



ST PAUL'S
GRAMMAR SCHOOL

IN CHRISTO FUTURUM

Annual Report 2024



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Theme 1: Context - A Message from the Chairman

It is with great pleasure I provide my reflection on the 2024 school year on behalf of the St Paul's Grammar School Board.

2024 despite multiple challenges, was a relatively successful year for St Paul's Grammar School. Having recovered from the celebration events of 2023 including our school's 40-year anniversary, the opening of our new Innovation Learning Centre (ILC) and the wonderful Senior School and Junior School musicals, we settled into a new school year and all the expectations that come with that. In 2024 we sustained stable enrolment numbers, with an increase in international student enrolments and level local student numbers. Pleasing exam results were achieved by graduating students and student involvement and achievement in cocurricular areas remained strong. We extend our congratulations to all our students on their excellent application to their studies and school life, and we thank their teachers for the work that they do both inside the classroom and outside within the cocurricular space.

2024 marked a year of change for the St Paul's Grammar School Board. Our long standing Chair, Mr Peter Mackie, stepped down from the role he had held for 8 years. We thank Peter for his excellent leadership and thoughtful fellowship. I wish to acknowledge and thank my fellow directors, the staff and the community members who give of their time and expertise as members of our committees; Finance, Properties, Risk & Compliance, and Christian Perspectives. These committees carry out vital work in examining the detail of matters and recommendations that come to the Board for decision. I also wish to thank the Director of Business and Finance along with his team, for their great work on preparing and delivering the financial services and reports for the school. Without them and the excellent work they do, we might struggle to provide all of the great services we are able to bring to our students and our school community. I would also like to thank 'Friends of St Paul's' our parent group who support our school so effectively and in many and varied ways. Their service and fundraising for the school cannot be understated.

As foreshadowed in our 2023 report, following the completion of the Innovation Learning Centre, the Board has concentrated on improvements for our Junior School with a refurbishment plan developed and work planned to begin in 2025.

In closing, I thank our Principal Ian Wake and all the staff for their wonderful service. Feedback from parents and community members regularly highlights the general appreciation that there is for the work and dedication of the St Paul's Grammar School staff both teaching and professional/support staff.

Brett Redman
Chairman

Theme 1: Context - A Message from the 2024 Student Leaders

As the 2024/25 School Captains of St Paul's Grammar School, it is our privilege to reflect on the year that has been. 2024 was a year of growth, resilience, and continued connection across our school community. Through shared experiences, new opportunities and the quiet everyday moments that define our unique school life, 2024 has reminded us of the strength, spirit and values that St Paul's is built upon. We've seen our community come together in meaningful ways — supporting one another, celebrating achievements, and embracing challenges with confidence. It is with this same outlook that we reflect on some of the highlights and defining moments that shaped our school year.

Through new faces, fresh initiatives, and deepened traditions, 2024 has been a reminder that progress is not always loud or monumental— it is often exhibited in the subtle changes and in the ongoing positivity and welcoming atmosphere that define our daily experience at St Paul's. As students, we have witnessed how our school balances innovation with tradition, creating a space where both personal and unified growth can flourish. And whilst 'flourishing' may have become one of the most common terms in our vocabulary due to the implementation of our new Wellbeing framework, it has genuinely reflected a broader shift towards prioritising students and creating a culture where everyone is supported to thrive at their own pace.

The Arts Academy at St Paul's has continued to be an environment where students feel accepted regardless of their abilities or prerequisites. Whether it's dance, acting, music or visual arts, the knowledgeable staff and supportive programs have remained an amazing way for students to form relationships with one another, build discipline within an area of interest, or find a new passion. 'Ricochet' and 'Sojourn', the school dance showcases highlighted talent from Pre-Kindergarten to Year 12, including curriculum, academy and senior student compositions. Additionally, three 'Circa' showcases occurred allowing senior curriculum students to collaborate with members from the school community to produce music items which were performed in front of their peers and family, as well as recorded for their HSC and IB assessments. 'Ovations', the Theatre showcase occurred at the Joan Sutherland Performing Arts Centre which enabled the curriculum and co-curricular classes to demonstrate the works they had developed over the past year, in front of a live audience. Moreover, during the many events that took place at St Paul's including Grandparent's Day, Easter Chapel, Principal Assemblies, Christmas Celebration Evening, Presentation Day and Evening, numerous students involved in any, or multiple facets of the Arts, contributed to these occasions by performing.

