



St Paul's
College

Annual Report

to the school community

2019



St. Paul's College
Balwyn, VICTORIA

Registered school number: 86128

VMCH

Contact Details

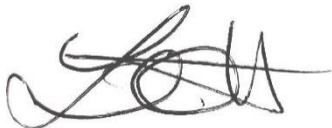
Address	3-13 Brenbeal Street, Balwyn Victoria 3103
Principal	Timothy Hemphill
Chair of the Board	Mr Julien O'Connell AO
Telephone	(03) [8595 2470]
Email	Timothy.hemphill@vmch.com.au
Website	https://vmch.com.au/services/st-pauls-college/

Principal's Attestation

The Principal attests that:

- All teachers at St Paul's College are Victorian Institute of Teaching (VIT) registered
- The School has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply)
- All expenses and commitments of funds have been to support educational outcomes and operational needs
- The School complies with the Child Safe Standards as prescribed in Ministerial Order 870

Signature:



Mr. Timothy Hemphill

School Principal

Date: 21.08.2020

Belong, Grow, Discover, Achieve

“Our vision is to create a contemporary, safe and nurturing school environment with state-of-the-art facilities where children and young people with a range of disabilities have a sense of belonging and every opportunity to achieve optimal learning outcomes”

Timothy Hemphill, Principal St Paul’s College

School Profile

St Paul’s College Balwyn

School sector: Independent

School type: Special

St Paul's College is a non-systemic Catholic school and member of Independent Schools Victoria, providing education for Prep – Year 12 students with a wide range of needs including intellectual, physical, profound multiple and sensory disabilities, autism and complex medical needs. Established in 1957, St Paul's is a warm, accepting community which welcomes and respects children and families of all faiths with a strong commitment to our core values of compassion, accountability, respect and courage. We believe that all children have the right to an educational program of the highest standard and we do this by adapting the Victorian Curriculum and ensuring that what we provide is relevant, functional, and meets the needs of each student in our school community.

Our highly skilled multidisciplinary team comprises teachers, teaching assistants, speech therapists, physiotherapists, occupational therapists, music therapist and school nurse. With a strong focus on communication, we are committed to working in partnership with families, enabling students to develop to their full intellectual, physical, emotional and spiritual potential. We also support families who may wish to have dual enrolment in order that their child can integrate into their local community.

Child Safe Statement

St Paul’s College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870 (2015)

Ministerial Order No. 870 sets out the specific actions that registered schools need to take to meet the child safe standards. The Ministerial Order places accountability for managing the risk of child abuse with school governing authorities. The child safe standards came into effect for all Victorian schools on 1 August 2016 whereby new minimum standard for school registration required schools to meet the requirements of the Ministerial Order.

As of 1 July 2017, all Victorian school principals are required to bring allegations of reportable conduct by employees to the Commission for Children and Young People (CCYP). The Reportable Conduct Scheme complements the Child Safe standards and other existing child safety measures. School Principals are required to:

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- report any allegations of misconduct that may include reportable conduct to the CCYP within three days of becoming aware of the allegation
- notify the CCYP of all allegations of conduct that may involve reportable conduct by employees, contractors, volunteers, allied health staff and school council employees.

St Paul's College has Child Safe policies, procedures and reporting mechanisms in place which underpin its full commitment to Ministerial Order No. 870.

In 2019 at St Paul's College these priorities and initiatives informed our practice:

Priority	Initiatives
A. Excellence in teaching and learning	<p>Building practice excellence: Under the Principal's leadership, teaching teams, allied health teams and school networks improved the collective capacity to work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data to inform planning, and enhance feedback to students and staff.</p> <p>Curriculum planning and assessment: The School further embedded a culture of curriculum planning and assessment of the impact of learning programs, adjusting these to suit individual student needs so that students were able to reach their potential. The School strengthened use of TEACCH and ABLES student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions within Individual Learning Plans for every student.</p>
B. Professional leadership	<p>Building leadership teams: The School strengthened its succession planning, developed the capabilities of its leadership team in using evidence and proven coaching and feedback methods and built a culture of trust and consultation focused on improvement, including the delivery of the 2019 Graduate & Mentor Program to enhance the induction of new teachers into the professional learning culture of St Paul's College.</p>

