assist students with their schooling continues in 2024 through the Year coordinators. Teaching staff also 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.

Records of School Achievement - RoSA

5 Records of School Achievement were requested in 2024.

National Numeracy and Literacy Outcomes

Each year students in years 7 and 9 undertake the National Assessment Program – Literacy and Numeracy (NAPLAN). In 2024, students at the College completed the online version of the test. The results are well within expected results for the College. The smallness of the Year 7 and 9 cohorts means that NAPLAN performance is difficult to

compare to the rest of the state or country. However, both Year 7 and Year 9 results indicate that the majority of students are performing with 'Strong' skills in all key areas of Reading, Spelling, Grammar and Punctuation, Writing, and Numeracy. This is above the national average in all areas. The results over time have remained strong.



Careers Expo

Stakeholder Satisfaction

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.

Comments from stakeholders include appreciation of the Catholic faith of the school and the active presence of the Sisters in the College, the international environment and ability to get to know people from other countries including studying Mandarin and Japanese, the positive aspect of having small classes and a small school, the individual attention given to students, the friendly and community atmosphere, the lack of bullying in the school, the quiet nature of the school, the large

amount of activities and opportunities for students, the large range of subjects on offer, the mobile free environment and so on.

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. These are published on the College website (see next section).

School Policies

College Policies

All College policies can be found at

<https://www.spic.nsw.edu.au/about-secondary-education/policies-and-forms/>

- Child protection policy
- Anti-bullying
- Discipline
- Managing complaints
- Enrolment
- And other relevant policies

Enrolment

St Paul's enrolment policy and procedures can be viewed on the College's website:

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.



Korean high school study tour



Cross Country

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 ambience 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 Heads of School 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, 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 Heads of School 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.



Alumni visit

Staff development activities for 2024 focussed on developing motivation amongst students given the ongoing impact of Covid on schooling and mental health. The College is conscious of the statewide challenge for students to attend school and the need for increased pastoral support as well as creating an active, happy school environment in which students can reinforce peer friendships and enjoy events and tasks that do not rely on computer use. Whole school staff participated in staff development in child protection training conducted onsite and online through Catholic Schools NSW.

Further directions for pastoral care in 2024 and 2025 involved developing closer ties with local community and schools by:

- 1) Model of United Nations Assembly Rotary
- 2) Mock Trial competition
- 4) Leadership training conducted by the Senior School Coordinator 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 celebrations
- 8) participation in Catholic Schools Wollongong Diocese sporting events.

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
3. The Head of Admin 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 2024.



Sisters and student performance

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. 2025 will entail another review of the above policies.

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

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 letter 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. For local students, if a student or parent wishes to raise an appeal or make a complaint externally, the external body used for the College's external complaints and appeals processes is Catholic Schools NSW which can be contacted by phoning 02 9287 1555.

If an overseas 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/complaints/international-student-complaints>

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>



Dragon dance

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 2024 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.
- 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.



Rock climbing Wollongong



Sardon Point Beach safety day

Progress in 2024 towards achieving the School Renewal Plan and Priority areas for the future

- 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. These activities and others such as Remembrance Day at Moss Vale RSL were able to be held in 2024 and benefitted not only students but the local community as well.
- The College is committed to expanding its profile in the local community and serving the interests of Moss Vale and the wider Southern Highlands. It is planning to reach out to the local council (after council elections for a new council) for opportunities for students to participate in local decision making, make more connections with other local schools, and find opportunities to share the international strengths of the College with others.
- Overseas marketing visits increased in 2024 especially to Vietnam, Hong Kong and China. Digital marketing through Facebook and Instagram as well as local marketing media campaigns strengthened. This will continue in 2025.
- Staff from across the College undertook a range of face to face professional development programs in autism education, aboriginal education and ESL, thereby sustaining the professional learning we seek to encourage and facilitate.
- A new Head of Teaching & Learning was appointed, Mr. Alexander Sumpter. Mr. Sumpter has been making necessary changes to curriculum, documentation and delivery. 2024 has been a period of renewal in this area and will continue with the introduction of more new syllabi in 2025 and beyond. New courses in Visual Design and Photographic Media as well as Enterprise Computing are planned for 2024. It is important that subjects offered meet the needs and interests of students.