Finally, this year it was announced that the 2025 school musical was to be 'Mary Poppins' which was an extremely exciting opportunity for the entirety of the school. Auditions were held in Term 3 and rehearsals began straight away. Due to the various roles available such as being a part of the cast, orchestra, backstage crew, AV team, assisting with props and costuming, the school community has come together to create what we're sure is to be a truly magical and 'Practically Perfect' performance.

The Sports Academy Program at St Paul's continued to go from strength to strength in 2024, with numerous student achievements and increased representation at Independent Schools Association (ISA) competitions across a wide range of sports. This year marked a significant milestone for the Boys' Firsts Football team, who made it to the quarter finals of Division 1 ISA

for the first time in school history – a tremendous accomplishment that reflects the dedication and teamwork of the players and coaches. Furthermore, our Junior Girls' Basketball team dominated their competition in an undefeated season, winning every game by 50 points or more! All school carnivals: swimming, cross-country, and athletics, successfully went ahead, and we were proud to see many students participate and progress to ISA and CIS levels, proudly representing St Paul's and demonstrating both sportsmanship and school spirit.

Sport this year served not only as a competitive outlet, but also as a space to build connection across year levels and cultural backgrounds. This was particularly evident in the growing number of International students joining our community in 2024. While International students have long been a valued part of St Paul's, this year saw a continued rise in enrolments from a diverse range of countries including China, Japan, and Hong Kong—bringing with them new perspectives and enriching our cultural landscape.

Efforts were made to ensure that these students felt welcomed and included in all aspects of school life. A highlight of this was the mixed-team Badminton competition, where International and Local students came together to enjoy some competitive fun. It's through moments like these that the true strength of our community is revealed: not only in our diversity, but in our willingness to engage, include, and grow together.

These ideas are also prominent in the wider St Paul's Grammar community. The teachers continued to encourage the students to learn more about other cultures and communities, relating to holistic development, and fostering open minded, generous, compassionate and well-rounded human beings. Ways in which this was achieved was through events like the Cultural Tour where students travelled throughout Europe for the purpose of understanding more about the world around them and who they are as individuals. The trip also inspired the students to form independence as well as foster relationships with the peers and teachers accompanying them. Moreover, students within the French classes had the opportunity to attend the French Film Festival, taking place in Sydney, where they viewed the movie, 'Abbé Pierre A Century of Devotion.' Finally, the senior Latin students took part in a study day with other schools.

In addition to all the school camps that went ahead, the Duke of Edinburgh program continued to be a challenging yet rewarding adventurous journey that many students across Years 9, 10 and 11 participated in. The students completing the Bronze and Silver awards were fortunate to complete their hikes and camping across the Blue and Snowy Mountain areas, whilst those doing Gold travelled internationally, to New Zealand. This incredible opportunity not only allowed for students to expand their horizons and take on new experiences, pushing them physically and mentally, but also apply themselves to learning a skill, completing physical activity as well as service. The service trip to Cambodia also took place where the students who attended were able to sightsee, learn about the country, immerse themselves in the culture as well as serve the community. This was executed through teaching children to read and assisting with the construction of a house.

A significant development and focus in 2024 was the strengthening of our student wellbeing programs. The introduction of the PERMA framework has provided a structured and evidence-based approach to support the flourishing of all students. This year also saw the implementation of Digital Wellio, a platform designed to give students easier access to mental health resources and emotional support. With initiatives grounded in positive psychology, students across all year levels have been encouraged to prioritise self-care, build resilience, and seek support when needed. The school's ongoing commitment to mental health and wellbeing continues to cultivate a safe, supportive and reliable environment for everyone.

