



FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

School Performance Information 2016



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 2016, the student body of 658 was drawn from a wide range of schools and suburbs, with approximately 40% of students coming from a Catholic background. 2 full fee paying overseas students were enrolled in 2016. Indigenous enrolment was 1.5%. Approximately 7.8% of students were of refugee background (African and Afghani), about 7% had a learning disability and about 32.2% came from homes where English is a second language.

FTE Enrolments:

Reception	Yr 1	Yr 2	Yr 3	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
29	21	12	29	14	42	52	92	95	89	98	85

STUDENT ATTENDANCE**Student Attendance**

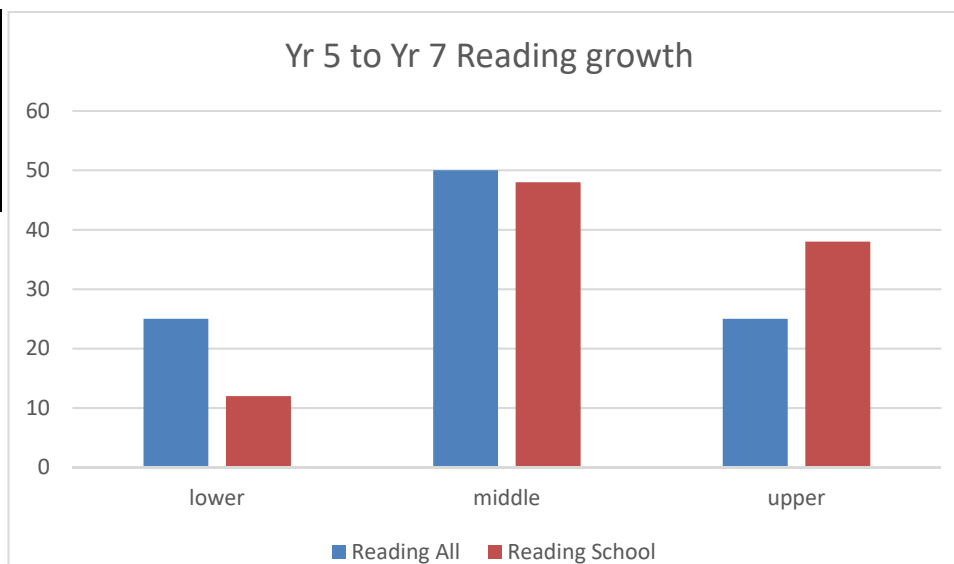
St Paul's has a clear policy for dealing and managing student absences. Parents receive an SMS from the school for unexplained absences and these are followed up by Pastoral Care Teachers and Leaders of House on their return. Staff use SEQTA to record student attendance and this is regularly monitored and managed by the teaching staff at the College. The average student attendance rate for St Paul's College in 2016 was 92.6%. The attendance rate for each year level is listed below;

Year Level	Attendance%
Reception	94.56%
1	94.29%
2	93.99%
3	94.72%
5	95.17%
6	92.64%
7	92.22%
8	92.04%
9	89.81%
10	88.12%
11	92.37%
12	91.24%

