



FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

School Performance Information 2014



ST PAUL'S COLLEGE

SCHOOL FEATURES

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 2014, the student body of 576 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 2014. Indigenous enrolment was 1.6%. Approximately 10% of students were of refugee background (African and Afghani), about 8% had a learning disability and about 26% came from homes where English is a second language. In 2014 the College has adopted the theme of 'Achieving Excellence'. This has permeated through all dimensions of community life and inspires us all to be constantly striving for our personal best and adopting a model of education based on continuous improvement.

FTE Enrolments:

Reception	Yr 1	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
13	23	26	29	34	88	104	98	93	68

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 SEQTA to record student attendance and this is regularly monitored and managed by the teaching staff at the College.

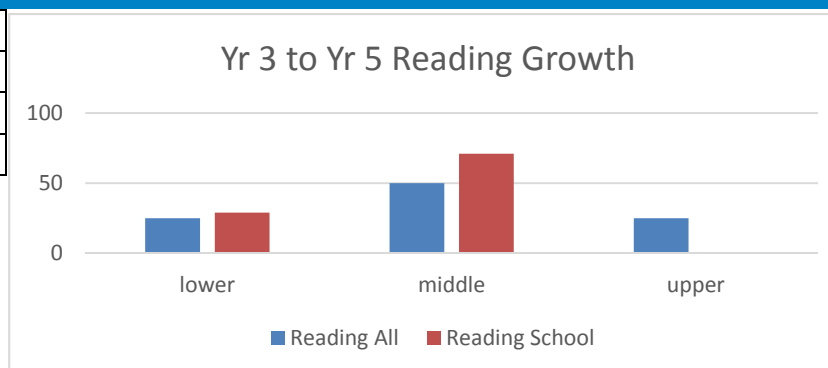
The average student attendance rate for St Paul's College in 2014 was 92.61%.

Year Level	Attendance%
Reception	94.65%
1	93.60%
5	96.14%
6	94.12%
7	93.44%
8	91.68%
9	91.54%
10	91.21%
11	90.04%
12	89.71%

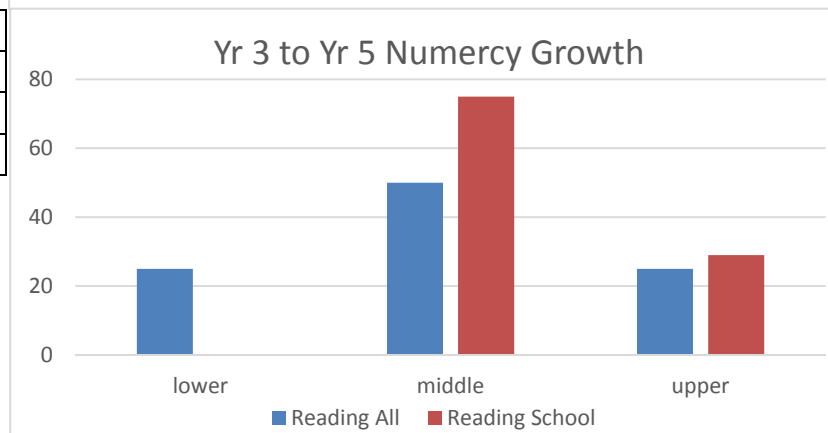


STUDENT LEARNING OUTCOMES

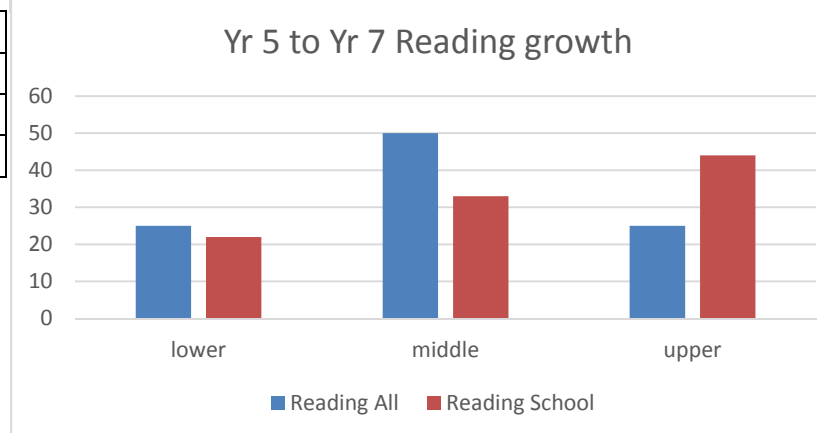
Yr 3 to Yr 5 reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	29	71	0



