

FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

**School Performance
Information
2017**



ST PAUL'S COLLEGE

SCHOOL FEATURES

School Context Information

School address: St Paul's College, 792 Grand Junction Road, Gilles Plains SA 5086

St Paul's College is a Reception to Year 12 Catholic school for boys established in the north-eastern suburbs of Adelaide in 1959. It is governed by Edmund Rice Education Australia and has an SES of 95. In 2017, the student body of 657 was drawn from a wide range of schools and suburbs, with approximately 41% of students coming from a Catholic background. 2 full fee paying overseas students were enrolled in 2017. Indigenous enrolment was 0.09%. Approximately 8.68% of students were of refugee background (African and Afghani), about 8% had a learning disability and about 30.9% came from homes where English is a second language.

FTE Enrolments:

Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
20	30	21	17	34	24	28	52	101	85	88	78	79

STUDENT ATTENDANCE

Student Attendance

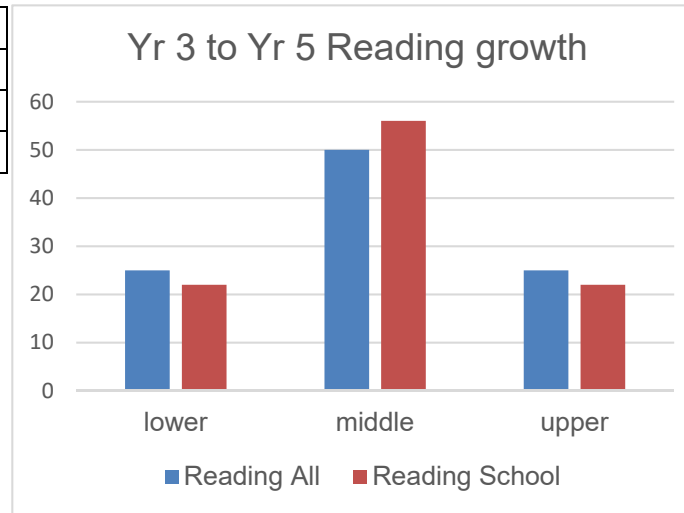
St Paul's has a clear policy for dealing and managing student absences. Parents receive an SMS from the school for unexplained absences and these are followed up by Pastoral Care Teachers and Leaders of House on their return. Staff use SEQTA to record student attendance and this is regularly monitored and managed by the teaching staff at the College. The average student attendance rate for St Paul's College in 2017 was 90.17%. The attendance rate for each year level is listed below;

Year Level	Attendance%
Reception	92.17%
1	91.42%
2	92.32%
3	91.77%
4	91.67%
5	93.53%
6	93.99%
7	92.16%
8	91.72%
9	90.79%
10	86.31%
11	86.62%
12	89.50%

