



St Paul's College – School Performance Information 2010

Under the School's Assistance Act, all schools are required to report School Performance Information to their communities. The following information relates to St Paul's College in 2010.

a) School Context Information

St Paul's College is a Year 5 to 12 Catholic school for boys situated at 792 Grand Junction Road, Gilles Plains, Adelaide, South Australia. Founded by the Christian Brothers in 1959, St Paul's is part of the Edmund Rice Education Australia network of schools. St Paul's is a non-selective College and accepts students of diverse backgrounds and abilities. 554 students were enrolled in 2010 these included: 125 domestic ESL students (22.56%) and 34 International students (6.14%); 61 students of refugee background (11.01%), of whom 25 are categorized for local funding as 'Critical Need Refugee Students' (4.51%); 2 indigenous students (0.4%) and several of other educationally and/or socially disadvantaged backgrounds. In addition to this, the College accepts a variety of boys with educational or other disabilities (6.14%), including 34 who attract some funding. This proportion of students within a total student enrolment of 554 is very significant to the nature of the college cohort, and is reflective of an inclusive educational environment.

Educationally, the College is taking part in a number of programs to assist in addressing educational and social disadvantage. These include funding through National Partnerships for literacy development, refugee and ESL funding through Catholic Education for additional support to such students, adoption of the Quicksmart program to boost numeracy levels of the most disadvantaged junior secondary students, and participation in a Social Inclusion program run in conjunction with local government to identify and support students who are at risk of educational disengagement and leaving school early.

The core values at St Paul's are Faith, Relationships, Excellence and Diversity. The School's Vision is to be a place where students receive a quality Catholic education, integrating faith, life and culture, so each person's unique worth and purpose is recognised and developed. Our mission is to transform the whole person via strong relationships in an inclusive environment and through quality teaching and learning. The College motto, 'Certa Bonum Certamen' is a touchstone for all in our community to avoid apathy and to take on the challenge: 'To Fight the Good Fight of Faith'.

In 2010, a number of new initiatives were introduced to increase student engagement and recognise student achievement.

- i. New camps were introduced at Years 9 and 11 with camps at further year levels planned for 2011 so students at every year level have that opportunity;
- ii. The Shanahan Cup was launched – a house-based competition to enhance engagement of boys in study, sport, co-curricular, behaviour, and action for social justice;
- iii. The development of a new student leadership structure to provide more chances for students to learn about leading;
- iv. Increased Social Justice activities, including the Vinnies Winter Sleep out;
- v. The re-introduction of the Academic Assembly at the beginning of the year, to acknowledge the high achievers from the previous year's Year 12 cohort;
- vi. A new system of honouring students in their reports – for effort, improvement, merit, honours and high honours.

Co-curricular opportunities include musical ensembles, annual Musical Production, Chess, Debating, Pedal Prix, Sustainability Student Council, and membership of the Sports Association for Adelaide Schools, competing in Friday and Saturday competitions in a range of winter and summer sports.

FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

The College employed 49 teaching staff (46.6 FTE) and 26 non-teaching staff (21.4 FTE). 35 of these staff have 10 years or more of experience. There are currently no Indigenous employees. Approximately 65% of the teaching staff are male, and 35% female.

b) Teacher Qualifications

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

| | | |
|------|--|-----|
| i. | 10 Masters Degrees | 13% |
| ii. | 14 Post Graduate Degrees | 20% |
| iii. | 53 Bachelors Degrees | 71% |
| iv. | 26 Diplomas | 35% |
| v. | 8 Graduate Certificates in RE | 12% |
| vi. | 10 TAFE Certificates e.g. Certificate IV | 13% |

All staff, including teaching staff undertake a Professional Review each year, incorporating and reflecting on goals set for the year and the development of future goals. A wide range of Professional Development opportunities were provided to staff, including curriculum development, Boys' Education, ICT's, OHSW, Child Protection Curriculum, pedagogy, pastoral care of students, literacy, post graduate studies and various specialist and compliance programs. A staff retreat is held each year.