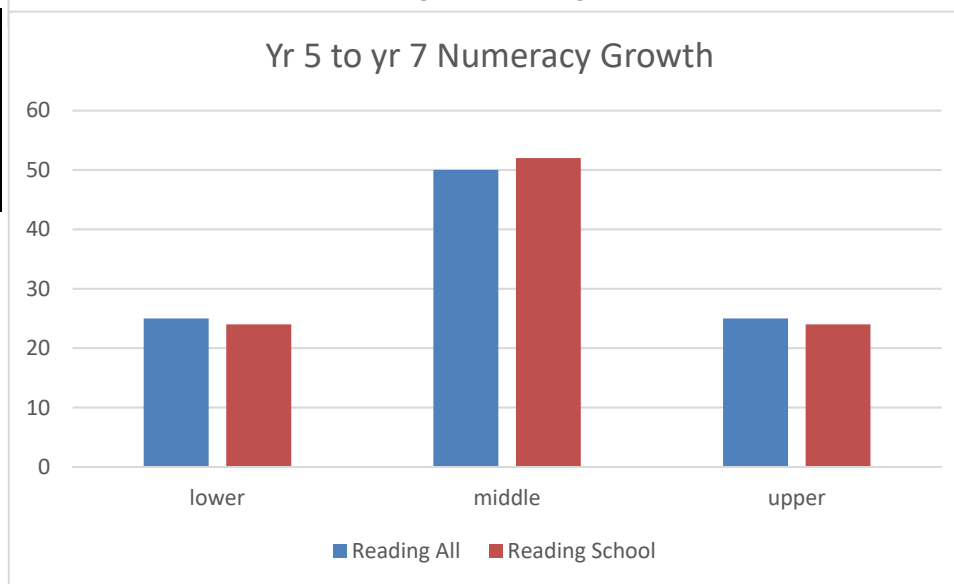


STUDENT LEARNING OUTCOMES

Yr 5 to Yr 7 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	12	48	38

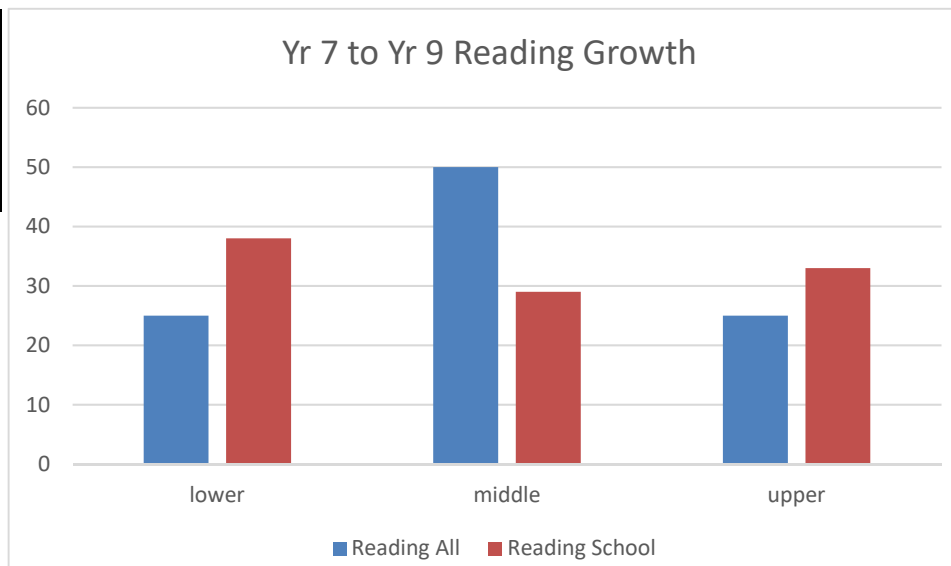


Yr 5 to Yr 7 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	24	52	24

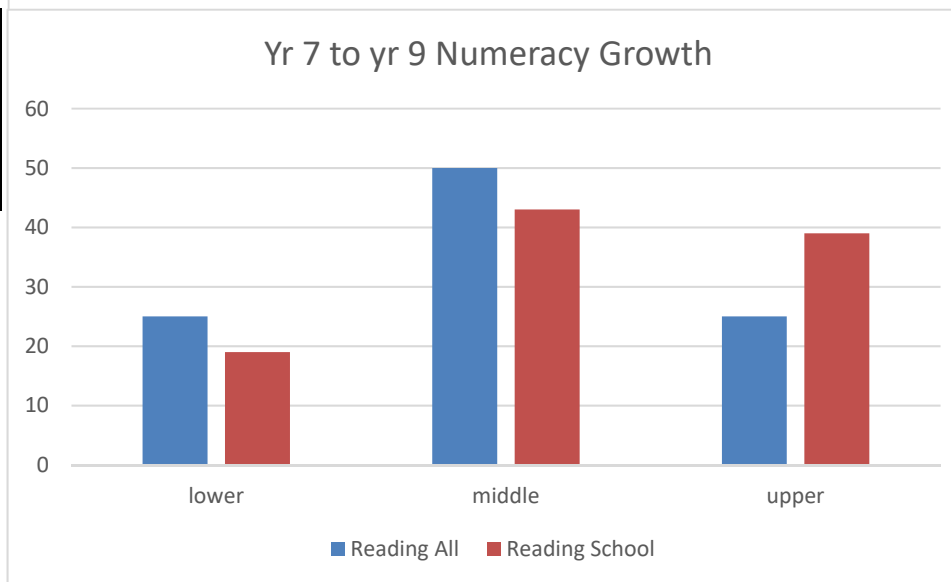


School Performance Information 2016

Yr 7 to Yr 9 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	38	29	33



Yr 7 to Yr 9 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	19	43	39



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 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 (-)
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)
2010 data	460.7 (-5.1)	92 (-8%)	486 (+34)	96 (+14.8%)	469.7 (+0.9)	92 (+4.5%)	469.2 (-14.7)	92 (-1.8%)	479.5 (-3.8)	100 (-)



School Performance Information 2016

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 (-)
2010 data	540.5 (+17)	98 (+0.9%)	553.7 (+49.7)	100 (+6.1%)	547.5 (+45.7)	96 (+2.1%)	530.9 (+27.2)	96 (+5.1%)	565.6 (+29.7)	100 (+3%)



School Performance Information 2016

	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 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

- A slight improvement in Year 5 Spelling but a decline in all other areas
- A significant improvement in Year 7 writing and numeracy and a slight improvement in spelling
- A slight improvement in Year 9 reading and grammar and punctuation and a significant decline in numeracy

Growth Graphs

Percentage of students in the upper range of growth comparatively better than national percentage in the numeracy age categories years 7-9
Significantly lower growth in the lower group for all age groups and categories.



SENIOR SECONDARY OUTCOMES

Mean ATAR:

Senior Secondary Outcomes

Mean ATAR:

Year	Mean ATAR
2008	60.44
2009	66.13
2010	67.70
2011	68.85
2012	67.11
2013	70.23
2014	70.30
2015	64.89
2016	74.33

- 22% of our students gained an ATAR above 90