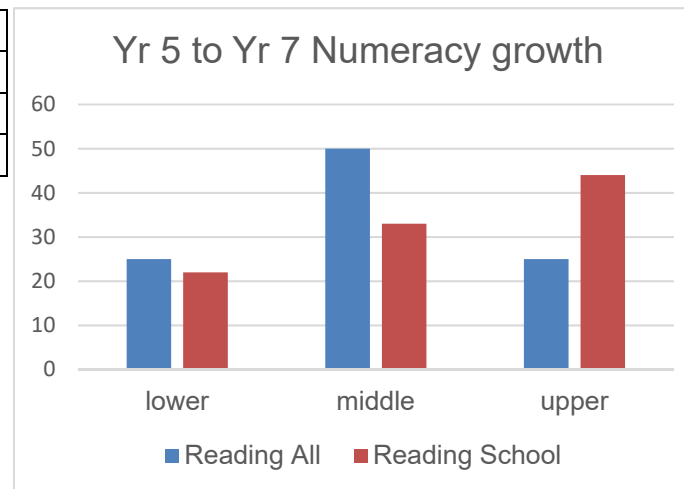


STUDENT LEARNING OUTCOMES

Yr 3 to Yr 5 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	22	56	22

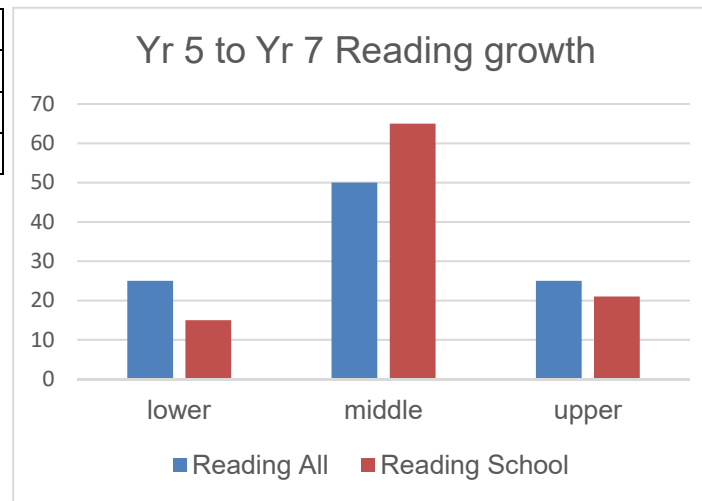


Yr 5 to Yr 7 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	22	33	44

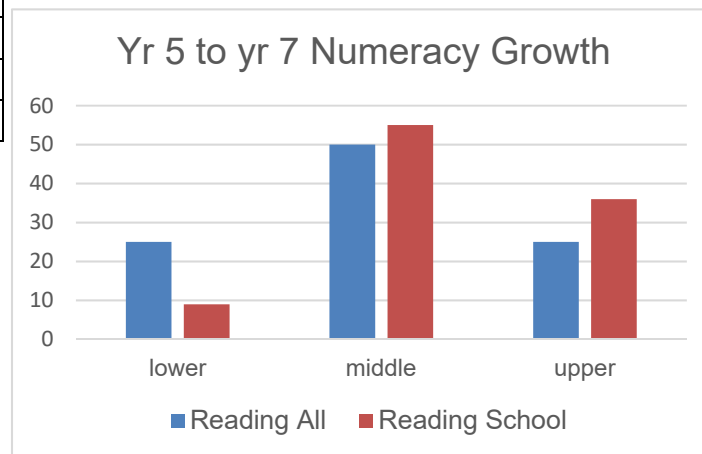


School Performance Information 2017

Yr 5 to Yr 7 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	15	65	21

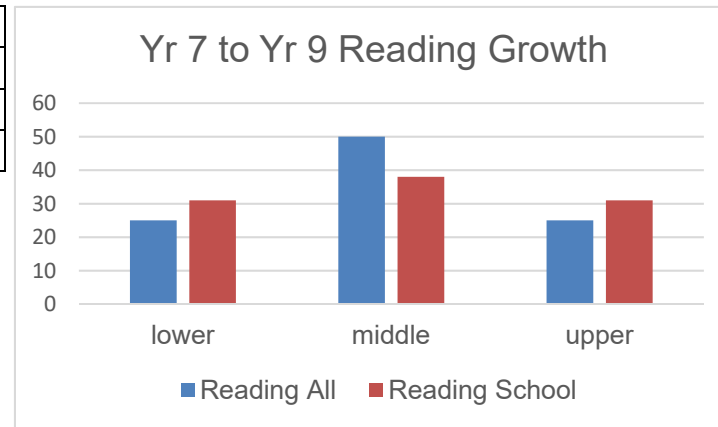


Yr 5 to Yr 7 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	9	55	36

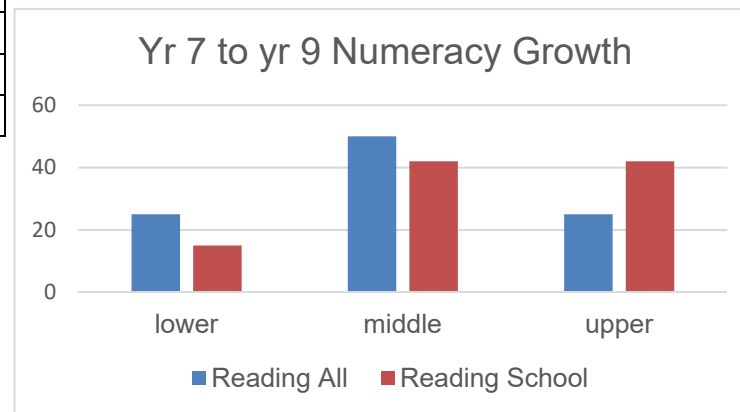


School Performance Information 2017

Yr 7 to Yr 9 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	31	38	31



Yr 7 to Yr 9 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	15	42	42



LEARNING OUTCOMES

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy		
	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	
Year 3 2017 data	412	93 (-3)	366.6	93 (-7)	400	87 (-13)	405.7	93 (-17)	377.1	93 (0)	
Year 3 2016 data	413.8	96		100	431.9	100	412.3	100	393.6	93	
Year 5 2017 data	493.6	100 (+23)	469.2	86 (+19)	505.2	100 (+8)	481	95 (+18)	491	100 (+23)	
Year 5 2016	446.2 (-23.7)	77 (-12)	426.4 (-30.4)	67 (-26)	472.1 (+0.2)	92 (+2)	440.3 (-33.4)	77 (-13)	455.8 (-12.6)	77 (-16)	
Year 5 2015	469.6 (+8.7)	89 (-3)	456.7 (-0.3)	93 (+1)	471.9 (+8.6)	90 (+2)	473.7 (-7.5)	90 (-2)	468.4 (-12.8)	93 (-3)	