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 2010 was 93.28%. The attendance rate for each year level is listed below;

| Year Level | Attendance % |
|------------|--------------|
| 5 | 99.96 |
| 6 | 93.94 |
| 7 | 96.41 |
| 8 | 95.21 |
| 9 | 93.98 |
| 10 | 88.60 |
| 11 | 92.70 |
| 12 | 85.46 |

d) Student Outcomes in standardised national Literacy and Numeracy testing

2010 NAPLAN Results:

| | Reading | | | Writing | | | Spelling | | | Grammar & Punctuation | | | Numeracy | | |
|---------------|-------------------------------|--------------------------------|---|--------------------------------|-------------------------------|---|--------------------------------|-------------------------------|---|--------------------------------|-------------------------------|---|--------------------------------|-------------------------------|---|
| | St Paul's Mean Score | State Mean Score | % students achieving National Minimum Standards | St Paul's Mean Score | State Mean Score | % students achieving National Minimum Standards | St Paul's Mean Score | State Mean Score | % students achieving National Minimum Standards | St Paul's Mean Score | State Mean Score | % students achieving National Minimum Standards | St Paul's Mean Score | State Mean Score | % students achieving National Minimum Standards |
| Year 5 | 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 | 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 | 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 |

Notes and Comments:

- Change from 2009 to 2010 indicated in brackets.

2010 Percentage of Students in each Band compared with State and Nation

St Paul's College - Year 9

| | | READING | 09 | WRITING | 09 | SPELLING | 09 | GRAMMAR & PUNCTUATION | 09 | NUMERACY | 09 |
|---------------------------|------------------|---------|------|---------|------|----------|------|-----------------------|------|----------|------|
| Band 10 | St Paul's | 3% | 3.3 | 10% | 11.4 | 5% | 5.7 | 4% | 8 | 6% | 3.3 |
| | SA% | 3.00% | 3.9 | 6.40% | 8.9 | 5.30% | 4.9 | 4.50% | 3.8 | 4.60% | 4.5 |
| | NATIONAL% | 4.10% | 5 | 7.10% | 7.4 | 6.70% | 6.2 | 6.00% | 4.9 | 8.00% | 7.5 |
| Band 9 | St Paul's | 13% | 11.1 | 6% | 17 | 14% | 9.1 | 8% | 10.2 | 16% | 17.6 |
| | SA% | 12.00% | 14.8 | 12.20% | 14.4 | 14.00% | 13.9 | 14.00% | 13.2 | 12.00% | 13.5 |
| | NATIONAL% | 14.10% | 16 | 12.20% | 12.6 | 15.20% | 14.9 | 15.60% | 14.1 | 14.60% | 16.2 |
| Band 8 | St Paul's | 25% | 27.8 | 25% | 14.8 | 31% | 28.4 | 27% | 12.5 | 35% | 28.6 |
| | SA% | 26.00% | 29.1 | 22.20% | 23.1 | 25.70% | 25.7 | 27.10% | 26.6 | 26.30% | 27.5 |
| | NATIONAL% | 26.80% | 28.7 | 22.20% | 22.1 | 26.20% | 25.7 | 26.70% | 26.1 | 26.50% | 28 |
| Band 7 | St Paul's | 30% | 27.8 | 29% | 15.9 | 25% | 31.8 | 39% | 39.8 | 28% | 28.6 |
| | SA% | 29.50% | 28.4 | 26.70% | 24.7 | 26.70% | 28.1 | 28.10% | 29.4 | 31.10% | 31.8 |
| | NATIONAL% | 27.60% | 27 | 26.60% | 26.7 | 25.90% | 26.8 | 26.60% | 27.9 | 28.20% | 28.3 |
| Band 6 | St Paul's | 21% | 18.9 | 23% | 27.3 | 12% | 14.8 | 14% | 15.9 | 10% | 19.8 |
| | SA% | 19.40% | 16 | 19.50% | 16.7 | 16.90% | 16.7 | 16.70% | 17.7 | 18.20% | 17.3 |
| | NATIONAL% | 18.10% | 15.5 | 19.10% | 18.9 | 15.60% | 16 | 15.80% | 17.3 | 15.80% | 14.9 |
| Band 5 & below | St Paul's | 9% | 11.1 | 8% | 13.6 | 14% | 10.2 | 9% | 13.6 | 4% | 2.2 |
| | SA% | 8.70% | 6.4 | 11.60% | 10.8 | 9.90% | 9.4 | 8.20% | 7.9 | 6.50% | 4 |
| | NATIONAL% | 7.70% | 6.5 | 11.20% | 11 | 8.90% | 9 | 7.70% | 8.4 | 5.40% | 3.9 |

