



ST PAUL'S GRAMMAR SCHOOL

IN CHRISTO FUTURUM

Annual Report 2025



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Theme 1: Context - A Message from the Chairman

It is a privilege to provide my reflection on the 2025 school year on behalf of the St Paul's Grammar School Board. We have many things to be grateful for at St Paul's, not least of which are the fantastic academic results from 2025 that show just how well our students and teachers work together to achieve excellent outcomes. Other highlights from 2025 include:

The considerable work done throughout the year resulting in the delivery of a new 5 year Strategic Plan for St Paul's Grammar School.

Developing this plan has involved quite a significant effort and consultative process, involving every element of the school community. Work undertaken to develop the new strategic plan involved stakeholder workshops, relationship building, and deep diving to understand the challenges and aspirations throughout our school. Our new Strategic Plan is very different to those previous in that it has had embedded from the outset the drive to ensure that all of the initiatives are able to be delivered, and indeed teams have been assigned to ensure that this actually happens. We are seeing great progress on this front already.

In 2025 we also saw progress on our planned Junior School refurbishment with buildings painted and some new technology installed. The next phase of this work will see landscaping works completed and the upgrade of our tennis court area.

During 2025 we enjoyed the excitement of 2 amazing musicals productions across our school. Our Secondary School with *"Mary Poppins"* and our Junior School with *"Alice in Wonderland"*. Both of these productions provided a wonderful opportunity for collaboration across our school and saw the delightful St Paul's community spirit really shine through. Both productions were very well attended and showcased the extraordinary talents of staff and students alike. Of course one of the big highlights was having *"Mary"* flying high above the audience, a sight to behold!

St Paul's Grammar School is very thankful for our committed Board of Directors and a very dedicated staff and volunteers all who give so generously of their time and talents on our various committees, including the Finance, Property, Risk and Compliance and Christian Perspectives. These are all vitally important roles that help to keep our school functioning on many levels and ensuring that we do not lose sight of our foundational goals and strategies.

Our school also benefits greatly from the deep commitment of the "Friends of St Paul's" our parent run committee who dedicate their efforts towards fund raising that helps our school to purchase resources that would otherwise be unavailable. Most recently, we are thankful for their contribution towards the replacement of our very old and tired lockers which will be greatly appreciated by our student body. We are very thankful for the tireless efforts of the members of Friends of St Paul's.

Last but certainly not least, we are extremely thankful for our School Principal Mr Ian Wake and his outstanding leadership of the school and our wonderful staff who show continued dedication to our students and whose amazing contribution helps to make St Paul's the fabulous school that it is!

Brett Redman
Chairman

Theme 1: Context - A Message from the 2025 Student Leaders

At St Paul's Grammar School, we have had the incredible privilege of serving the school as the 2025/26 School Captains. It is our honour to reflect on the achievements and milestones that characterised 2025. Throughout the year, St Paul's Grammar School continued to grow, adapt, and remain connected, guided by the values and spirit that define the school community. The strong sense of community for which St Paul's is renowned continued to flourish, with students, staff, and families celebrating successes together and approaching challenges with confidence. With this same sense of unity and strength, we reflect on the memorable moments and experiences which shaped 2025.

Within the student body, we have witnessed growth and development through relationships within and between different cohorts. Through the daily Tutor programme, students spend fifteen minutes each day engaging with peers across Years 7–12– an integral part of our Pastoral Care Programme. All students continued to excel in all facets of the school, including our Swimming, Cross-Country, and Athletics Carnivals. These events saw great camaraderie and teamwork where the school community witnessed great team and individual performances that represented tremendous school spirit. For individuals who performed exceedingly well, they represent St Paul's Grammar School at the Independent Schools Association (ISA) carnival and, for a select few, represented ISA at the following NSW Combined Independent Schools (NSWCIS) carnival. We commend all of these students in their significant achievements.