2014 data	460.9 (-40.1)	92 (-8)	457.0 (-44.4)	92 (-3)	463.3 (-33.1)	88 (-8)	481.2 (-15.7)	92 (-8)	481.2 (-2.5)	96 (6)	
2013 data	501.5 (+46.3)	100 (+20)	501.4 (+62.1)	95 (+10)	496.4 (+17.3)	95 (-)	496.9 (+53.3)	100 (+20)	483.7 (-2.5)	90 (-6)	
2012 data	455.2 (6.8)	80 (+4)	439.3 (-18.7)	85 (-7)	479.1 (+23.1)	95 (+7)	443.6 (-16.4)	80 (-1)	486.2 (+11.2)	96 (-)	

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School Performance Information 2017

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS
2011 data	462 (+1.3)	84 (-8)	458 (-28)	92 (-4)	456 (-13.7)	88 (-4)	460 (-9.2)	81 (-11)	475 (-4.5)	96 (-4)
Year 7 2017 data	527.7	94 (-2)	496.8	98 (+4)	538.3	94 (0)	540.3	98 (+2)	549.2	98 (0)
Year 7 2016 data	532.3 (-4.6)	96 (-4)	512.5 (+8.2)	94 (-1)	541.8 (+0.9)	94 (+3)	524.6 (-5.3)	96 (+1)	550.4 (+12.4)	98 0
Year 7 2015 data	539.9 (-5.3)	100 (+3)	504.3 (-16.9)	95 (+4)	540.9 (-13.4)	91 (+3)	529.9 (-3.1)	95 (+1)	538 (-21.7)	98 (-2)
2014 data	545.2 (+15.8)	97 (5)	521.2 (+0.5)	91 (6)	554.3 (+13.2)	88 (8)	533.0 (+18.4)	94 (5)	559.7 (+18.2)	100 (0)
2013 data	529.4 (+6)	92 (-4)	520.7 (+27.8)	97 (+8)	541.1 (+17.8)	95 (+7)	514.6 (-5.6)	89 (-7)	541.5 (+12.9)	100 (+4)
2012 data	523.4 (+9.4)	96 (+5)	492.9 (-5.1)	89 (+3)	523.3 (+6.3)	88 (-1)	520.2 (+9.2)	96 (+7)	528.6 (+6.6)	96 (-4)
2011 data	514 (-26.5)	91 (-7)	498 (-55.7)	86 (-14)	517 (-30.5)	89 (-7)	511 (-19.9)	89 (-7)	522 (-43.6)	100 (-)