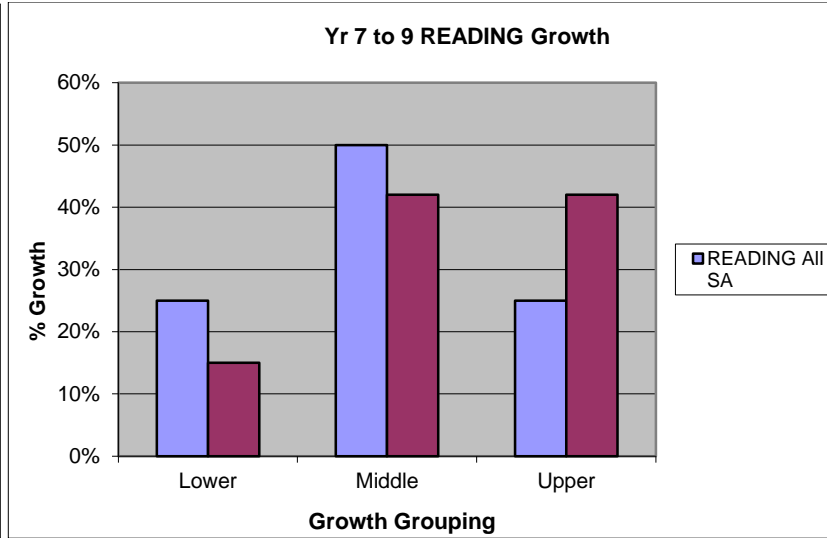
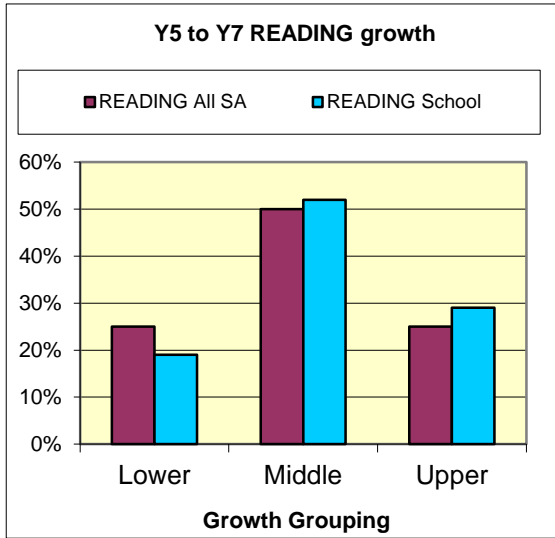
St Paul's College – Year 7