Over the past year, our International Student Programme has continued to expand in all facets of the school, allowing students to enrich and share their learning experiences and cultural perspectives. This year, our school hosted a number of students across many year groups, including students from China, Japan, Vietnam, and more. Our Homestay programme allows international students to stay with local families within the school community, providing a safe home, away from home. Throughout the year, international students have had the opportunity to consolidate themselves within the school community for various activities. They were able to extend their relationships with one another through the weekly competitions, whether it be badminton or table tennis. These friendly competitions allowed students to converse with one another, learning more about their respective cultures whilst developing stronger relationships within the student body. Furthermore, students were able to engage with the local culture of Western Sydney, such as excursions to the Hills Treetop Adventure Park. Our International Student Programme excelled in 2025, witnessing students from a variety of cultural backgrounds share their cultures whilst deepening their life-long relationships.

St Paul's Grammar School prides itself on the wide range of co-curricular opportunities available to students. The Arts academies are a particular strength within the school and are continuously growing and evolving each year. Through dance, drama, and music, students are provided with numerous opportunities to develop skills, create friendships and build confidence within supportive environments. Each academy offers classes across a range of levels to cater to all students. Students seeking relaxed and fun-focused classes can participate in academy classes, while those aiming to refine and develop their skills may audition for the specialised company programs. The Arts academies provide numerous opportunities for students to showcase their talents at assemblies or small events, but particularly at the mid and end year dance showcases, Ricochet and Sojourn, the end of year drama performance, Ovations and the end of year music performance, Soundscape. All productions are held at the Joan Sutherland Centre, providing

students the opportunities to perform in professional environments before large audiences, showcasing the dedication, growth and talent of the Arts Academies at St Paul's.

Additionally, our Secondary School Sport Academy continued to flourish, witnessing significant results in mid-week and weekend sport. Whilst these results recognise the achievement of both teams and individuals, sport at St Paul's offers many different pathways for students with varied skills to participate in extra-curricular activities. All students are encouraged to participate in these valuable opportunities, with a key focus on accessibility for all. In 2025, we witnessed significant results from our summer sport teams, including basketball and touch football, along with our netball, football, and tennis teams in the winter season, including grand final wins for our girl's netball, futsal, and basketball. For the first time in St Paul's Grammar School history, we had one of our mid-week futsal teams qualify for the National Championships held in Brisbane, demonstrating the high-quality pathways available to dedicated athletes.

Throughout 2025, students and staff collaborated to create and perform the Disney musical '*Mary Poppins*'. The production was an opportunity for students to showcase a diverse range of talents including dance, singing, acting, music, lighting, set design, and backstage production. Through sustained dedication and collaboration, they created an incredible two-hour performance featuring multiple musical numbers, various acting scenes and even saw Mary and Bert fly across the stage. The musical was performed across 5 shows, with almost every performance selling out. The production provided an outstanding platform through which students and staff could showcase their creativity, dedication, and talent, which are qualities all members of St Paul's demonstrate.

As a dual-credential school, both our International Baccalaureate (IB) and Higher School Certificate (HSC) students achieved outstanding academic results. As part of their academic studies, students engaged in a number of events which furthered their classroom learning. Our French classes had the chance to watch "All Stirred Up" at the French Film Festival in Sydney. In addition, 2025 saw the graduation of students from "AcademyU". This program saw some of our high-potential students complete the "Leadership in Complexity" course with Western Sydney University- a significant achievement of managing both senior studies and a university-level subject.

In 2025, the St Paul's community continued to grow and flourish through the numerous social events hosted throughout the year. In the first week of Term 1, the school hosted Sunset Social, which provided parents and staff with an opportunity to connect and build relationships at the beginning of the academic year. The next major community event was Easter Chapel. In 2025, the chaplains ran a whole-school Easter Chapel that was open for parents and families to attend. There were various dance, drama and music performances and it was an incredible opportunity for the school to unite to learn more about the Easter story together. Later in the year, Grandparents' Day was hosted. The day saw hundreds of grandparents attend the event to spend the morning watching multiple performances before going with students to their classes and getting an insight into their children's educations.

In May, Year 11 was given the opportunity to be a part of the Annual Debutante Ball. This is a highly anticipated event in which the students perform previously learnt formal dances within their boy-girl partnerships and wear formal and traditional debutante attire. It is an amazing and unique occasion for students to venture out of their comfort zones and perform for their family, friends and staff members.