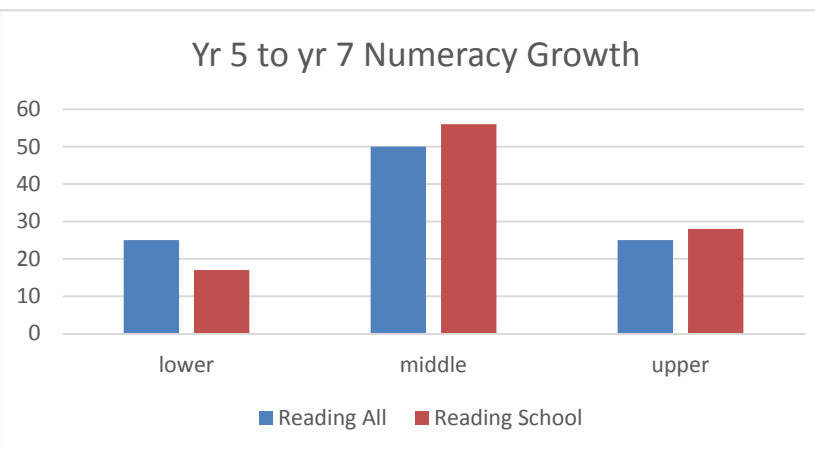
Yr 3 to Yr 5 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	0	75	29



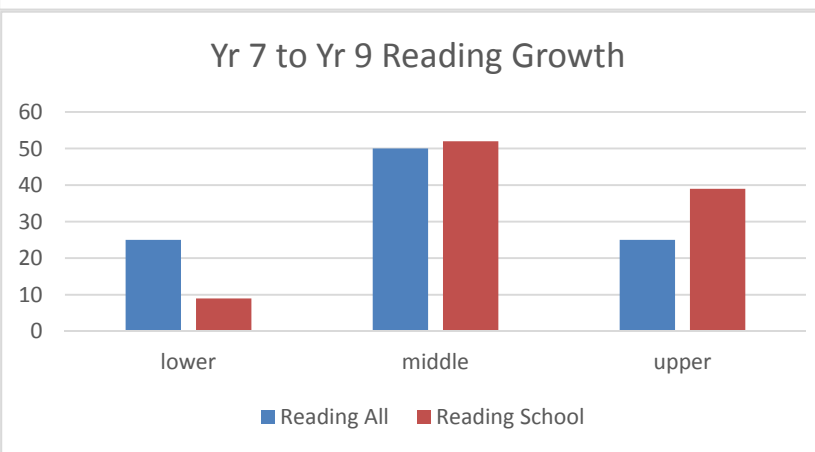
Yr 5 to Yr 7 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	22	33	44



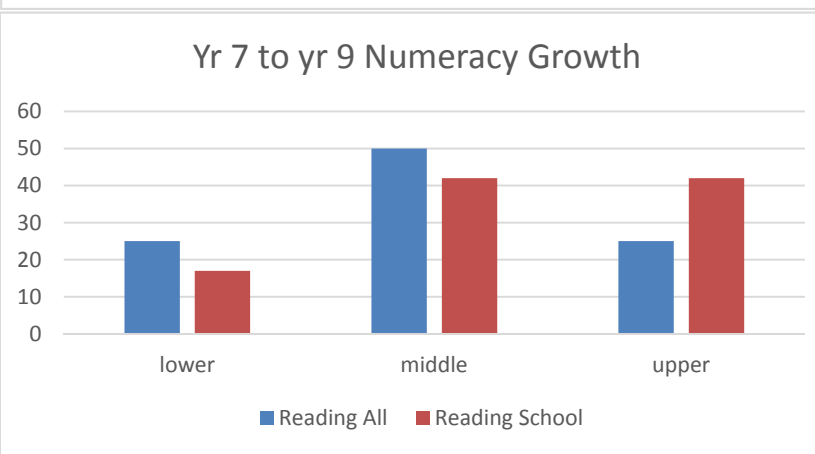
Yr 5 to Yr 7 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	17	56	28



