



St Paul's College – School Performance Information 2012

a) School Context Information

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

St Paul's College is a Year 5 to 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 2012 the student body of 583.4 was drawn from a wide range of schools and suburbs, with approximately 60% of students coming from a Catholic background. 10 full fee paying overseas students were enrolled in 2012. Indigenous enrolment was 1.0%. Approximately 13% of students were of refugee background (African and Afghani), about 10% had a learning disability and about one third of students came from homes where English is a second language.

FTE Enrolments:

Yr 5–20	Yr 6–33	Yr 7–58	Yr 8–108	Yr 9–103	Yr 10–82	Yr 11–106	Yr 12– 73.4
---------	---------	---------	----------	----------	----------	-----------	-------------

Staff numbers:

Teaching Staff: 49 (45.1 FTE)

Non-Teaching Staff: 23 (17.9 FTE)

b) Teacher Qualifications

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

- i. 10 Masters Degrees
- ii. 17 Post Graduate Degrees
- iii. 51 Bachelor Degrees
- iv. 19 Diplomas
- v. 8 Graduate Certificates in RE
- vi. 10 TAFE Certificates e.g. Certificate IV

c) 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 Year Level Coordinators on their return. Staff use MAZE 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 2012 was 95.75%. The attendance rate for each year level is listed below;

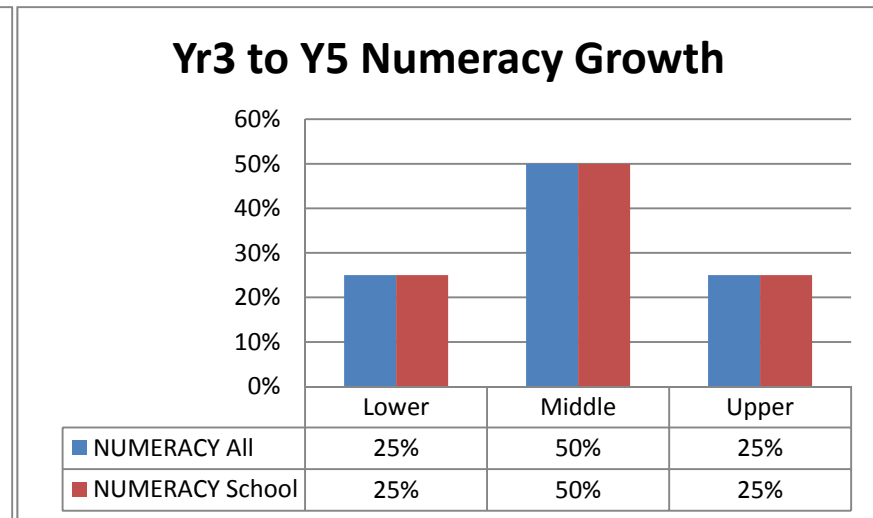
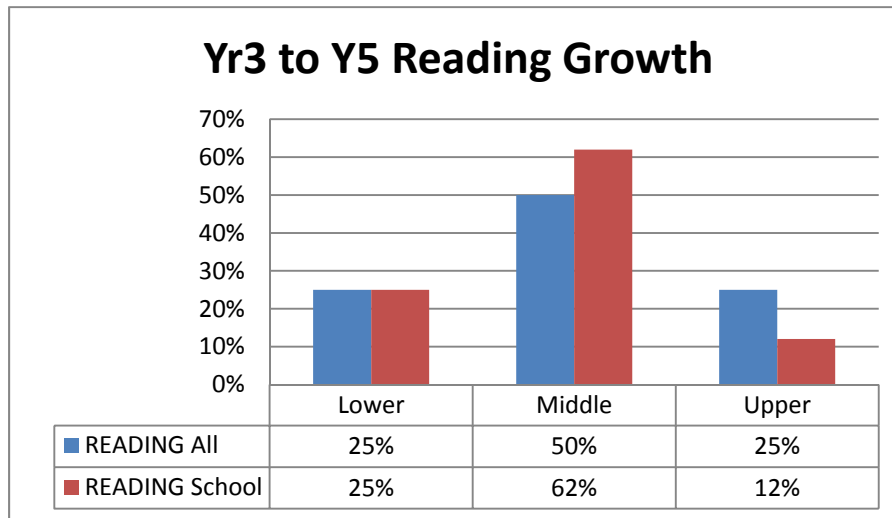
Year Level	Attendance%
5	97.05%
6	94.98%
7	97.20%
8	96.66%
9	94.60%
10	96.30%
11	94.65%
12	94.56%