Christmas is a particularly busy period as there are numerous social events occurring during this time. From Christmas Chapel to the Christmas Celebration evening, the school community is offered a chance to come together to celebrate Christ's birth while also having the opportunity to watch many school performances and celebrate the talent at St Paul's. Presentation assemblies occur on the last day of Term 4 and are a chance for many students throughout the school to receive awards for academic excellence, co-curricular involvement, school spirit and fellowship and is an incredible way to end the school year with reflection on all that was achieved within 2025.

As a Christian grammar school, our faith-based "Cru" group has seen significant growth in numbers, providing more students with an opportunity to explore their faith whilst participating in a welcoming, like-minded community. There were numerous "Prayer Breakfasts", which saw our wider school community come together to pray for the school and their future. These teams allowed for meaningful reflection on the impact of the school, whilst also hoping for a prosperous future. For the first time, St Paul's Grammar School hosted "Mega-Cru"—a day which saw students across the Western Sydney area come together to share their experiences with faith. This event provided a valuable opportunity in which students developed meaningful connections with like-minded students beyond the St Paul's community. Our initiatives, such as "Girls Connect" and "Boys Bible Brekkie", consistently grew in participants, allowing students to reflect upon and share their personal faith journeys.

Our incredible student body combined for the annual "Combined House Day", run by our outgoing Senior Leadership team. This day allowed students across the high school to come together in support for Congo Aid, a not-for-profit organisation working in the Democratic Republic of Congo to support the people of Congo through financial, medical, and educational means. Students joyfully engaged in a range of activities that demonstrated the interconnected nature of St Paul's whilst being able to raise funds for Congo Aid.

At St Paul's, our service-learning program is continuing to develop, with the Year 11 Cambodia trip, and Years 8-10 Top End Trip venturing out in 2025. The Top End Trip runs in the July school holidays and saw students travel to Darwin and connect with various Aboriginal communities for different service activities. The experience deepened students' understanding of Aboriginal cultures and communities while gaining personal insights and offering their skillsets to positively benefit the wider community. The Cambodia trip is an annual service-learning opportunity offered to Year 11 students in September. Students have the opportunity to spend time sightseeing in Phnom Penh and Siem Reap however the highlight of the trip is the time spent in a rural area working with a local charity that supports those in need in Cambodia. In 2025, the students spent 4 days working together to build a house for a single mother and her three children. With a small team of builders, students were asked to paint wooden boards, chisel panels, nail bamboo floorboards and attach the wooden panels to create walls. Whilst challenging, the experience was deeply eye-opening and fostered a greater appreciation of the realities faced by communities in developing countries.

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At the conclusion of 2025, St Paul's Grammar School launched its new Strategic Plan for 2026-2030. This significant milestone articulated the school's vision for the future through the theme "See Beyond". At its core, there are three strategic themes: culture and community, teaching and learning, and sustainability, renewal and growth. The plan reaffirms the school's commitment to nurturing well-rounded young people who are equipped with the skills, experiences, and character required to flourish beyond their school years. Additionally, the Strategic Plan aims to combine faith, learning, and innovation to build a sustainable future for our school and its community.

In conclusion, 2025 has been an enjoyable and successful year in which St Paul's Grammar School continued to flourish. Students and individuals continued to take advantage of the incredible opportunities which are available at St Paul's, allowing them to develop in their faith and skills to become well-rounded students. It has been an honour to serve the amazing community of St Paul's as School Captains. We recognise the unwavering support of the staff and wider school community, all of which has played a significant role in the success of the school in the past year. With confidence, we look forward to the future of St Paul's Grammar School, knowing that the school values will continue to drive the school's growth in the years to come.

Elizabeth Deters-Horan and Lachlan Wild
School Captains 2025

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 52% 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.