Yr 7 to Yr 9 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	9	52	39



Yr 7 to Yr 9 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	17	42	42



School Performance Information 2014

	Reading			Writing			Spelling			Grammar & Punctuation					
	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	460.9 (-40.1)	489.6 (-2.5)	92 (-8)	457.0 (-44.4)	455.4 (-9.3)	92 (-3)	463.3 (-33.1)	488.4 (6.6)	88 (-8)	481.2 (-15.7)	490.2 (2.2)	92 (-8)	481.2 (-2.5)	470.9 (3.2)	96 (6)
2013 data	501.5 (+46.3)	492.1 (8.9)	100 (+20)	501.4 (+62.1)	464.7 (1.7)	95 (+10)	496.4 (+17.3)	481.8 (0.1)	95 (-)	496.9 (+53.3)	488 (13.1)	100 (+20)	483.7 (-2.5)	467.7 (-3.8)	90 (-6)
2012 data	455.2 (6.8)	483.2 (4.7)	80 (+4)	439.3 (-18.7)	463 (6.4)	85 (-7)	479.1 (+23.1)	481.7 (7.3)	95 (+7)	443.6 (-16.4)	474.9	80 (-1)	486.2 (+11.2)	471.5	96 (-)
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	545.2 (+15.8)	541.1 (+5.3)	97 (5)	521.2 (+0.5)	509.2 (-7.9)	91 (6)	554.3 (+13.2)	539.6 (-3.6)	88 (8)	533.0 (+18.4)	536.7 (8.1)	94 (5)	559.7 (+18.2)	533.9 (3)	100 (0)
2013 data	529.4 (+6)	535.8 (-0.8)	92 (-4)	520.7 (+27.8)	517.1 (0.9)	97 (+8)	541.1 (+17.8)	543.2 (6.8)	95 (+7)	514.6 (-5.6)	528.6 (-12.7)	89 (-7)	541.5 (+12.9)	530.9 (2.1)	100 (+4)
2012 data	523.4 (+9.4)	536.6 (2.6)	96 (+5)	492.9 (-5.1)	516.2 (-12.8)	89 (+3)	523.3 (+6.3)	536.4 (2.8)	88 (-1)	520.2 (+9.2)	541.3 (12)	96 (+7)	528.6 (+6.6)	528.8 (-6.5)	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



School Performance Information 2014

	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 9	571.5 (-0.8)	573.0 (-3.7)	93 (-4)	527.4 (-23.6)	545.3 (-5.5)	75 (-5)	567.9 (-15.2)	575.2 (-2.3)	88 (4)	560.6 (-5.9)	567.6 (-1.2)	89 (3)	590.0 (-6.8)	573.6 (1.9)	99 (3)
2013 data	572.3 (+6.7)	576.7 (6.8)	97 (+2)	551 (+7.6)	550.8 (1.3)	80 (-)	583.1 (+22.2)	577.5	92 (+5)	566.5 (+12.9)	568.8 (1.8)	86 (-7)	596.8 (+9.6)	571.7 (-1.3)	96 (-3)
2012 data	565.6 (+5.6)	569.9 (-3.3)	95 (+3)	543.4 (-9.6)	549.5 (-12.6)	80 (-2)	560.9 (-1.1)	569.2	87 (-2)	553.6 (+10.6)	567 (-0.7)	93 (+5)	587.2 (+9.2)	573 (0.7)	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



Initial Data Analysis

- Significant improvement in all of the Year 7 categories
- A decline in all of the Year 9 categories has resulted in a review of all data and induction processes associated with incoming Year 8 students
- College mean above state mean in 8 out of 15 categories

Growth Graphs

5 out of six growth charts are very positive – percentage of students in the upper range of growth comparatively better than national percentage

The only graph that does not show data that is comparatively better is Reading Year 3 to Year 5.