2024 displayed the extent of opportunity that St Paul's provides, allowing excellence in all areas and students to involve themselves within the school, outside of the classroom, conveying that although academic achievement is valued, the commitment to nurturing balanced individuals is also highly regarded. A large group of Year 11 students paired up, trained, learning a variety of dances such as a Waltz and Tango, then performed these for their friends, family and staff at the Debutante Ball that took place at Curzon Hall. In addition, activities such as Debating, Archery Club and RFS Cadets continued to develop the skills and knowledge of those who participated. It was also incredibly remarkable to celebrate the achievement of students who graduated from the Western Sydney University 'Leadership in Complexity Course', as they were able to manage a university level subject along with their senior studies.

Our CRU group continued to play an active role in the life of the school this year, providing opportunities for students to explore their faith and participate in a community of like-minded individuals. The introduction of Prayer Breakfast, as well as initiatives such as *Girls Connect* and *Boys' Bible Brekkie* created meaningful spaces for students to gather, reflect, and start their mornings with prayer and connection. Along with this, many students took part in CRU camps, which offered valuable experiences beyond the classroom. This commitment to service and compassion was also expressed in school wide activities like Combined House Day. Additionally, *Colours for Congo* remained a central part of our fundraising efforts, with students and staff once again rallying to raise money and create awareness for communities in need. These initiatives highlight the heart of St Paul's: a school grounded in its mission to care for and serve others.

In conclusion, 2024 has been a successful year for St Paul's Grammar school, one filled with opportunity, learning and flourishing both as individuals and as a community. The opportunity to serve as School Captains over the past year has been an honour. As students we are extremely grateful for the many experiences that St Paul's has provided us, and for the unwavering dedication of each staff member, whose support encouragement and guidance has played a vital role in shaping who we are – and who we will become – beyond our journey at the school. As we look to the future, we do so with confidence, knowing that the spirit of St Paul's will continue to prosper in the years to come, and are eager to see what occurs in 2025.

Anastacia Whalen and Xavier Gibson
School Captains 2024

Theme 1: Context - Information about the School and Characteristics of the Student Body

As a Christ-centred community, St Paul's Grammar School enables excellence in all areas, empowering students to be discerning and knowledgeable individuals of integrity who are called to serve in the world with respect and compassion. There is a focus on an integrated education that educates young people holistically; embodying academic strength, pastoral care and welfare within a Christian education framework, co-curricular opportunities, a sense of community and preparation for future life and work.

This non-selective school, drawing on a wide and diverse catchment west of Sydney, evidences considerable academic growth from Pre-Kindergarten to Year 12; in recent years 50% of its Year 12 cohort graduating with ATARs above 80, achieving an elite standard in the Creative Arts and in a range of languages. Mandarin Chinese is compulsory from Pre-Kindergarten to Year 6.

St Paul's is one of the few schools in NSW that offers both the NSW Educational Standards Authority curriculum and the International Baccalaureate (IB) from Pre-Kindergarten to Year 12.