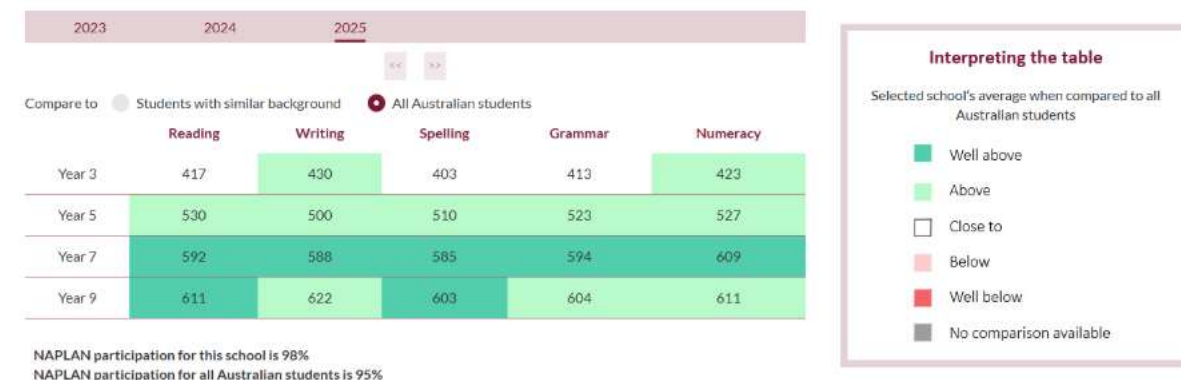
NAPLAN Testing

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 2025 published on the myschool website is below:



Source: My School website <http://www.myschool.edu.au/> accessed June 15, 2026

Secondary School Outcomes

Five (5) Records of School Achievement (RoSAs) were prepared for students in Year 10, 2023 and Year 11, 2024 who left St Paul's Grammar School and did not go to another high school.

79% of students in NESA Year 10/MYP Year 5, 2023 progressed to Year 11 at St Paul's to complete Year 12 in 2025. Of the 19 students who left St Paul's at the conclusion of Year 10, 2023 or beginning of Year 11, 2024, 10 transferred to other local high schools, six (6) went to apprenticeship/workforce, and three (3) went to TAFE. The school enrolled an additional five (5) students into the Year 11 2024 cohort and one (1) student into the Year 12 2025 cohort.

94% of the students of the Year 11 2024 cohort progressed to Year 12, 2025. Of the five (5) students who left two (2) went to TAFE, one (1) did Foundation Course at UTS, one (1) went to another high school and one (1) student returned home to Singapore.

Year 12 – NESA Higher School Certificate and International Baccalaureate Diploma

St Paul's 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 school experience.

Twenty-two students of our graduating Year 12 class attained Australian Tertiary Admissions Ranks (ATAR's) or equivalents above 90. This represented 30% of the cohort scoring in the top 10% in NSW. Thirty-eight students or 52% achieved ATARs or equivalents above 80. The ATAR mean was 80 and the median was 82. The school statistician confirmed the consistent long term academic achievement of St Paul's students. Value adding for both the HSC and IBDP was strong and approximately equal (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 Livia Zhang with an ATAR equivalent of 99.25.