SENIOR SECONDARY OUTCOMES

Mean ATAR:

Year	Mean ATAR
2004	68.57
2005	68.49
2006	66.47
2007	61.8
2008	60.44
2009	66.13
2010	67.70
2011	68.85
2012	67.11
2013	70.23
2014	70.30

- The second consecutive year that the Mean ATAR has been above 70
- 26.7% of eligible students gained an ATAR OF 80.5 or above
- 48.9% of eligible students gained an ATAR of 70 or above
- 97.7% of eligible students gained an ATAR

St Paul's Graduating Class of 2014:

- 60 students were enrolled to complete Year 12
- 27% of the Year 12 cohort achieved an ATAR of **80.5** or above. This places the achievement of these students within the top 20% of students across South Australia
- 88% of students received a university offer in the first round of SATAC offers
- 61% of students received a SATAC offer that was their first preference.



Stage 2 Grade distribution for 2014

A+	2
A	14
A-	34
B+	30
B	36
B-	58
C+	48
C	64
C-	22

The class of 2014 has been offered places within the following tertiary pathways:

- 12x Bachelor of Engineering
- 1x Bachelor of Mathematics and Computer Science
- 1x Bachelor of Aviation
- 1x Bachelor of Medical Science
- 1x Bachelor of Nursing
- 3x Bachelor of Commerce
- 3x Bachelor of Business
- 2x Bachelor of Science
- 2x Bachelor of Applied Science
- 2x Bachelor of Social Science
- 2x Bachelor of Information Technology
- 1x Bachelor of Design
- 1x Bachelor of Sport, Health and Physical
- 1x Foundation Studies

The class of 2014 has been offered places within the following TAFE pathways:

- 1x Furniture Making (wood)
- 1x Information Technology Network
- 8x Apprenticeships – various trade pathways



STAFF PROFILE

Teacher Qualifications

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

- i. 7 Masters Degrees
- ii. 16 Post Graduate Degrees
- iii. 45 Bachelor Degrees
- iv. 17 Diplomas
- v. 8 Graduate Certificates in RE
- vi. 5 TAFE Certificates e.g. Certificate IV

Workforce composition:

No staff identified as Aboriginal or Torres Strait Islander

Teaching Staff: 43 (39.6 FTE)

Non-Teaching Staff: 24 (18.1 FTE)

Length of Service:

0-5 years	23 staff
5-10 years	15
10-15 years	8
15-20 years	8
20-25 years	4
25 years +	9



Whole Staff PD

High quality teaching and learning is a priority in working towards continued improvement. Guided by the AITSL performance standards and the Continuous Improvement framework for Catholic Schools the staff have engaged in a variety of whole school professional development sessions. We have implemented SEQTA an online learning platform which provides an opportunity for teachers to place teaching programs, marks books and assessments online. Students have access to this in and out of school. The teaching programs developed on line can be as detailed and complex as staff wish and this enables students to engage with lessons if they are absent from school or to revisit what has been taught in class. We also engaged in moderation workshops preparing meaningful assessment tasks and shared the marking in order to develop consistency and to share data. Additionally, we recognise the importance of developing positive relationships with students in order to engage learning in the classroom. We have embarked on a series of PD workshops on Restorative Practices and we continue to work with Bill Hansberry in developing strategies and procedures surrounding this philosophy.