| | | 2010 READING | 09 | 2010 WRITING | 09 | 2010 SPELLING | 09 | 2010 GRAMMAR & PUNCTUATION | 09 | 2010 NUMERACY | 09 |
|-------------------------------|------------------|-----------------|------|-----------------|------|------------------|------|----------------------------------|------|------------------|------|
| Band 9 | St Paul's | 4% | 2.9 | 0% | 3 | 6% | 0 | 2% | 3 | 18% | 3 |
| & above | SA% | 8.30% | 7.1 | 8.10% | 9.9 | 7.70% | 7.7 | 6.50% | 8.1 | 8.10% | 6.3 |
| | NATIONAL% | 10.10% | 8.6 | 7.60% | 7.8 | 9.30% | 9.2 | 8.80% | 9.9 | 11.90% | 10.3 |
| Band 8 | St Paul's | 15% | 17.6 | 38% | 9.1 | 23% | 3 | 10% | 12.1 | 18% | 24.2 |
| | SA% | 18.40% | 17.8 | 16.30% | 17 | 20.30% | 17.5 | 16.00% | 17.4 | 16.00% | 15 |
| | NATIONAL% | 19.30% | 19 | 15.80% | 15.4 | 21.20% | 17.9 | 16.90% | 17.9 | 17.60% | 17.4 |
| Band 7 | St Paul's | 48% | 29.4 | 31% | 21.2 | 40% | 27.3 | 42% | 15.2 | 33% | 24.2 |
| | SA% | 30.00% | 29.1 | 28.30% | 27.5 | 28.30% | 29.2 | 27.80% | 28.7 | 27.30% | 28 |
| | NATIONAL% | 28.50% | 28.7 | 27.60% | 27.3 | 28.60% | 28.5 | 26.30% | 27.6 | 26.90% | 27.8 |
| Band 6 | St Paul's | 21% | 20.6 | 27% | 33.3 | 19% | 42.4 | 35% | 30.3 | 27% | 24.2 |
| | SA% | 25.90% | 25.8 | 27.60% | 25.4 | 23.40% | 25.1 | 27.50% | 24.6 | 29.30% | 29 |
| | NATIONAL% | 24.30% | 24.5 | 27.90% | 27.9 | 22.10% | 24.8 | 25.30% | 23.6 | 26.00% | 25.7 |
| Band 5 | St Paul's | 10% | 26.5 | 4% | 27.3 | 8% | 21.2 | 6% | 30.3 | 4% | 21.2 |
| | SA% | 12.50% | 13.9 | 13.10% | 12.8 | 12.80% | 12.8 | 14.80% | 13.5 | 14.40% | 16.1 |
| | NATIONAL% | 12.60% | 13.1 | 13.70% | 13.9 | 11.60% | 12.4 | 14.30% | 12.9 | 12.60% | 13.5 |
| Band 4 & below | St Paul's | 2% | 2.9 | 0% | 6.1 | 4% | 6.1 | 4% | 9.1 | 0% | 3 |
| | SA% | 3.30% | 5.1 | 5.00% | 6 | 6.00% | 6.3 | 5.80% | 6.4 | 3.30% | 4.4 |
| | NATIONAL% | 3.60% | 4.9 | 5.90% | 6.3 | 5.60% | 5.9 | 7.00% | 6.7 | 3.40% | 4.1 |