NSW Educational Standards Authority Higher School Certificate Results 2025

Course Name	Students	School Mean	State Mean	Variation	SPGS 2024
ANCIENT HISTORY	5	74.04	72.41	1.63	77.73
BIOLOGY 2 UNIT	5	71.40	73.04	-1.64	72.03
BUSINESS STUDIES 2 UNIT	3	73.20	74.28	-1.08	67.85
CHEMISTRY 2 UNIT	2	75.30	74.86	0.44	82.40
COMMUNITY AND FAMILY STUDIES 2 UNIT	5	74.32	74.00	0.32	72.70
DESIGN AND TECHNOLOGY 2 UNIT	6	78.73	78.25	0.48	74.17
DRAMA 2 UNIT	2	63.50	81.3	-17.8	74.85
ECONOMICS 2 UNIT	6	64.67	77.69	-13.02	45.90
ENGLISH ADVANCED 2 UNIT	18	73.46	81.8	-8.34	73.68
ENGLISH EXTENSION 1 1 UNIT	3	40.00	42.38	-2.38	33.51
ENGLISH EXTENSION 2 1 UNIT	3	31.73	40.94	-9.21	37.93
ENGLISH STANDARD 2 UNIT	4	66.80	71.62	-4.82	66.52
ENGLISH STUDIES EXAMINATION 2 UNIT	2	67.4	58.72	8.68	
HISTORY EXTENSION 1 UNIT	4	34.8	40.09	-5.29	34.34
HOSPITALITY EXAMINATION (FOOD AND BEVERAGE)	8	76.2	74.39	1.81	74.38
LEGAL STUDIES 2 UNIT	4	81.15	75.21	5.94	74.88
MATHEMATICS ADVANCED 2 UNIT	8	68.25	78.83	-10.58	69.83
MATHEMATICS EXTENSION 1 2 UNIT	2	57.30	78.71	-21.41	
MATHEMATICS STANDARD 1 EXAMINATION 2 UNIT	1	67.80	70.99	-3.19	
MATHEMATICS STANDARD 2 2 UNIT	11	64.53	71.56	-7.03	67.85
MODERN HISTORY 2 UNIT	4	76.2	73.72	2.48	74.56
MUSIC 1 2 UNIT	3	78.73	81.27	-2.54	81.3
PERSONAL DEVELOPMENT, HEALTH AND P.E. 2 UNIT	7	73.37	74.15	-0.78	72.10
PHYSICS 2 UNIT	4	71.00	73.58	-2.58	61.53
SCIENCE EXTENSION 1 UNIT	2	35.15	37.09	-1.94	38.54
STUDIES OF RELIGION I 1 UNIT	16	34.27	38.46	-4.19	33.76
STUDIES OF RELIGION II 2 UNIT	7	67.77	77.38	-9.61	69.74
VISUAL ARTS 2 UNIT	4	78.35	81.38	-3.03	77.15

International Baccalaureate Diploma Programme Results 2025

	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
CHINESE A: Literature HL	5	1	20.00	4.80	5.30	-0.50
ENGLISH A: Lang and Lit HL	32	9	28.13	5.03	5.03	0.00
ENGLISH A: Lang and Lit SL	2	1	50.00	5.50	5.23	0.27
ENGLISH A: Literature HL	16	5	31.25	5.06	5.32	-0.26
CHINESE B - MANDARIN SL	3	2	66.67	5.00	6.49	-1.49
ENGLISH B HL	5	2	40.00	5.20	4.95	0.25
FRENCH AB. SL	6	2	33.33	5.33	4.91	0.42
FRENCH B SL	19	8	42.11	5.26	5.44	-0.18
LATIN SL	3	0	0.00	4.00	5.40	-1.40
MANDARIN AB. SL	1	1	100.00	6.00	5.87	0.13
SPANISH AB. SL	17	4	23.53	4.71	5.33	-0.62
BUSINESS MANAGEMENT HL	13	6	46.15	5.54	4.80	0.74
ECONOMICS HL	9	4	44.44	5.00	5.25	-0.25
ECONOMICS SL	3	1	33.33	5.67	5.08	0.59
ENV. AND SOC. SL	28	10	35.71	4.79	3.99	0.80
HISTORY SL	1	1	100.00	7.00	4.39	2.61
HISTORY AMERICAS HL	1	1	100.00	7.00	4.05	2.95
HISTORY EUROPE HL	3	3	100.00	6.67	4.90	1.77
PSYCHOLOGY HL	13	6	46.15	5.46	5.28	0.18
PSYCHOLOGY SL	1	0	00.00	3.00	5.04	-2.04
BIOLOGY HL	10	6	60.00	5.40	4.66	0.74
BIOLOGY SL	9	4	44.44	5.33	3.84	1.49
CHEMISTRY HL	1	1	100.00	6.00	5.38	0.62
CHEMISTRY SL	9	7	77.78	5.89	4.14	1.75
PHYSICS HL	2	0	0.00	3.50	4.99	-1.49
PHYSICS SL	3	1	33.33	4.67	3.95	0.72
SPORTS EX SCI HL	3	3	100.00	6.00	5.58	0.42
SPORTS EX SCI SL	9	6	66.67	5.56	4.21	1.35
MATHEMATICS ANALYSIS & A HL	8	5	62.50	5.50	5.08	0.42
MATHEMATICS ANALYSIS & A SL	26	8	30.77	4.65	3.94	0.71
MATHEMATICS APP & INT SL	23	2	8.70	3.91	3.59	0.32
DANCE HL	5	3	60.00	5.80	5.60	0.20
FILM HL	14	2	14.29	4.79	5.28	-0.49
MUSIC HL	4	2	50.00	5.50	5.32	0.18
THEATRE HL	4	4	100.00	6.75	5.85	0.90
VISUAL ARTS HL	17	3	17.65	4.47	4.37	0.10
VISUAL ARTS SL	1		0.00	4.00	4.22	-0.22