Theme 2: Outcomes and Results

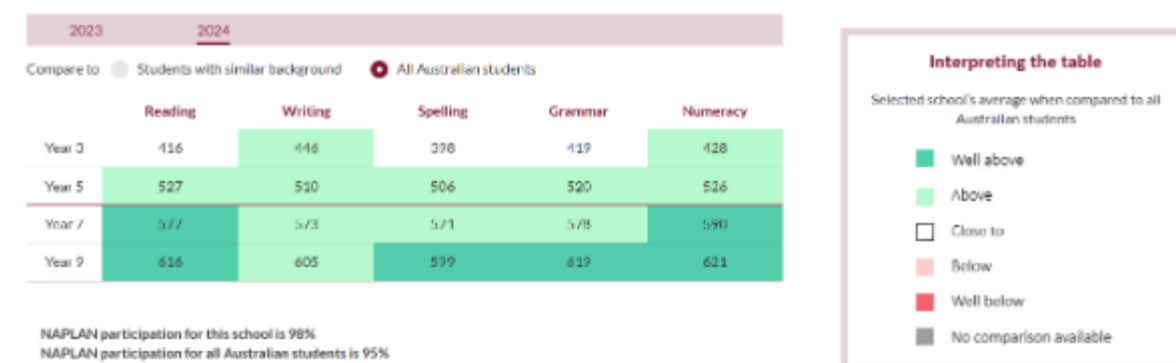
NAPLAN Testing

The National Assessment Program Literacy and Numeracy (NAPLAN) is a National Program for Years 3, 5, 7 & 9. NAPLAN data compares Australian school results in Reading, persuasive writing, spelling, grammar and punctuation and numeracy with similar schools (SIM) for students in the abovementioned years. Similar schools for comparison are the average of schools from a similar socio-educational background to St Paul's. All schools are the Australian schools' average.

The overwhelming majority of students have performed above or well above National Benchmarks. These results are generally in line with expectations.

Detailed data of NAPLAN results can be found on the My School's website. <http://www.myschool.edu.au/>.

A summary of the NAPLAN data for 2024 published on the myschool website is below:



Source: My School website <http://www.myschool.edu.au/> accessed June 19, 2025.

Secondary School Outcomes

Four (4) Records of School Achievement (RoSAs) were prepared for students in Year 10, 2022 and Year 11, 2023 who left St Paul's Grammar School and did not go to another high school.

92% of students in NESA Year 10/MYP Year 5, 2022 progressed to Year 11 at St Paul's to complete Year 12 in 2024. Of the eight (8) students who left St Paul's at the conclusion of Year 10, 2022 or beginning of Year 11, 2023, four (4) transferred to other local High Schools, one (1) went to apprenticeship/workforce, one (1) went to TAFE, and two (2) moved overseas. The school enrolled an additional seven (7) students into the Year 11 2023 cohort.

95% (of the students of the Year 11 2023 cohort) progressed to Year 12, 2024. Of the six (6) students who left three (3) went to TAFE, one (1) joined the workforce, one (1) went to another high school and one (1) student passed away.

Year 12 – NESA Higher School Certificate and IB Diploma

The school is not academically selective and approaches education from a holistic point of view with academic achievement seen as only one measure of success, but by no means a measure of the quality or richness of a student's experience at school.

Academic Performance in 2024 continued the long history of very strong performance that has been seen in previous years. Eleven students of our graduating Year 12 class attained Australian Tertiary Admissions Ranks (ATAR's) or equivalents above 90. This represented 12% of the cohort

scoring in the top 10% of ATARs in NSW. Thirty students or 33% achieved ATARs or equivalents above 80. The ATAR mean result for HSC and IBDP combined was 71 and the median was 71. The school statistician confirmed 2024 as results consistent with the very strong academic long term academic achievement of St Paul's students. Value adding for *both* the HSC and IBDP was equally strong (i.e., students achieved the Year 12 outcome expected based on their Year 10 academic achievement regardless of what course (HSC or IBDP) they took in Year 11 and 12). The overall Dux was Lily Lewis with an ATAR equivalent of 96.60. The proxime accessit was Zachary Monaghan with an ATAR of 95.05.