Priority	Initiatives
C. Positive climate for learning	<p>Empowering students and building school pride: The School has developed approaches that give students a greater say in the decisions that affect their learning and their lives. The whole school community engages with students so that they have a voice in the learning process, and fully and proudly participate in school life including the development and delivery of the Duke of Edinburgh and Compass programs in 2019 for delivery in 2020. Setting expectations and promoting inclusion: The School works across its community to implement a</p>

	transdisciplinary approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behavioural expectations, building teachers' understandings of positive classroom behaviour (PBS) and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.
D. Community engagement in learning	Building community. Visible, transparent and consultative leadership ensured that the School continued to strengthen its capacity to build relationships with the broader community by partnering with the community sector and providers, making strategic use of existing community resources and capabilities, and increasing the services delivered 'inside the school gate'. The School was then better able to realise the benefits and value of harnessing the full capacity of the community and parents to collectively encourage students' learning and enhance student outcomes at the new Balwyn precinct .

Educational Direction 2019

“Our vision is to create a contemporary, safe and nurturing school environment with state-of-the-art facilities where children and young people with a range of disabilities have a sense of belonging and every opportunity to achieve optimal learning outcomes”

In 2019 we worked to achieve our vision by:

- Modelling the VMCH Board's vision and ethos
- Promoting the educational philosophy and the guiding principles of the College
- Further developing curriculum planning and delivery
- Clarifying Teaching and Learning aims and objectives
- Implementing evidence-based pedagogical approaches
- Improving Student Engagement, Assessment and Reporting data
- Ensuring full compliance with Child Safe Risk Management
- Monitoring enrolment numbers/ceiling/trends/projections/target group
- Ensuring effective and optimum teacher/student ratios
- Stabilizing the teaching and non-teaching workforce
- Improving access and delivery of Assistive Technology into the classrooms

- Providing vibrant Arts, Library, Kitchen Garden and STEM programs, outdoor and indoor Sensory Spaces and Sports/Gym/Recreational facilities
- Working closely with Pastoral Care for the wellbeing of our students and families
- Auditing and overseeing the Safety/Security/Accessibility of the College
- Coordinating a skilled administration staff, offices and facilities
- Managing staff/student data including the National Consistent Collection of Data
- Working closely with the VMCH marketing/communication/media/fundraising teams
- Closely monitoring OHS/Essential Services Maintenance procedures
- Managing the College's transport needs: buses/vehicle movement/parking

Staff Composition:

St Paul's College Balwyn is staffed by teachers qualified and experienced in the education of students with a range of disabilities and offers an excellent staff-to-student ratio of 1:2.5. The teachers are supported by an experienced and committed team of teacher aides, allied health staff and other support staff.

2019 Workforce

The data below is a snapshot of the staff cohort at the time of the annual census.

Total number of staff 43

Number of teaching staff (including Principal) 15

FTE Teaching staff 11.6 (excluding Principal)

Number of non-teaching staff 30

FTE Non-teaching staff 21

Staff (Teacher) Absences

The attendance rate for teachers in 2019 was 96%.

Staff (Teacher) Retention

Maternity Leave – 1 teacher

Teacher Qualifications

All teachers at St Paul's College have Bachelor of Education qualifications and are registered with the Victorian Institute of Teaching. The requirements for this registration can be found on VIT site. In addition to teacher qualifications, teaching staff are qualified to teach in a special school and a number are currently completing or have obtained post graduate studies in special education.

Building Staff Excellence

The Principal, instructional leaders and professional learning team (Mentor/Coordinators), along with classroom teaching teams have improved our collective capacity to work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.

- **Curriculum planning and assessment:**

The School has successfully embedded a culture of curriculum planning and assessment of the impact of learning programs, adjusting them to suit individual student needs so that all students can reach their potential. The School has strengthened its use of TEACCH and ABLES student assessment data and feedback to evaluate students' progress, monitor the impact of teaching, and adjust learning programs and interventions.

The curriculum at St Paul's College is specifically designed for students with disabilities and addresses the Victorian Curriculum as relevant. Using the 'Towards Foundation Levels A to D' we cater for the diversity of our learners including reporting and resources. To this end we deliver in accordance to the standards of curriculum that is; *"the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship"*.

We also meet The Disability Standards for Education 2005 (the Standards), and our obligation as an education and training provider seeks to ensure that students with disability can access and participate in education on the same basis as other students. Included in this delivery is support through our allied health staff, specialist and targeted curriculum material, and use of expertise across the school. We also advise and guide our mainstream partners in their commitment to deliver a disability and sensory specific curriculum and provide professional development and advice when needed.