d) St Pauls College – 2012 NAPLAN Data

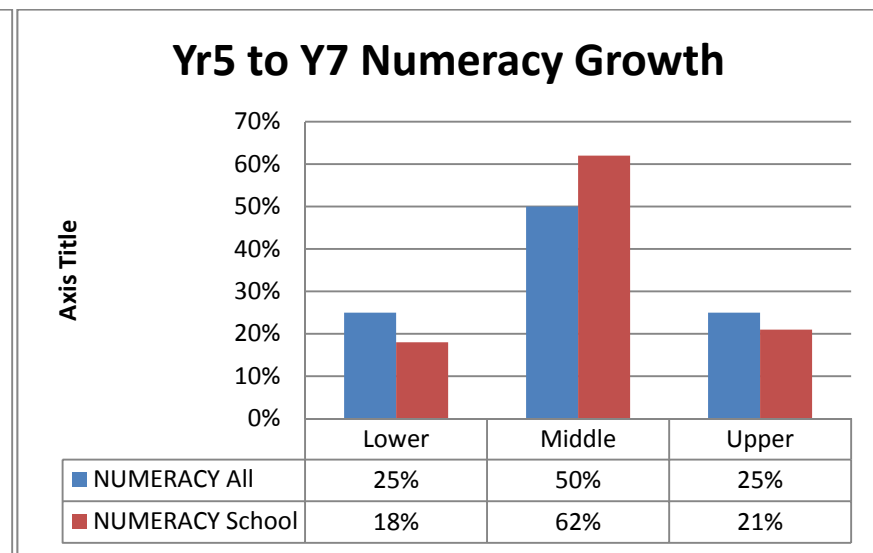
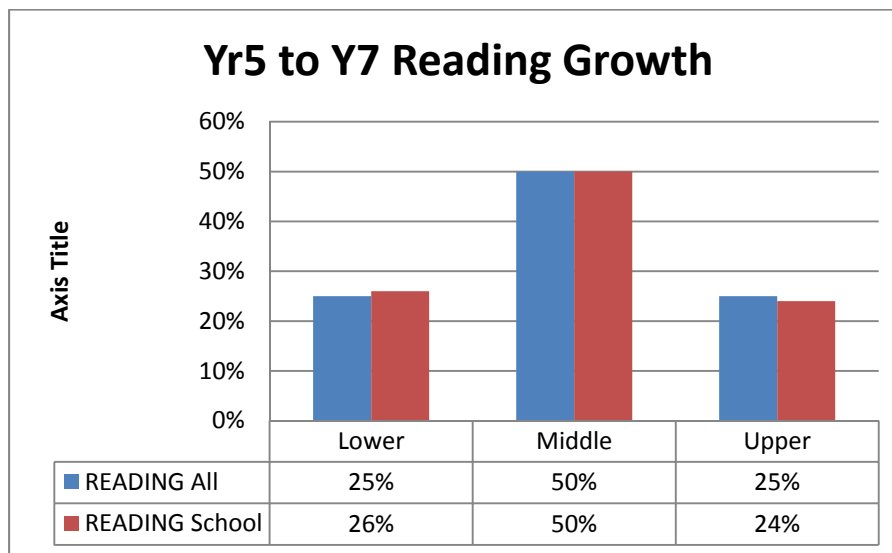
	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
	St Paul's Mean	State Mean Score	% achieve NMS	St Paul's Mean	State Mean Score	% achieve NMS	St Paul's Mean	State Mean Score	% achieve NMS	St Paul's Mean	State Mean Score	% achieve NMS	St Paul's Mean	State Mean Score	% achieve NMS
Year 5	455.2 (-6.8)	483.2	80 (+4)	439.3 (-18.7)	463	85 (-7)	479.1 (+23.1)	481.7	95 (+7)	443.6 (-16.4)	474.9	80 (-1)	486.2 (+11.2)	471.5	89 (-7)
2011 data	462 (+1.3)	478.5 (+2.1)	84 (-8)	458 (-28)	469.4 (-10.1)	92 (-4)	456 (-13.7)	474.4 (-4.8)	88 (-4)	460 (-9.2)	486.2 (-0.7)	81 (-11)	475 (-4.5)	471.4 (-1.3)	96 (-4)
2010 data	460.7 (-5.1)	476.4 (-7.9)	92 (-8%)	486 (+34)	479.5 (-2.6)	96 (+14.8%)	469.7 (+0.9)	479.2 (+0.3)	92 (+4.5%)	469.2 (-14.7)	486.9 (-2.9)	92 (-1.8%)	479.5 (-3.8)	472.7 (+2.3)	100 (-)
2009 data	465.8	484.3	100	452	482.1	81.2	468.8	478.9	87.5	483.9	489.8	93.8	483.3	470.4	100
2008 data	489.4	478.6	100	466	481	92	475.6	479	96	469.4	488.7	92	464.7	462	100
Year 7	523.4 (+9.4)	536.6	96 (+5)	492.9 (-5.1)	516.2	89 (+3)	523.3 (+6.3)	536.4	88 (-1)	520.2 (+9.2)	541.3	96 (+7)	528.6 (+6.6)	528.8	96 (-4)
2011 data	514 (-26.5)	534 (-9.1)	91 (-7)	498 (-55.7)	529 (-8)	86 (-14)	517 (-30.5)	533.6 (-5.7)	89 (-7)	511 (-19.9)	529.3 (-3)	89 (-7)	522 (-43.6)	535.3 (2.9)	100 (-)
2010 data	540.5 (+17)	543.1 (+6.3)	98 (+0.9%)	553.7 (+49.7)	537 (+0.6)	100 (+6.1%)	547.5 (+45.7)	539.3 (+2.8)	96 (+2.1%)	530.9 (+27.2)	532.3 (-4.4)	96 (+5.1%)	565.6 (+29.7)	538.2 (+6.2)	100 (+3%)
2009 data	523.5	536.8	97.1	504	536.4	93.9	501.8	536.5	93.9	503.7	536.7	90.9	535.9	532	97
2008 data	543.3	534.6	98	529.6	538.6	93	549.7	539.6	96	518.9	529.9	93	570.8	537.9	100
Year 9	565.6 (+5.6)	569.9	95 (+3)	543.4 (-9.6)	549.5	80 (-2)	560.9 (-1.1)	569.2	87 (-2)	553.6 (+10.6)	567	93 (+5)	587.2 (+9.2)	573	99 (+4)
2011 data	560 (-4.3)	573.2 (+6)	92 (+1)	553 (-17.9)	562.1 (-5.8)	82 (-10)	562 (-7.5)	575.2 (+2.8)	89 (+2)	543 (-23.9)	567.7 (-6.1)	88 (-3)	578 (-12.8)	572.3 (-0.9)	95 (-1)
2010 data	564.3 (-1.9)	567.2 (-10.2)	91 (+2.1%)	570.9 (+5.7)	566.3 (-5.1)	92 (+5.6%)	569.5 (+4.6)	572.4 (+0.4)	87 (-2.8%)	566.9 (+2.4)	573.8 (+2.3)	91 (+4.6%)	590.8 (+8.9)	573.2 (-5.5)	96 (-1.8%)
2009 data	566.2	577.4	88.9	565.2	571.4	86.4	564.9	572	89.8	564.5	571.5	86.4	581.1	578.7	97.8
2008 data	575.5	577.3	94	557.6	573.1	90	567.1	576.1	86	551.2	567.5	83	588	574	97