Higher School Certificate Results 2024

Course Name	Students	School Mean	State Mean	Variation	SPGS 2023
ANCIENT HISTORY	6	77.73	72.92	4.81	74.33
BIOLOGY 2 UNIT	8	72.03	73.89	-1.86	66.6
BUSINESS STUDIES 2 UNIT	15	67.85	73.45	-5.6	68.69
CHEMISTRY 2 UNIT	2	82.4	74.33	8.07	63.6
COMMUNITY AND FAMILY STUDIES 2 UNIT	2	72.7	74.48	-1.78	75.45
DANCE 2 UNIT	2	68.6	82	-13.4	82.00
DESIGN AND TECHNOLOGY 2 UNIT	12	74.17	77.25	-3.08	73.8
DRAMA 2 UNIT	4	74.85	81.85	-7.00	77.80
ECONOMICS 2 UNIT	2	45.9	77.35	-31.45	61.00
EARTH AND ENVIRONMENTAL SCIENCE 2 UNIT	5	77.64	72.9	4.74	74.2
ENGLISH ADVANCED 2 UNIT	31	73.68	82.03	-8.35	75.3
ENGLISH EXTENSION 1 1 UNIT	9	33.51	42.42	-8.91	35.48
ENGLISH EXTENSION 2 1 UNIT	6	37.93	40.7	-2.77	30.00
ENGLISH STANDARD 2 UNIT	10	66.52	71.4	-4.88	67.38
GEOGRAPHY	6	76.13	74.96	1.17	
HISTORY EXTENSION 1 UNIT	7	34.34	40.16	-5.82	30.12
HOSPITALITY EXAMINATION (FOOD AND BEVERAGE)	16	74.38	74.75	-0.37	
LEGAL STUDIES 2 UNIT	5	74.88	75.55	-0.67	78.08
MATHEMATICS ADVANCED 2 UNIT	6	69.83	78.43	-8.6	60.54
MATHEMATICS STANDARD 2 2 UNIT	25	67.85	71.63	-3.78	65.61
MODERN HISTORY 2 UNIT	5	74.56	75.02	-0.46	71.6
MUSIC EXTENSION 1 UNIT	1	44.20	45.32	-1.12	
MUSIC 1 2 UNIT	4	81.3	81.49	-0.19	88.47
MUSIC 2 2 UNIT	1	83.4	86.13	-2.73	74.2
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUC	10	72.1	74.03	-1.93	71.4
PHYSICS 2 UNIT	9	61.53	73.75	-12.22	60.00
SCIENCE EXTENSION 1 UNIT	5	38.54	38.03	0.51	36.77
STUDIES OF RELIGION I 1 UNIT	34	33.76	38.35	-4.59	36.9
STUDIES OF RELIGION II 2 UNIT	7	69.74	77.45	-7.71	71.38
VISUAL ARTS 2 UNIT	11	77.15	81.9	-4.75	81.87

International Baccalaureate Diploma Programme Results 2024

The IB Diploma Programme results listed below are for grades from 1-7 that are determined by matching student performance in assessment tasks to criteria set by the International Baccalaureate Organisation Assessment Centre. 1 is the minimum grade and 7 is the maximum grade. A grade 4 is a passing grade. As students study six subjects in the IB Diploma, a maximum of 42 points can be achieved from subject study. In Theory of Knowledge and Extended Essay students are graded from A – E determined by matching student performance in assessment tasks to set criteria. E is the minimum grade, and A is the maximum grade. These results are cross-matched in a matrix to generate up to three additional core grades to be added to the subject grade points. The total maximum grade in the IB Diploma is 45 points (42 from subjects and 3 addition points from a matrix of Theory of Knowledge and Extended Essay results). Grades 6-7 are considered to equivalent of HSC Band 6 scores.

A conversion from IB score to Australian Tertiary Admissions Rank (ATAR) equivalent is found at IB School's Australasia's website.

IB Diploma Results 2024

	Number of Students	Number of Grade 6's & 7's	6's & 7's % of School Total	School Average	World Average	School Variance from World Average
ENGLISH A: Lang and Literature HL	34	4	11.76	4.71	4.96	-0.25
ENGLISH A: Lang and Literature SL	1	0	0.00	5.00	5.11	-0.11
ENGLISH A: Literature HL	16	5	31.25	5.00	5.19	-0.19
CHINESE B - MANDARIN HL	1	1	100.00	6	6.51	-0.51
CHINESE B - MANDARIN SL	5	0	0.00	3.6	6.46	-2.86
FRENCH AB. SL	6	2	33.33	4.83	4.9	-0.07
FRENCH B SL	16	3	18.75	4.56	5.34	-0.78
JAPANESE AB. SL	1	1	100.00	7	5.52	1.48
LATIN HL	1	0	0.00	4	5.9	-1.90
LATIN SL	6	1	16.67	4.67	5.42	-0.75
SPANISH AB. SL	13	1	7.69	4.08	5.25	-1.17
BUSINESS MANAGEMENT HL ENGLISH	20	8	40.00	5.1	4.8	0.30
ENV. AND SOC. SL ENGLISH	15	3	20.00	4.73	3.99	0.74
HISTORY SL ENGLISH	1	1	100.00	7.00	4.34	2.66
HISTORY EUROPE HL ENGLISH	4	1	25.00	4.75	4.89	-0.14
PSYCHOLOGY HL ENGLISH	19	6	31.58	5.16	5.3	-0.14
PSYCHOLOGY SL ENGLISH	4	4	100.00	6.00	4.97	1.03
BIOLOGY HL ENGLISH	9	3	33.33	4.67	4.65	0.02
BIOLOGY SL ENGLISH	9	2	22.22	5.22	3.85	1.37
CHEMISTRY HL ENGLISH	1	0	0.00	5.00	5.28	-0.28
CHEMISTRY SL ENGLISH	9	3	33.33	4.33	4.00	0.33
PHYSICS HL ENGLISH	1	0	0.00	3.00	5.02	-2.02
PHYSICS SL ENGLISH	8	3	37.50	5.13	3.72	1.41
SPORTS EX SCI HL ENGLISH	8	4	50.00	5.25	5.54	-0.29
SPORTS EX SCI SL ENGLISH	2	0	0.00	4	4.06	-0.06
MATHEMATICS ANALYSIS AND APPROACHES HL	4	1	25.00	5	5.08	-0.08