- **Building leadership teams (Professional leadership):**

The School strengthened its succession planning, develop the capabilities of its leadership team in using evidence and proven coaching and feedback methods, and built a culture of trust that is focused on improvement. Through the Semester 1, 2019 Graduate Program including graduates presenting to their VIT Panels, we have strengthened the induction of new teachers into the professional learning culture of St Paul's College.

All new graduate teachers are enrolled in the Graduate Certificate in Education (Special Education) at Flinders University, to ensure our specialist workforce has the qualifications and academic knowledge required to deliver quality teaching and learning. These teachers completed their specialist units over the Semester (2 terms) and there was flexibility in terms of the amount of study time balanced with their full-time teaching role in the classroom.

- **Teaching and Learning Initiatives**

Instructional Leadership Support Program and Mentor Roles and Responsibilities statements were completed in 2019. The first PD session for the year was delivered on Thursday 31

January to the whole school. Referencing the Professional Learning Communities and PLT's, leadership has strategically targeted the bigger picture and implemented the 'Effective Schools Framework' as the focus for professional development.

Instructional Leaders and the Principal have met regularly throughout 2019 to synchronize the roles of Instructional leaders and further explore how leadership at St Paul's can continue to provide a consistent level of professional development and accountability across the school.

Teachers engaged in and shared Peer Observation experiences and information about their VIT projects with the team. Instructional Leaders were very pleased with the rate of take up in relation to this process as a professional learning tool. For all participants the information and knowledge gained through their peer observation was useful to their own practice as teachers. The power of the Peer Observation process relates to identifying challenges of practice, careful planning for the observation, and the follow-up discussion after the observation.

The professional development work delivered over the 2019 school year included Peer Observation, WOW Conversations, GROW coaching model, 4 C's model-clarifying, collaborating, coaching, consulting and professional conversations.

Professional development with the Instructional Leaders also focused on Teaching and Learning through the lens of the High Impact Teaching Strategies (John Hattie and Robert Marzano). Instructional Leaders have reported the staffs' high level of professionalism and engagement in these sessions. As a whole school we are successfully providing the professional framework and leadership required for the delivery of PD and accountability for all education staff in order to deliver best practice.

- ***Middle School and Senior Campuses***

2019 provided the opportunity to complete the planning for a 'full-time' Middle School Class for those students transitioning into 'Senior Primary/Secondary' class (approx. Year 6-7-8 cohort). This was raised in the Parent Advisory Group including a proposed room in the Middle/Senior campus with strong links to the educational pathway to a VCAL Certificate in the final two years at St Paul's College (Curriculum development).

Preparations for a planning permit to be submitted; that the new double portable in the Senior campus is made permanent (beyond the existing 3 years), including an extension of the deck to wrap around the south side of the senior building with 3 penetrations through the existing classroom windows. This will provide each classroom with access to a safe outdoor area which will also provide a calm and nature-like setting for our senior students when they are dysregulated and/or display any behaviours of concern (Child Safe Strategy / Positive Behaviour Support Strategy / VCAL Certificate strategy).

Students

- **Dual Enrolment Program 2019**

Throughout 2019 St Paul's College continued to offer a Dual School Program; preparation for successful transition into a mainstream school setting for students diagnosed with a disability or developmental delay that affects their learning. The educational programs delivered in 2019 by St Paul's College integrated play-based learning with early learning school structures and curriculum. The Dual Enrolment Program works in partnership with parents and mainstream schools of the parents' choice, to facilitate successful transitions into mainstream schools for students across Prep to Year 6.

Student attendance rate:

Grade	Sem 1 Attendance Rate 2019	Term 3 Attendance rate 2019
Primary (UG) Male	95.8%	85.3%
Primary (UG) Female	90.4%	93.1%
Secondary (UG) Male	93.8%	93.7%
Secondary (UG) Female	97.4%	99.3%
Overall Total	94.41%	90.79%

Student attendance is recorded as required twice per day at primary level and in every class at secondary level for all students enrolled at the school.

To meet duty of care responsibilities, the school attendance records indicate whether the student was physically present in a classroom, or not present but attending a school-approved activity. In the latter situation, the teacher or staff member in charge of the activity records attendance and ensures that parents are notified of any absences in the same manner as for regular absences from school.

The attendance of students at curriculum programs outside school premises is recorded by the provider and reported back and recorded by the school. St Paul's College manages absences in conjunction with the provider of re-engagement programs or approved education provider.