- 49% of our students gained an ATAR above 80
- Two boys completed their Diploma of Business, while successfully gaining their South Australian Certificate of Education (SACE)
- 23.3% of eligible students gained an ATAR OF 80.45 or above
- 34.88% of eligible students gained an ATAR of 70 or above
- 96.27% of eligible students gained an ATAR
- 96.27 SACE completion for students eligible to gain the SACE
- 1x SACE Merit awarded – Mathematical Studies

Stage 2 Grade distribution for 2014

A+	2
A	29
A-	73
B+	66
B	57
B-	65
C+	56
C	70
C-	41
D+	11
D	5
D-	3
E	1
N	0



STAFF PROFILE

Teacher Qualifications

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

- i. 9 Masters Degrees
- ii. 18 Post Graduate Degrees
- iii. 55 Bachelor Degrees
- iv. 17 Diplomas
- v. 11 Graduate Certificates in RE
- vi. 6 TAFE Certificates eg Certificate IV

Workforce composition:

No staff identified as Aboriginal or Torres Strait Islander

Teaching Staff: 54 (48.2 FTE)

Non-Teaching Staff: 29 (21.2 FTE)

Length of Service:

0-5 years	30 staff
5-10 years	13
10-15 years	11
15-20 years	7
20-25 years	4
25 years +	11

Professional Learning Undertaken During 2016

There were several professional learning priorities in 2016.

- **Differentiation:** we continued our learning regarding differentiating the curriculum and assessment with a particular focus on catering for students with identified learning needs. With increase in diagnosis of learning needs we are constantly seeking ways to improve pedagogy in order to improve learning outcomes for the students.
- **Restorative Practices:** we continued our work with Bill Hansberry in Restorative Practices. Our training ranged from participating in full day workshops to shorter after school training sessions. We worked undertook training on the art of listening to enable teachers to empathise with students, and to respond appropriately to student behaviour using restorative practices.