MATHEMATICS ANALYSIS AND APPROACHES SL	35	3	8.57	3.6	3.94	-0.34
MATHEMATICS APPLICA AND INTERP SL	12	2	16.67	4	3.6	0.40
DANCE HL ENGLISH	7	3	42.86	5.43	6.3	-0.87
FILM HL ENGLISH	7	3	42.86	5.14	5.34	-0.20
FILM SL ENGLISH	5	1	20.00	4.8	4.55	0.25
MUSIC HL ENGLISH	5	2	40.00	4.8	5.41	-0.61
MUSIC SL ENGLISH	1	0	0.00	4	4.64	-0.64
THEATRE HL ENGLISH	10	7	70.00	5.7	5.87	-0.17
VISUAL ARTS HL ENGLISH	7	0	0.00	4.43	4.4	0.03

Extended Essay and Theory of Knowledge

	No of students	No of A & B's	A's & B's % of total	School average	World average
Extended Essay	51	11	22	C	C
Theory of Knowledge	51	15	29	C	C

Overall Diploma results

IB score mean	31
ATAR equivalent mean	83

Post-School Destinations

Approximately 90% of Year 12 students who completed their studies in 2024 were offered places in traditional tertiary institutions in NSW or overseas. The remaining 10% progressed through to private colleges, TAFE, and work placement. What we believe to be the final traditional tertiary offers made to students in late in 2024 are listed below. Some students deferred their places and elected to have a 'GAP' year in 2025. As many students have received multiple university offers it is likely that some have accepted an offer other than their final UAC or other offer. As in previous years, students are also receiving and accepting offers from overseas universities.

University	Numbers of offers to students
University of Technology, Sydney	14
Australian Catholic University	11
University of Sydney	11
Western Sydney University	9
University of NSW	8
Macquarie University	6
University of Notre Dame, Sydney	4
University of New England	4
University of Wollongong	1
Maastricht University, Netherlands	1

Theme 3: Staffing

Teacher Accreditation (as at the end of 2024)

Level of Accreditation	Number of teachers
Conditional	2
Provisional	2
Proficient Teacher	83
Highly Accomplished (Voluntary accreditation)	0
Lead Teacher (Voluntary accreditation)	0

Workforce Composition (as at the end of 2024)

Staff numbers in 2024	Full time equivalents	Actual staff employed
Teaching staff	79.7	87
Non-teaching staff	59.4	76

No staff of the school have identified as being Aboriginal and Torres Strait Islander people.