- **Monitoring attendance and absences**

In addition to accurately and consistently recording student attendance and absence, the Principal ensures that school attendance data is regularly monitored and analysed to identify student absence patterns on a school, class and individual basis.

This enables early identification of students at risk of poor attendance and possible disengagement from school. Once identified as being at risk of poor attendance, students are provided with timely targeted support to improve attendance and address underlying issues.

The Principal follows up with the parent/guardian to ensure that every effort is made to support the student's attendance at the school including intervention by a multi-disciplinary team in order to combat any ongoing medical, welfare or psycho-social difficulties the student and/or family may be experiencing. In the instance of chronic school absences, the Principal works closely with students and their families in order to facilitate access to educational resources and support. For families with school refusal issues, the development an 'action plan' for students to return to, and

engage with school, is implemented as a preventive measure for students at risk of disengagement.

- ***Student Progress***

St Paul's is a registered special school and students do not participate in the NAPLAN literacy and numeracy assessments. Individual Education Plans are implemented for each child, taking into account the child's strengths and areas of development to set achievable and challenging goals. These goals are set and assessed in consultation with the Student Support Groups (SSG) which include parents, teaching and allied health staff.

Teachers use online Abilities Based Learning and Education Support (ABLES) assessment tools as well as ongoing observation of student learning to monitor progress.

Parent, Student and Staff Satisfaction levels

Surveys are completed from time to time to collect information on issues deemed as important by the school community. The data collected is used by the leadership team to determine areas for future improvement.

Surveys are anonymous in order to provide participants with every opportunity to share their views and experiences of St Paul's College. It is the school's policy to collect feedback from parents and staff to ensure high levels of satisfaction with the school's policies and practices.

The general themes of the surveys include the level of quality in regard to staff, learning environment, safety, resources, behavioural management, leadership, opportunities for professional learning, student engagement, participation in their learning, information dissemination and support. Responses are evaluated ranging from strongly agree to strongly disagree.

We thank all members of the School community who took the time to participate and contribute to our further growth and significant move to a new purpose-built facility in Balwyn in 2019.

Relocation to the new Balwyn Campus

- ***Community consultation re new campus***

In 2019, St Paul's College relocated to our new address at 3 Brenbeal Street Balwyn. This has been an exciting opportunity for the students and families of St Paul's to experience a new 'fit for purpose' campus, complete with a Discovery Centre and designed to include the best of educational resources. St Paul's parents and the community participated in a comprehensive consultation process including the compilation of a survey from these meetings which provided valuable opportunities to share ideas in developing our final vision for the new school campus. The outcomes of this process were collated and the feedback received was both comprehensive and positive, covering all operational and physical aspect of the new school site including the transition process.

The new campus includes a Discovery Centre, a Sensory Room and specially-designed inclusive playgrounds, a café and kitchen garden to help all students and in particular senior students develop vocational and independent living skills.

- **VRQA Registration and Compliance (new campus)**

As an integral part of the transition to the new school campus the school was required to meet full compliance with VRQA minimum standards - including all aspects of teaching and learning - across the school's prep to year 12 cohort. This process included a rigorous audit and assessment of the School's operations and policies and procedures by the VRQA.

VRQA's final inspection for registration was conducted on Friday 25th January 2019. This process was successfully completed, and registration granted for the new Balwyn school campus on the 2nd of February 2019. The school evidenced all requirements and was found to be compliant with the Education and Training Reform Act 2006 with an amended registration for operations at our new campus.

Newly introduced VRQA Guidelines for Non-Government Schools were required to be implemented in all Victorian non-government registered schools by 1 July 2019.

St Paul's is committed to the implementation of these new minimum standards in the interests of good governance, strong financial management, effective curriculum, sound teaching practices, and a safe environment for our students.

An Index of all St Paul's College policies and procedures is regularly updated

- **Transition to the new campus**

A successful transition process was delivered by ensuring that all stakeholders (teaching and non-teaching staff, parents and the wider school community), were involved in and communicated with every step of the way. Confirmation of final class lists and specific information pertaining to the new school site went out to all families including transport to and from school (including Ivanhoe and Studley Park Respite), the drop off zone on Brenbeal Street, and drop off/pick up options for parents and carers and OSHS at Balwyn.

- **Class Structures at new campus**

A consultative approach with staff and the establishment of new Professional Learning Teams including Senior Teaching staff (mentor/coordinators) delivered a roster and timetable of classes prior to the commencement of the 2019 school year including new classroom structures and staffing. Individual calls were made to all parents whose child's class had changed. Changes were kept to a minimum to ensure students would have the same teacher in 2019 where possible.