Extended Essay and Theory of knowledge

	No of students	No of A's and B's	A & B % of total	School average	World Average
Extended Essay	54	26	48%	B	C
Theory of Knowledge	54	33	61%	B	C

Post-School Destinations

Approximately 90% of Year 12 students who completed their studies in 2025 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 early 2026 are listed below. Some students deferred their places and elected to have a 'GAP' year. 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.

University	Numbers of offers to students
Macquarie University	14
Western Sydney University	11
University of NSW	11
University of Technology, Sydney	8
University of Sydney	6
Australian Catholic University	5
Charles Sturt University	1
National Art School	1
National Institute of Dramatic Art	1
SAE University	1
South Dakota Mines University (USA)	1
University of Miami (USA)	1

Theme 3: Staffing

Teacher Accreditation (as at the end of 2025)

Level of Accreditation	Number of teachers
Conditional	1
Provisional	2
Proficient Teacher	83
Highly Accomplished (Voluntary accreditation)	0
Lead Teacher (Voluntary accreditation)	0

Staff numbers in 2024	Full time equivalents	Actual staff employed
Teaching staff	77.3	86
Non-teaching staff	62.2	81

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

Theme 4: Student Attendance

Attendance Rates in 2025

Grade	Attendance Rate %
Kindergarten	95.9
Year 1	91.6
Year 2	93.0
Year 3	92.4
Year 4	93.2
Year 5	93.5
Year 6	93.8
Year 7	90.8
Year 8	92.7
Year 9	90.6
Year 10	91.5
Year 11	92.0
Year 12	94.24
TOTAL	92.71

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 Prevention and Intervention Policy](#)
[Child Protection Policy](#)
[Complaints Handling Policy](#)
[Enrolment Policy](#)
[Privacy Policy \(Community Version\)](#)
[Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct](#)
[Statement of Commitment to Child Safety](#)
[Student Discipline Policy and Procedures](#)
[Whistleblower Policy](#)

Policies are also publicly available at <https://www.stpauls.nsw.edu.au/about/policies-reports/>

Theme 6: Stakeholder Satisfaction

In Term 1 of 2025, formal stakeholder surveys were conducted. The results of these surveys informed the development of our school's new strategic plan. These surveys provided a detailed analysis of stakeholder satisfaction across several areas of the school including; our school environment, teaching and learning, student wellbeing, leadership and community. These surveys also provided information that helped us as we prepared for both our NESA and International Baccalaureate reviews in 2026. Overall the stakeholders of St Paul's Grammar School reported a general satisfaction across the areas surveyed and provided helpful comments and suggestions for improvement where they identified gaps.