Theme 4: Student Attendance

Attendance Rates in 2024

Grade	Attendance Rate %
Kindergarten	92.39
Year 1	93.03
Year 2	92.96
Year 3	93.78
Year 4	93.89
Year 5	93.28
Year 6	91.77
Year 7	93.06
Year 8	91.53
Year 9	92.88
Year 10	91.47
Year 11	92.84
Year 12	91.48
TOTAL	92.64

The close monitoring of attendance remains a priority of St Paul's Grammar School. Supporting the regular attendance of all students and addressing instances of irregular attendance helps to facilitate effective student welfare and quality learning. The school's three key procedural elements to monitoring attendance are:

Class Rolls and Attendance:

Attendance records are maintained by using the school's electronic database, Synergetic. First period the Secondary School are marked at the commencement of each day. Class rolls in the Secondary School are marked each lesson, as well in tutor which now follows period 2. Junior School rolls are marked at the beginning of each day.

Recording Reasons for Absences:

The recording of reasons for absences is completed using the appropriate codes by the Assistant to the Director of Students and Family Services and Secondary School Reception in the Secondary School and the Junior School Receptionist in the Junior School.

Parents should email reasons for absences in both the Junior and Secondary School to absence@stpauls.nsw.edu.au. This email address is administered by the Junior School Receptionist, Secondary School Receptionist and the Assistant to the Director of Students and Family Services only. Hard copy notes from parents are also an acceptable means of explaining absences. Such notes are received by the class teacher in the Junior School and then forwarded to the Junior School Receptionist. In the Secondary School, these notes are received by the Assistant to the Director of Students and Family Services and Secondary School Receptionist.

Once an explanation for an absence is received, it is recorded on the school's database and uploaded to the student's *doc.man* for any future reference.

Follow-up of Unexplained Absences:

If no explanation of an absence is received within a few days of the absence occurring, the Junior School Receptionist and the Assistant to the Director of Students and Family Services send an email or a letter to parents/guardians requesting an explanation for that absence. If no response is received after a further week, the relevant school office will be informed so that either, a further letter is sent emphasising the importance of explaining absences, or telephone contact is made to parents by the relevant personnel.

In cases involving protracted unexplained absences, poor attendance or non-attendance, the Junior School Receptionist and the Assistant to the Director of Students and Family Services refer the matter to the relevant pastoral care personnel in both the Junior and Secondary School who conduct the appropriate follow up.

Theme 5: School Policies

A school is required to have publicly available policies to be compliant with school registration requirements. The following school policies are publicly available on the website:

[Bullying Protection and Intervention Policy](#)

[Child Protection Policy](#)

[Complaints Handling Policy](#)

[Enrolment Policy](#)

[Privacy Policy](#)

[Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct](#)

[Statement of Commitment to Child Safety](#)

[Student Discipline Policy and Procedures](#)