	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS	St Paul's Mean	% achieve NMS
Year 9 Data	569.9	94 (+4)	535.3	83 (+10)	575.8	93 (+14)	561.7	90 (+7)	593.2	100 (+1)
Year 9 2016	561.6 (+1.4)	90 0	508.2 0	73 (+2)	557.7 (+2.6)	79 (-1)	545.9 (+2.2)	83 0	579.6 (-10.3)	99 0
Year 9 2015	560.2 (-11.3)	90 (-3)	508.2 (-19.2)	71 (-4)	555.1 (-12.8)	80 (-8)	543.7 (-16.9)	83 (-6)	589.9 (-0.1)	99 (0)
2014 data	571.5 (-0.8)	93 (-4)	527.4 (-23.6)	75 (-5)	567.9 (-15.2)	88 (4)	560.6 (-5.9)	89 (3)	590.0 (-6.8)	99 (3)
2013 data	572.3 (+6.7)	97 (+2)	551 (+7.6)	80 (-)	583.1 (+22.2)	92 (+5)	566.5 (+12.9)	86 (-7)	596.8 (+9.6)	96 (-3)
2012 data	565.6 (+5.6)	95 (+3)	543.4 (-9.6)	80 (-2)	560.9 (-1.1)	87 (-2)	553.6 (+10.6)	93 (+5)	587.2 (+9.2)	99 (+4)
2011 data	560 (-4.3)	92 (+1)	553 (-17.9)	82 (-10)	562 (-7.5)	89 (+2)	543 (-23.9)	88 (-3)	578 (-12.8)	95 (-1)
2010 data	564.3 (-1.9)	91 (+2.1%)	570.9 (+5.7)	92 (+5.6%)	569.5 (+4.6)	87 (-2.8%)	566.9 (+2.4)	91 (+4.6%)	590.8 (+8.9)	96 (-1.8%)

Initial Data Analysis

Year 3

- A slight decrease in all areas except for numeracy where the college gained the same mean and % achieved as in 2016;
- The most significant decrease was in the areas of Spelling and Grammar & Punctuality.

Year 5

- A significant improvement in Year 5 Reading (+23% achieved NMS);
- A significant improvement in Year 5 Writing (+19% achieved NMS);
- A moderate improvement in Year 5 Spelling (+18% achieved NMS);
- A significant improvement in Year 5 Grammar & Punctuation (+23% achieved NMS);
- A significant improvement in Year 5 Numeracy (+23% achieved NMS).



School Performance Information 2017

Year 7

- A slight decline in Year 7 Reading (-2% achieved NMS);
- A slight increase in Year 7 Writing (+4% achieved NMS);
- A slight increase in Year 7 Grammar & Punctuation (+2% achieved NMS);
- No change in Year 7 Spelling and Numeracy;

Year 9

Slight to moderate increases in all areas at Year 9

- A slight improvement in Year 9 Reading (+4% achieved NMS);
- A significant improvement in Year 9 Writing (+10% achieved NMS);
- A significant improvement in Year 9 Spelling (+14% achieved NMS);
- A significant improvement in Year 9 Grammar & Punctuation (+7% achieved NMS);
- A very slight improvement in Year 5 Numeracy (+1% achieved NMS).

Growth Graphs

Year 3-5

- Reading school almost reflects the Reading all, with a higher result in the middle band;
- Numeracy school almost reflects the Numeracy all, with a higher result in the middle band.

Year 5-7

- Numeracy school lower in the lower and middle band and significantly higher in the upper band;
- Reading school almost reflects the Reading all, with a lower result in the low band and slightly higher in the middle band.

Year 7-9

- Reading school higher in both the lower and upper band.