Summary of Individual Staff PD

In addition to whole school PD our staff continue to meet teacher registration requirements by engaging in a range of professional development activities focusing on teaching and learning or pastoral care initiatives. Some of our more long serving staff have embarked on Masters Degrees specialising in Educational Leadership others whilst others are specialising in Literacy or Theology. In addition to further tertiary education our staff have undertaken personal professional development in a variety of areas such as ICT, differentiation, SACE moderation workshops, curriculum writing workshops, coaching and mentoring workshops and religious education programs to assist with the teaching of RE. Our staff are required as part of their yearly review to reflect and to provide evidence of personal professional learning and to set professional learning goals for the New Year.



STUDENT PARENT, AND STAFF 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. Surveys of Parents, Staff and Students were undertaken in various forms, including as a trial school for ACARA School Surveys. Further 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 other student surveys conducted in 2014 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. Following the review and feedback that was provided, many new Pastoral Care activities and initiatives were incorporated into the newly formed Vertical House System and Pastoral Care.

FINANCE

School Income

Australian Government Recurrent Funding	\$4,670,601
State Government Recurrent Funding	\$1,559,706
Fees, Charges and Parent Contributions	\$2,827,416
Other Private Sources	\$ 483,950
	\$9,541,673
Less	
Income allocated to capital projects	\$ 116,208
Income allocated to capital debt servicing	\$ 306,178
	\$9,119,287
	\$9,119,287



SCHOOL IMPROVEMENT

Self Assessment process

During 2014 the College began the process of formulating a new 'Strategic Directions' document that will guide the College over the next four years.

The 2015-2018 Strategic Directions will centre on the four core areas of:

- Living Faith
- Inspiring Educational Excellence
- Connecting community
- Nurturing Stewardship

Several key documents were used as guiding documents during the development of this Strategic Direction Document. They include the Catholic Education South Australia's 'Continuous Improvement Framework', the EREA Guidelines for Development of Strategic Plans and the 2014 St Paul's School Renewal Report written by representatives of Edmund Rice Education Australia.

In the latter part of 2014 St Paul's College Principal, Mr Daniel Lawler resigned to take up the position of Principal at St Edmund's College Canberra. The Strategic Direction document was then left to be completed under the new leadership structure of the College in 2015.

The final Strategic Directions document is aimed to be completed and released during Term 3 of 2015. It will use as other guiding principles the 4 EREA Touchstones:

- Gospel Spirituality
- Justice and Solidarity
- Connecting Community
- Nurturing Stewardship

The 4 key values of the St Paul's community:

- Faith
- Relationships
- Excellence
- Diversity

2014 School Improvement Plan

The EREA School Renewal Process was conducted in March of 2014. From this process emerged several key foci that became the Strategic Goals during the year. This Renewal process was a very comprehensive and consultative one.



The major areas of focus for 2014 became:

- Further development of the Junior Primary section of the College and in particular the pedagogy associated with teaching young boys
- Further Development of the College's Pastoral Care Program, with particular attention being on Reception – Year 12 aspects of this
- Continued development of culturally diverse and inclusive activities for all students
- Continued development of Student Leadership Program
- Marketing strategies developed to raise the profile of the Trade Training Centre
- Continued development of a 'Big Brother' and 'Buddy System' within the Pastoral Care Structure
- Improvement in Staff well-being area
- Continuation of Staff Professional Development in the area of catering for students with a myriad of learning needs (Differentiation across all Year levels and all Subjects)

Progress towards achievement of 2013 goals

At the end of 2013 the College underwent significant change in the Leadership structure of the College. This new team has continued to develop its own protocols and strategies throughout 2014.

In its last year of the previous (2010 – 2014) Strategic Plan the College continued to work on the major task of a Student Services Review. This process was to analyse thoroughly the make-up of the student cohort and develop plans and strategies around how best to cater for them.

Other areas of the Strategic Plan that have progressed during 2014 include:

- A Behaviour Education Review centred around the introduction of Restorative Practices across the College
- Establishment of a Vertical House system of Pastoral Care
- Further involvement of female members of Staff in Senior Management of the College
- Further development in the implementation of the four EREA Touchstones into every area of College life
- Further marketing and public relation exercises centred on the growth of the Junior Primary and our relationship with our local parish schools and local community.