Theme 6: Stakeholder Satisfaction

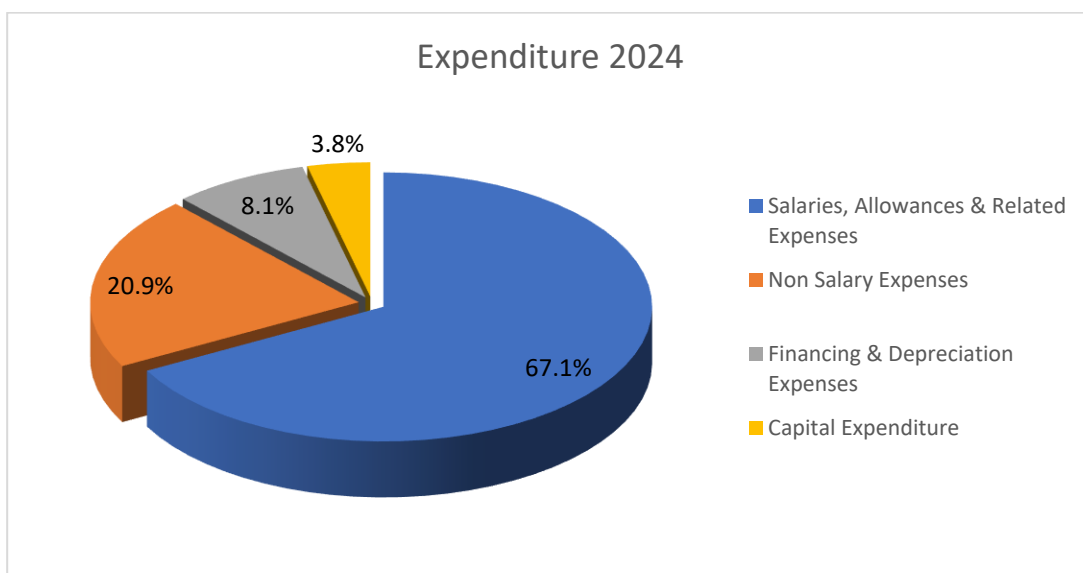
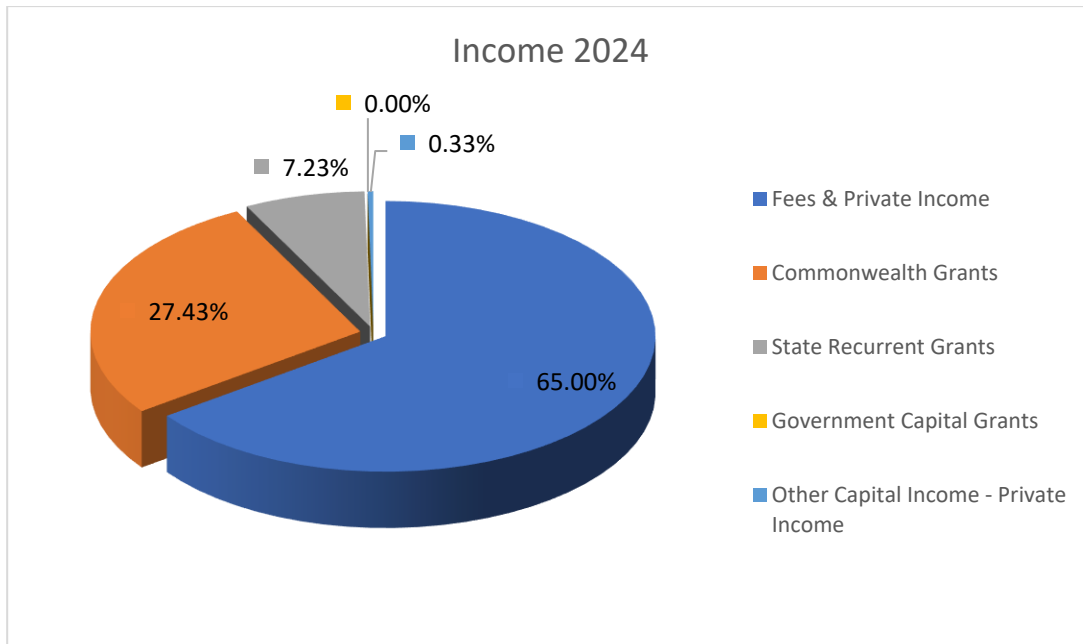
In the second half of 2024 we prepared our next formal stakeholder surveys which will be conducted in Term 1, 2025. The results from these surveys will be used to inform the development of a new strategic plan and preparation for the International Baccalaureate review in 2026. The previous stakeholder survey demonstrated a high level of parent, student and teacher satisfaction across all areas of the school including; school environment, teaching and learning, student wellbeing, leadership and community.

Each year the Principal and Director of Student and Family service asks each graduating Year 12 students to complete a survey and also to participate in a short interview. Students are asked to give feedback on their time at the school and identify areas of strength and improvement for the school. The feedback from both the survey and the interview and collated and feedback to the relevant senior executive team members.

In addition to the above departing staff are requested to complete a feedback survey in their experience of the school across a variety of areas. This is examined and feedback to our Human Resources Team.

Theme 7: Summary of Financial Information

The School must meet its expenses using a combination of government grants, parent fees and other donations. The two graphs below provide a summary of income and expenditure for the year.



2024 Annual Report
NSW Standards Authority (NESA)
St Paul's Grammar School
Ian Wake
Principal



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IN CHRISTO FUTURUM



p. 02 4777 4888 e. info@stpauls.nsw.edu.au w. stpauls.nsw.edu.au
a. 52 Taylor Road Cranebook NSW 2749