SENIOR SECONDARY OUTCOMES

Mean ATAR:

Year	Mean ATAR
2009	66.13
2010	67.70
2011	68.85
2012	67.11
2013	70.23
2014	70.30
2015	64.89
2016	74.33
2017	68.99

- 76 Students enrolled in SACE;
- 81.6% students eligible for an ATAR;
- 97% of eligible students gained an ATAR.

Very similar results to the last couple of years. The college has implemented strategies to increase ATAR results in the 50-60 range but we continue to have a larger number of students within this band.



STAFF PROFILE

Teacher Qualifications

The majority of teaching staff at St Paul's hold two or more educational qualifications.

- i. 8 Masters Degrees
- ii. 17 Post Graduate Degrees
- iii. 54 Bachelor Degrees
- iv. 17 Diplomas
- v. 11 Graduate Certificates in RE
- vi. 5 TAFE Certificates eg Certificate IV

Workforce composition:

No staff identified as Aboriginal or Torres Strait Islander

Teaching Staff: 49 (47.2 FTE)

Non-Teaching Staff: 26 (20.7 FTE)

Length of Service:

0 – 5 years	38 staff
5 – 10 years	12
10 – 15 years	12
15 – 20 years	7
20 – 25 years	6
25 years +	9

Professional Learning Undertaken During 2017

Our staff have undertaken a range of professional learning throughout 2017.

Assessment and Feedback: St Paul's staff engaged in regular training regarding Assessment, Evidence of Learning and Continuous Feedback at whole school level. This professional learning was led by the Learning Council who researched and fed back the research to staff. They designed templates and implemented best practice strategies for staff to utilise in all learning areas. There was a particular focus on authentic, reliable and valid assessment and task design. Additionally, the staff were trained in providing on going effective and meaningful feedback. This training was provided throughout the course of the year in Learning Team meetings, Teaching staff meetings, and Teacher training days.

Numeracy Project: Key staff were identified and nominated to participate in CESA's Numeracy Project. This training occurred throughout Terms 2 and 3. This project is designed to improve numeracy outcomes of all students in the primary years by introducing a range of methodologies to teach numeracy across all learning areas and not isolated to the learning area of Mathematics.

Restorative Conversations: We continued our work regarding the Restorative Process with a focus on the conversations to restore relationships. Additionally, this training also prepared key leaders to communicate the language of the Restorative Process to parents.

Moderation: A number of staff continued to upskill themselves in their respective teaching areas by becoming members of Moderation Panels, for SACE Board. The skills acquired through this professional development has been shared with teachers such that they can be applied to our own internal moderation processes.

SEQTA: We continued to provide support and training for our staff regarding SEQTA, with a particular focus on unit plan developments, documenting continuous feedback and preparing programs.

AITSL Standards: The staff continued to participate in a classroom observation program, self-reflection and goal setting program designed to aid teachers in the journey of professional growth.



School Performance Information 2017

Compliance: Staff have undertaken numerous on-line training sessions regarding Compliance with a particular focus on Child Protection, WHS, and Risk. This is an on-going requirement for staff and will continue throughout 2018 to ensure we meet compliance expectations.

Individual PD: Staff also had the opportunity to source their own Professional Learning external to the school. Staff undertook professional learning in a range of areas such as working with students with identified learning needs, STEM, managing difficult behaviours, self-care, and clarification workshops for SACE subjects. Our staff also undertook EREA Formation programs as part of their professional learning such as Galilee, Into the Deep, and Break Every Yoke.

STUDENT PARENT, AND STAFF SATISFACTION

2017 was known as 'The Year of Living Justly' at St Paul's College. Justice continues to inspire our community as we continue to provide a quality Catholic education for all who seek it, regardless of religious background, socio economic status, cultural background, academic or sporting prowess. In our endeavour to continuously promote excellence and to set high standards, our staff have continued to work with the AITSL standards, which help us to critically evaluate our teaching and our school improvement goals. As a result of careful evaluation, we implemented a new leadership structure in 2017, creating a Learning Council and a Well-being Council. Our Leaders of Learning work fervently with teachers to ensure that programs, assessment and lessons will engage students and produce improved learning outcomes for all.