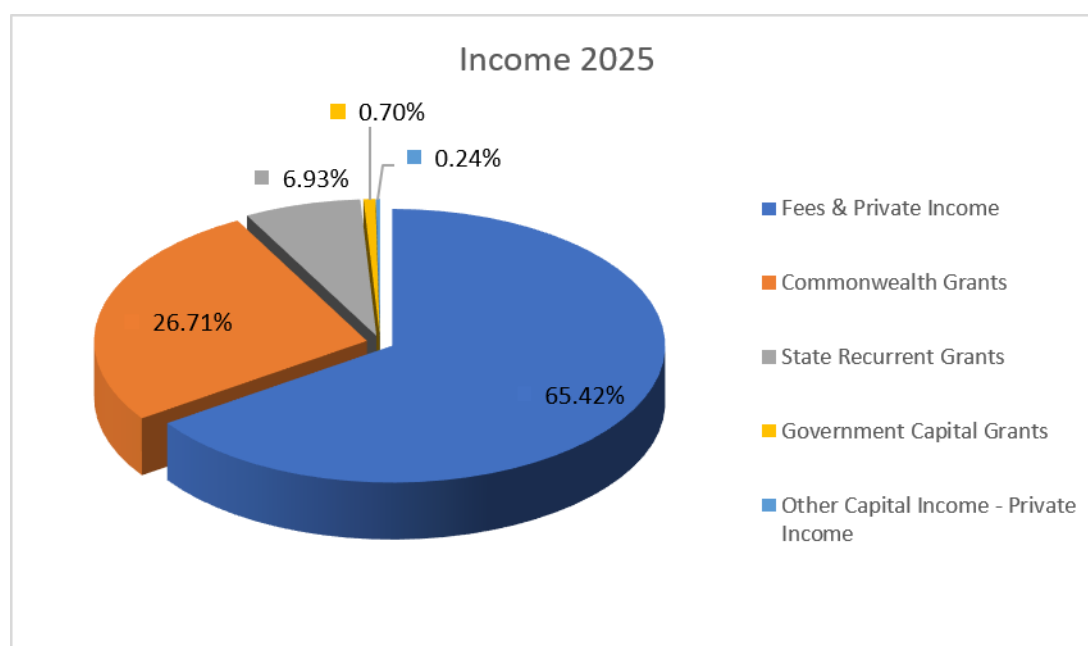
Further to these surveys, face to face staff meetings at two key moments during the school year in 2025 provided helpful feedback that was important to the process driving the development of our school's new strategic plan.

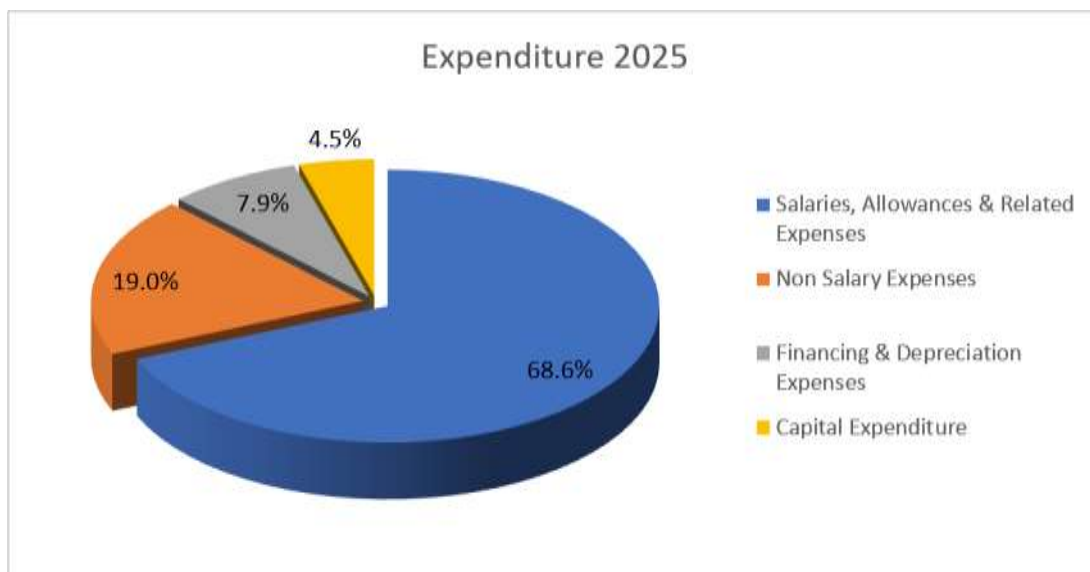
Each year the Principal and Director of Student and Family Services provide an opportunity for each graduating Year 12 student to complete a survey and to participate in a short exit interview. Students give feedback on their time at St Paul's Grammar School and identify areas of strength and improvement for the school. The feedback from both the survey and the interview is collated and feedback to our senior executive team is most valuable.

In addition to the above departing staff are provided an opportunity to complete a feedback survey in relation to their experience of our school across a variety of areas. This information is examined and fed back 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.