Student Progress Graphs:

Year 3 2010 to Year 5 2012:

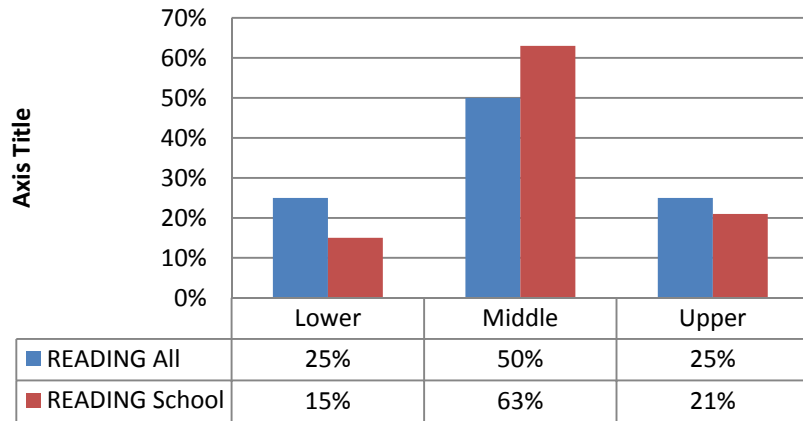


Year 5 2010 to Year 7 2012:

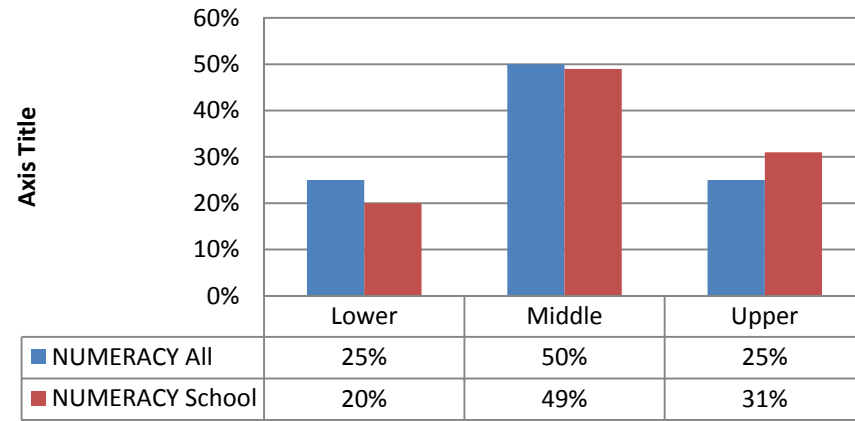


Year 7 2010 to Year 9 2012:

Yr7 to Y9 Reading Growth



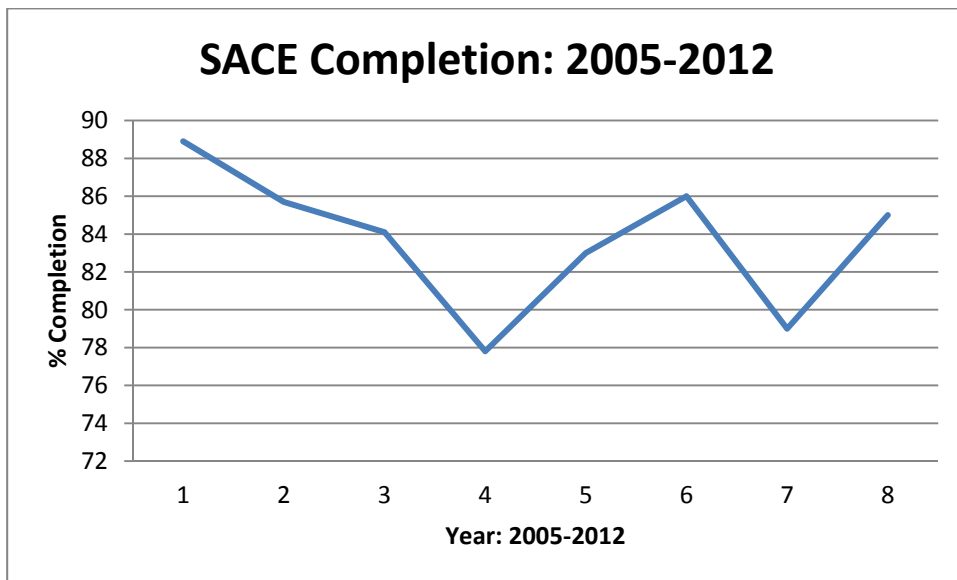
Yr7 to Y9 Numeracy Growth



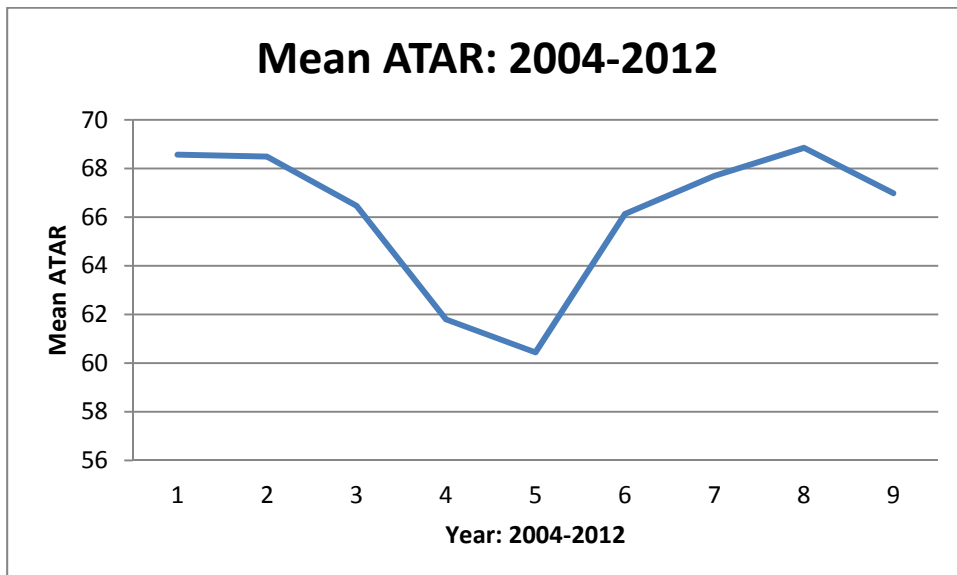
e) Senior Secondary Outcomes:

SACE Completion:

Year	School	Like Schools	State
2012	85	NA	92



% Completion has risen from 2011 to 2012; however, this remains as an area for improvement.



Percentage of students in Year 12 undertaking vocational or trade training:

In 2012, 8 Year 12 students successfully completed VET units of competency. This equates to 10.5% of the 2012 Year 12 cohort. Two students undertook traineeships.

f) Post school destinations:

The Year 12 cohort of 2012 has pursued many different tertiary pathways, including:

- Bachelor of Laws – Double Degree
- Bachelor of Engineering
- Bachelor of Pharmacy
- Bachelor of Podiatry
- Bachelor of Health Science: Physiotherapy
- Bachelor of Pharmaceutical Science
- Bachelor of Aviation
- Bachelor of Applied Science: Human Movement and Health Studies
- Bachelor of Medical Science
- Bachelor of Nutrition and Food Sciences
- Bachelor of Media
- Bachelor of Nursing
- Bachelor of Education
- Bachelor of Construction Management and Economics
- Bachelor of Disability and Developmental Education
- Bachelor of Information Technology
- Bachelor of Economics
- Bachelor of Commerce
- Bachelor of Business
- Bachelor of Finance
- Bachelor of Science
- Bachelor of Communication (Media and Cultural)

There were also students who elected to follow a different path in Vocational Training. Students elected to complete further training / apprenticeships in the following areas:

- Business
- Information Technology
- Bricklaying / Tiling / Plastering
- Construction
- Electro-Technology
- Auto-Mechanical

g) Parent, Teacher and Student Satisfaction

Evaluation and review are part of the school's practice in working for continued improvement. Ongoing staff review and input through a range of school forums is used to critically evaluate strategic goals and contribute to the setting of future directions. These have provided valuable insights into areas for future growth relating to school culture, accountability and middle level leadership structures. Parent input is sought for a range of purposes, including via the Parents and Friends forum and other opportunities provided in relation to teaching and learning and general college developments. Various student surveys conducted in 2012 revealed general satisfaction with educational and co-curricular programs, guidance and counselling services, facilities and the general culture of the school. Areas of strength identified with included: the quality and commitment of teachers and the positive relationships between students and teachers; the opportunities provided by the school; and the facilities available. It was clearly noted that St Paul's was a place where students fitted in. Areas where there is room for development or improvement included the need to develop more House based activities, and increased subject flexibility. The feedback has resulted in an ongoing review of pastoral and behaviour management structures, a renovation of some classrooms and the provision of more seating spaces for students.

h) School Income

Australian Government Recurrent Funding	\$4,407,510
State Government Recurrent Funding	\$1,536,313
Fees, Charges and Parent Contributions	\$2,862,860
Other Private Sources	\$ 228,662
	<hr/>
	\$9,035,345
Less	
Income allocated to capital projects	\$ 201,344
Income allocated to capital debt servers	\$ 366,066
	<hr/>
Total Net Recurrent Income	\$ 8,467,935