We strengthened our partnership with parents throughout 2017 by providing regular information evenings, and parent /teacher interview nights so that parents not only receive feedback and are informed of events or their sons' progress, but also for us to receive feedback on our performance as a school. Parent feedback has assisted us to better cater for the students in our care. Additionally, we held a very successful evening with Stephen Biddulph, a community event to address the needs of boys in our modern world and the role that parents play. Feedback by parents and members of the wider community, suggests to us that parents are thirsting for this type of information and are appreciative of these events. Parent engagement continues to be a priority for St Paul's school improvement plan.

FINANCE

School Income

Australian Government recurrent funding	\$ 5,732,415
State Government recurrent funding	\$ 1,910,510
Fees, charges and Parent contributions	\$ 3,323,229
Other private sources	\$ 200,179
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	\$11,166,333

Less

Income allocated to capital projects	
Income allocated to capital debt servicing	\$ 2,400
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Total Net Recurrent Income	\$11,163,933

Capital Expenditure

Australian Government current expenditure	
State Government capital expenditure	
New school loans	
Income allocated to current capital projects	
Other	\$ 442,673
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Total capital expenditure	\$ 442,673



SCHOOL IMPROVEMENT

Four Key Areas for 2017

1. High Quality Teaching & Learning – Inspiring Educational Excellence

- a. Develop and maintain ways to further celebrate student and staff achievement;
- b. Develop and maintain a structure for continuous improvement of teaching pedagogies for all boys;
- c. Embrace teaching and learning initiatives which promote students' responsibility for learning;
- d. Continue to develop professional practices and collegiality amongst staff to meet AITSL professional standards;
- e. Maintain college integrity in regard to differentiated learning which enhances holistic student development;
- f. Develop opportunities for Vocational and Tertiary pathways.

2. Strong Home/school/community engagement – Connecting Community

- a. Promote and integrate the diversity of cultures whilst remaining faithful to the Catholic Rician ethos and charism;
- b. Provide opportunities for all students to develop leadership capabilities;
- c. Develop a culture of commitment to all aspects of college community life – spiritual and liturgical, academic and pastoral, social and co-curricular;
- d. Promote and maintain strong links with local Parishes and schools, Kildare college, old scholars, district associations and Edmund Rice Network;
- e. Develop Marketing and Public relations activities that promote St Paul's as a high quality and accessible educational institution.

3. Catholic Identity – Living Faith

- a. Promote and nurture authentic connections with the local parish and with other members for the broader Catholic Church;
- b. Articulate and promote the school's identity as a place that makes the gospel a living reality and is inclusive and welcoming to all as in the EREA touchstones;
- c. Promote and maintain faith in action opportunities and experiences for members of the school community that is authentic to, and reflective of, EREAs Charter Touchstones and mission;
- d. Promote and provide opportunities for staff to build their understanding and knowledge of the Catholic faith including scripture and theology;
- e. Promote and maintain the ongoing EREA identity formation opportunities for members of the school community.

4. Effective Administration and Resourcing – Nurturing Stewardship

- a. Construct a master capital development plan;
- b. Develop and implement an effective compliance culture;
- c. Develop ICT strategy that enhances learning outcomes;
- d. Identify College priorities for medium and long-term viability achieved through responsible strategic and operational planning;
- e. Develop Processes to recruit and build capacity, to create a processional community.

Progress towards achieving 2016 goals

Our primary school continued to grow, and we became a complete R – 12 College since the inception of receptions. We continued to accrue outstanding staff who strengthened our teaching and learning programs.

We implemented our strategic goals and saw momentum in numerous areas such as the development of an AITSL implementation team which initiated a range of strategies to improve learning outcomes for all students. Professional development assisted this work, ensuring that staff received the support they required to implement best practice for 21st century education.



School Performance Information 2017

Initiatives in cultural diversity and inclusivity remain a high priority and continue to grow in number and quality. Social Justice is also a high priority and continues to be a focus of our pastoral care program across the college.