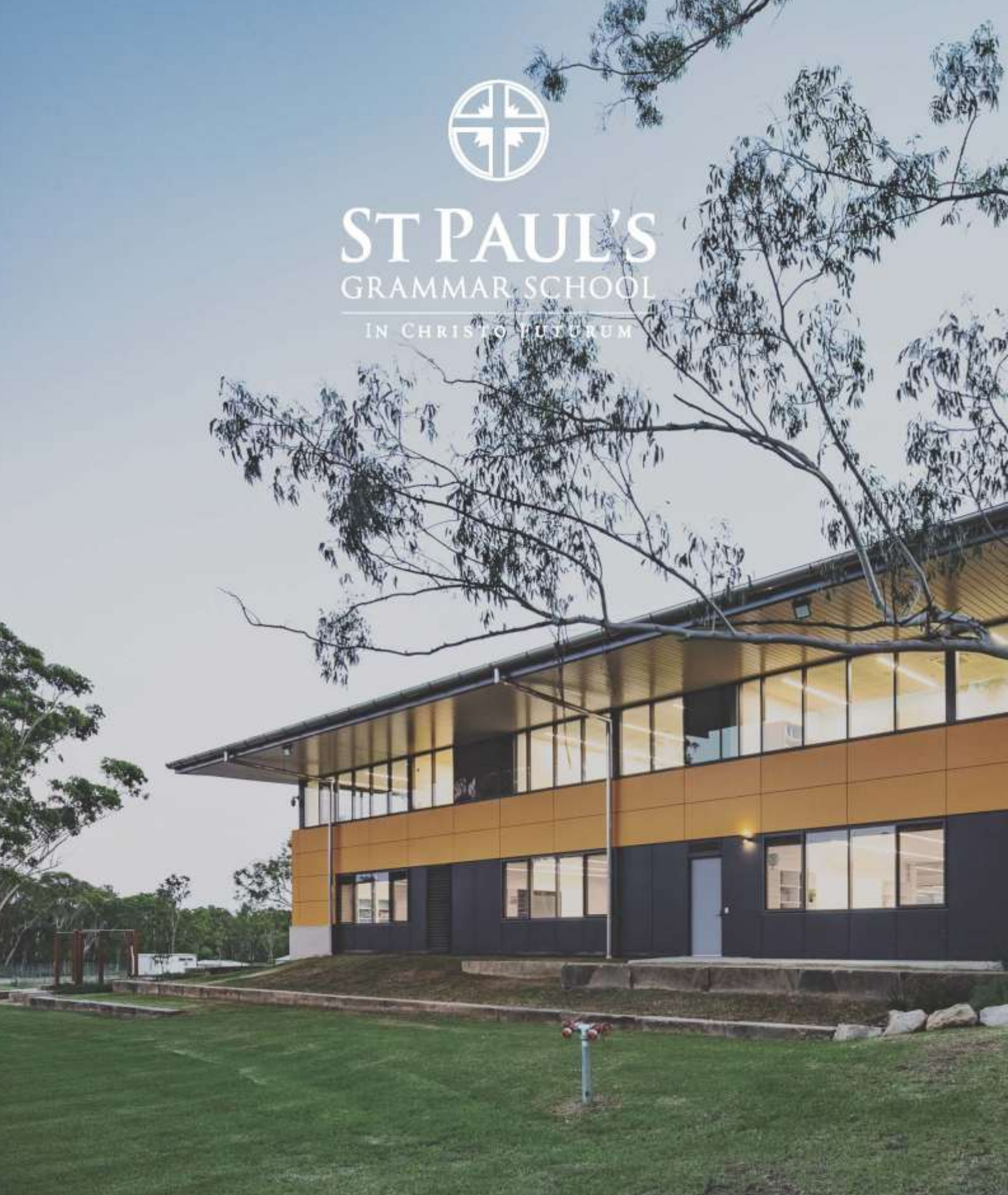


2025 Annual Report
NSW Standards Authority (NESA)
St Paul's Grammar School
Ian Wake
Principal



ST PAUL'S GRAMMAR SCHOOL

IN CHRISTO FUTURUM



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