- **Open Day at new campus**

Whilst teachers and staff made the final preparations before students came back to school, the school was open for families to come and explore all the new spaces inside and out. This provided essential elements of transition for children and families to 'get to know' all the different parts of the new Junior and Senior school rooms and playgrounds, bus bays, parking etc. Families discovered and explored our new sensory specific school and met our new parish priest Father Brendan Reid.

Allied Health and Therapies

Allied Health continues to deliver therapies within a transdisciplinary practice to support the education team's delivery of a best practice level of specialist education.

The Allied Team worked closely throughout 2019 with parents, teachers and education support staff to ensure therapy strategies are carried out in all settings, optimizing the chances of success for the child. They work together (OT, SP, Physio, Psych) to ensure all students were able to access all areas of the curriculum.

Any strategies that are trialled and used around arousal levels and behaviour management are shared with families to enable them to implement them at home. Staff also liaise with students' external therapists to ensure collaboration and working towards common achievable goals for students' levels of engagement and success across all areas of their educational experience at St Paul's.

Curriculum Adjustments for Disability

St Paul's College meets The Disability Standards for Education 2005 (the Standards), and our obligation as an education and training provider that seeks to ensure that students with disability can access and participate in education on the same basis as other students. Included in this delivery is support through our allied health staff, specialist and targeted curriculum material, and use of expertise across the school. We also advise and guide our mainstream school partners in their commitment to deliver a disability and sensory specific curriculum and provide professional development and advice as needed.

Individuation and augmentation of all lessons and content meet the needs of students experiencing difficulty in oral expression, written expression, listening comprehension, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving.

- **Specific Curriculum Adjustments**

- Curriculum adjustments enable students with ASD and additional learning and support needs to access curriculum content on the same basis as their peers.
- Accessible Concrete Learning Materials
- Independent Living Skills Programs

- **Functional Behaviour Assessments**

Positive (Functional) Behaviour Assessment is a process that identifies a specific challenging behaviour, the purpose of the challenging behaviour, and what factors are maintaining the behaviour that is interfering with the student's learning. Developing a process that leads to the development of an intervention plan "Positive behaviour Support Plan" that addresses behaviours of concern in the classroom and in and around the school.

- **Positive Behaviour Support Plans**

A template is developed for setting and implementing a Positive Behaviour Support Plan

to ensure the safety of the child and those around them. The plan is created with the school psychologist, teachers, parents and leadership to ensure that any challenging behaviour is being met with consistency. A step by step plan is implemented with very specific steps tailored for the needs of the individual student.

- ***Independent Learning Plans and Reporting***

- Developing an effective Independent Learning (or Education) Plan template is essential for addressing the needs of our students, all of whom require additional support or adjustments in the program, school environment or curriculum.
- Setting, tracking and capturing data from students SMART Goals ensures St Paul's College fulfils its obligations in terms of delivering quality teaching and learning
- Regular Support Group Meetings take place with parents and carers
- School Reports are provided for every student each Semester

- ***Transitions***

Transitions can be difficult for our students with ASD, whether it's from year to year, a new teacher or classroom or simply from one lesson to another. To ease the anxiety around transitions, staff implement strategies to guide students and families through this process - effectively creating a plan for success.

- ***Empowering students and building school pride***

The College has developed and implemented approaches that give all our students a greater say in the decisions that affect their learning and their lives. The whole school community engages with students so that they have a voice in the learning process, and fully and proudly participate in school life including the planned development and delivery of a VCAL program Certificate for 2020.

- ***Setting expectations and promoting inclusion***

The School works continually across its community to implement a transdisciplinary approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behavioural expectations, building teachers' understandings of positive classroom behaviour (PBS) and engagement practices, and ensuring that all students have the tools and skills to develop positive and self-regulating behaviours.

- ***Building community***

Visible, transparent and consultative leadership ensures that the College has substantially strengthened its capacity to build relationships with the broader community by partnering with the community sector and providers, making strategic use of existing community resources and capabilities, and increasing the services delivered 'inside the school gate'. Staff understand the value of harnessing the full capacity of the community including parents to collectively encourage students' learning and enhance student outcomes.

Student Assessment

Assessments have been designed to describe skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students.