- **School Culture:** we engaged in data collection regarding school culture and classroom engagement. This data was gathered through surveys in partnership with Curtin University. We analysed the data and presented the information to staff and undertook reflective conversations and collaborative planning to improve school culture and classroom practice.
- **Moderation:** Staff met frequently in faculty groups engaging in professional learning regarding moderating assignments and assessment tasks. This is an internal professional learning exercise relying on staff expertise and sharing between colleagues.
- **ICT in The Classroom:** given that we are implementing a BYOD(laptop) program across the College in 2017 we provided staff with training regarding the use of laptops in the classroom. We explored a range of learning tools and strategies that can be implemented to engage students in learning and to maximise ICT use in the classroom.
- **SEQTA:** we continued to provide training regarding SEQTA (on line learning platform). The staff participated in whole staff and small group workshops to develop programs, assessments tasks and pastoral care information. This platform is being utilised to flip the classroom and provide students with the opportunity to develop as independent learners.
- **AITSL STANDARDS:** The staff continued to participate in a peer observation program, self-reflection and goal setting program designed to aid teachers in their journey of professional growth.
- **Individual PD:** Staff had the opportunity to also source their own Professional Learning external to the school. Staff undertook professional learning in a range of areas such as literacy coaching, numeracy coaching, Using ICT in the classroom, managing student behaviour, boys' education and Differentiating the Curriculum. Some staff also engaged in educational leadership programs such as Women in Leadership, Emerging Leaders and Senior Leaders conferences.



STUDENT PARENT, AND STAFF SATISFACTION

Evaluation and review are part of the school's practice in working for maintaining our philosophy of continuous improvement. Ongoing staff review and input through a range of school forums and in particular through the use of the AITSL standards are 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, student leadership, staff and student accountability and middle level leadership structures. During the second half of 2016 a Middle Leadership review and restructure was undertaken. Roles were restructured in both the Teaching and Learning area as well as the Student wellbeing area. 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. New initiatives were developed in the form of extra, specifically titled Parent Information Evenings. An evening entitled 'How to survive being a Year 12 Parent' was introduced this year. This targeted specific Year levels/Age groups. Various other student surveys conducted in 2016 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. A new program of surveys was introduced in conjunction with Curtin University. These included classroom/subject surveys, staff survey and a school-wide student survey. 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 Programs.



FINANCE

School Income

Financial Data will be provided once system allocations are received from the Catholic Education Office.

SCHOOL IMPROVEMENT

Self-Assessment process

During the second half of 2016 the College Executive and Leadership teams re-visited the 2016-18 Strategic Plan to assess our progress from its inception and to prepare our “2017 School Improvement Plan.” Several key components of the strategic plan were discussed through the various whole-staff forums and through the specific teams of Teaching & Learning and Student Development.

2016 School Improvement Plan

Four Key Areas for 2016

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 aims to promote student’s 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 Ricean 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 of 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 identify formation opportunities for members of the school community.

4. Effective Administration and Resourcing – Nurturing Stewardship

- a. Construct a 10-year master capital development plan
- b. Develop and implement an effective compliance culture
- c. Develop an 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 professional community.

Progress Towards Achieving 2015 Goals

In 2015 the Primary school continued to grow in number with the addition of Yr. 2 completing our Junior Primary. Employment of new staff who are experienced and somewhat expert in this area added to the overall quality of the staff.

Throughout 2015 the College's 2016-18 Strategic Plan was finalised and distribute to our broader community.

Initiatives in cultural diversity and inclusivity remain a high priority and continue to grow in number and quality.

Professional Development with the staff supported this through work on differentiation, inclusion, student leadership, restorative practices and other pastoral care activities.

The Trade Training centre again offered a wide variety of VET courses for our own students, our cluster schools and the wider community.