- Going forward and post-covid, the College also is increasing and improving the student experience at the College. This is being achieved by promoting study tour groups to the College and organising exchanges for students to visit other countries especially local students. Students visited China in 2024 after a long hiatus. This increased interest in learning Chinese and undertaking the Chinese for Continuers course at HSC level in 2025.



China trip – drawing koalas!





Chinese language excursion



Ski trip



100 years anniversary of St Mary's chapel



School choir

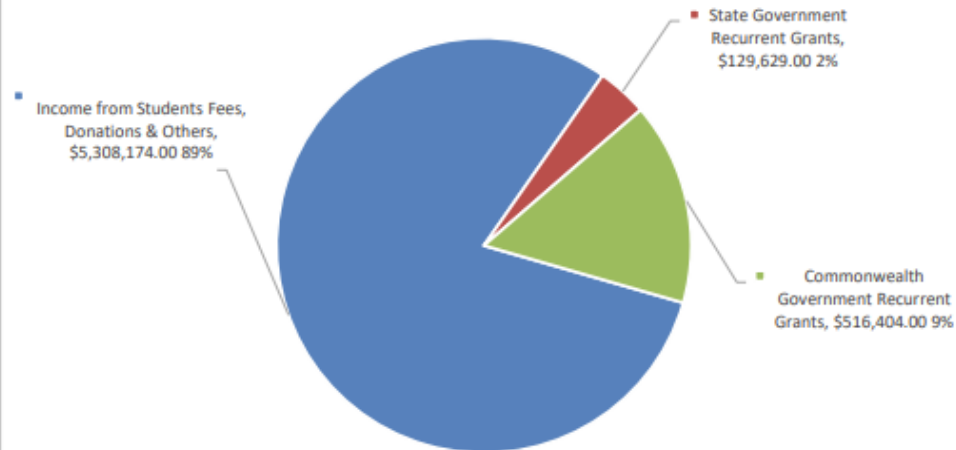


Athletics Day

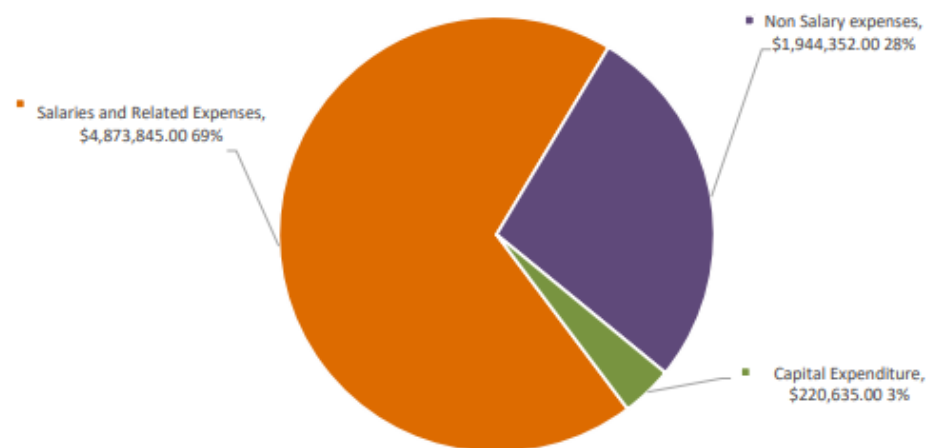
St. Paul's International College

Summary of Financial Information at 31 December 2024

(a) Recurrent Income and Grants



(b) Recurrent Expenditures and Capital Expenditures



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 'S. 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**