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The assessments cover two learning areas and one capability:

1. **English – Speaking and Listening:** the development of functional communication skills leading towards recognition and use of the social conventions of communication
2. **English – Reading and Writing:** the development of the use and interpretation of symbolic forms of representation leading towards early reading and writing
3. **Personal and Social Capability:** the development of skills to support personal/emotional and social/relational dispositions, intelligences, and sensibilities including:
 - *Personal and Social Capability, Self-Awareness: Self (specifically for students on the autism spectrum): the development of basic skills related to attention, memory and becoming an independent learner.*
4. In the June Curriculum Day staff were trained our teaching staff to implement the **ROCC (Roadmap of Communicative Competence)** – A rubric tool to assess, plan and evaluate communication outcomes.

The school implemented ROCC to ensure that we meet the needs of all of our students with complex communication needs who use Augmentative and Alternative Communication (AAC).

The school has delivered on improving communication assessments to ensure they adequately and specifically address all of the St Paul's College students with complex communication. This assessment tool rolled out across the whole school has helped teachers, allied health and support staff to gain a better understanding of every student's ability to communicate.

The ROCC now allows St Paul's college to generate data on individual, classroom and whole school levels. It has empowered the school to:

- set goals and map progress.
- collecting data on all our students and classes
- create a shared understanding amongst team members

Together, these assessment tools provide a comprehensive picture of each student's strengths and abilities.

Learning Data

The ABLES assessments produce four reports:

- Learning: readiness report: summarises the skills and abilities the student is currently developing and those that the student might learn next, which can be linked to relevant curriculums and a set of recommended teaching strategies.
- Profile Report: maps a student's level of learning and progress across consecutive assessments, and in all four of the learning pathways as appropriate for the student.
- Class Report: provides an opportunity to reflect on the learning of groups of students who are working at the same or adjacent levels on the learning pathways.
- School Report: maps individual student's growth in learning at two points in time, two years apart (where data is available).

By reviewing these reports, a teacher can identify where a student is working on the Victorian curriculum continuum and use this to provide a teaching and learning program that is appropriate to the student's current achievement. If the student is working at a level that is

preliminary to Foundation of the Victorian curriculum in some learning areas, the teacher would use the 'Towards foundation level' materials to inform appropriate curriculum choices.

The 2019 objectives of strengthening the explicit structured teaching approach at St Paul's College has been initiated in advancing and promoting meaningful engagement for all students in activities, flexibility, independence, and self-efficacy.

Teachers, Allied Health Specialists and Educational Support Staff worked together throughout 2019 to begin the process of integrating TEACCH pedagogical thinking and strategies into evidenced-based practices. This was launched with a pilot group of classrooms and teachers, with the intent of expanding the program into more classrooms and for more teachers throughout the year.

Pastoral Care

Pastoral Care at St Paul's College offers spiritual and emotional support to individuals of all cultures, faiths and nationalities who attend our school and their families. Our Pastoral Carer 'walks with our students and families along the journey', supporting the school community in times of pain, loss and anxiety, as well as triumphs and joys, always respecting confidentiality and privacy.

Volunteer Program

The school acknowledges the volunteers who generously gave their time and talents to enhance the lives of students and their families. The school also celebrated National Volunteer Week in 2019 to recognise the important role played by community support in the school.

Governance

Board of Directors

Mr Julien O'Connell AO– CHAIR

Mr Tom Carr

Ms Anna Clarke

Mr Brendan Donohoe

Mr Terry Janes

Dr Ro Saxon

Mr Michael Tehan

Ms Sally Howe

Ms Phoebe Shipp

Mr Bob Santamaria

Mr Michael Fisher

Financial Performance Report

Villa Maria Catholic Homes - St Paul's College
For the year ended 31 December 2019

Statement of Grant Income and Expenditure

For the year ended 31 December 2019

	2019	2018
Federal Government grant revenue	1,609,644	1,679,407
State Government grant revenue	1,753,755	1,740,613
Private Income	22,236	39,683
School fees and charges	131,218	164,558
Income from excursions and trips	15	12,444
Employee benefits expense	(2,833,005)	(2,693,217)
Depreciation	(38,434)	(20,490)
Utilities and maintenance (and property expense)	(541,483)	(386,966)
Other expenses	(269,843)	(463,922)
Bad debts expense	(18,746)	-
Profit/(Loss) for the year	(184,643)	72,111
Other comprehensive income for the year, net of income tax	-	-
Total Comprehensive income/(loss) for the year	(184,643)	72,111

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