St Paul's College – Year 5

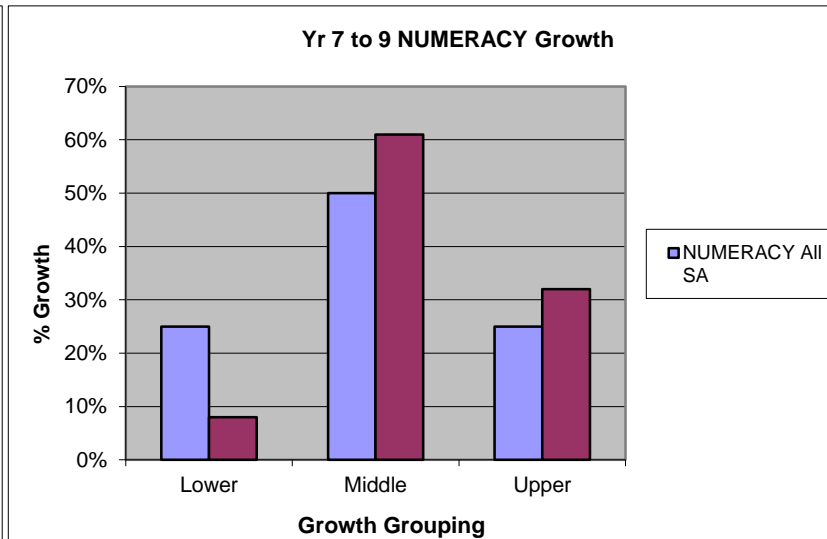
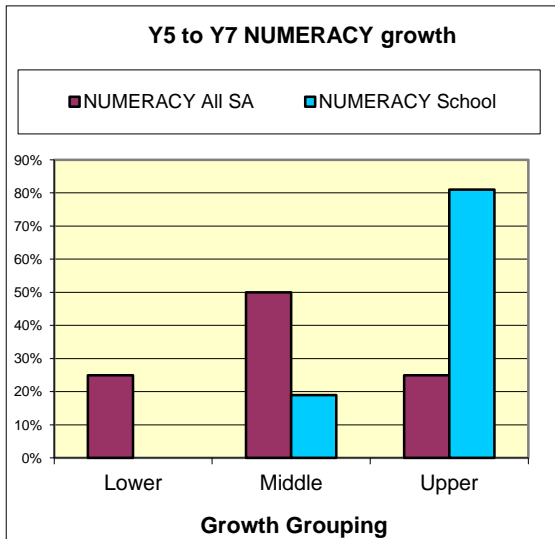
| | | READING | 09 | WRITING | 09 | SPELLING | 09 | GRAMMAR & PUNCTUATION | 09 | NUMERACY | 09 |
|---------------------|------------------|---------|------|---------|------|----------|------|-----------------------|------|----------|------|
| Band 8 | St Paul's | 8% | 0 | 4% | 6.2 | 4% | 0 | 4% | 6.2 | 0% | 0 |
| & above | SA% | 7.10% | 9.3 | 5.40% | 6.8 | 8.30% | 7.5 | 10.20% | 11.1 | 4.30% | 3.5 |
| | NATIONAL% | 10.30% | 12.5 | 6.70% | 6.8 | 8.20% | 9.6 | 14.10% | 14.5 | 9.30% | 8.2 |
| Band 7 | St Paul's | 12% | 6.2 | 20% | 0 | 15% | 31.2 | 19% | 25 | 19% | 20 |
| | SA% | 16.20% | 18.1 | 15.40% | 16.6 | 21.20% | 16.2 | 18.50% | 19 | 13.30% | 12.4 |
| | NATIONAL% | 18.40% | 20.5 | 17.10% | 17.1 | 19.40% | 17.6 | 20.80% | 21.2 | 17.10% | 16.5 |
| Band 6 | St Paul's | 27% | 31.2 | 28% | 25 | 19% | 12.5 | 19% | 25 | 33% | 33.3 |
| | SA% | 25.20% | 25.6 | 30.30% | 28.7 | 29.40% | 25.2 | 26.30% | 26.3 | 27.20% | 27.4 |
| | NATIONAL% | 25.40% | 25.1 | 31.20% | 30.8 | 28.00% | 26.3 | 26.40% | 25.9 | 27.70% | 28.3 |
| Band 5 | St Paul's | 12% | 37.5 | 32% | 37.5 | 39% | 37.5 | 19% | 25 | 33% | 33.3 |
| | SA% | 25.10% | 23.4 | 25.50% | 26.7 | 28.40% | 27.4 | 22.30% | 22.4 | 30.10% | 32.2 |
| | NATIONAL% | 23.30% | 20.7 | 26.90% | 26.5 | 23.90% | 26 | 20.10% | 19.7 | 26.40% | 27.4 |
| Band 4 | St Paul's | 35% | 25 | 12% | 12.5 | 15% | 6.2 | 31% | 12.5 | 15% | 13.3 |
| | SA% | 16.40% | 14.6 | 9.30% | 13.2 | 13.10% | 14.9 | 13.40% | 12.4 | 16.90% | 17.8 |
| | NATIONAL% | 14.00% | 12.9 | 11.20% | 11.6 | 12.40% | 13 | 10.80% | 10.8 | 13.10% | 13.7 |
| Band 3 & | St Paul's | 8% | 0 | 4% | 18.8 | 8% | 12.5 | 8% | 6.2 | 0% | 0 |
| below | SA% | 8.20% | 7.2 | 2.60% | 6.3 | 5.60% | 7.1 | 7.60% | 7 | 6.00% | 5.1 |
| | NATIONAL% | 6.90% | 6.5 | 5.10% | 5.5 | 6.30% | 5.8 | 6.00% | 6.3 | 4.60% | 4.1 |

Student Progress Graphs:



Comments:

These graphs indicate that we have more students in the middle and upper range of progress within Reading and Numeracy than is expected across the state. This was the case in 2009 as well. Our Year 5 data is not quite as impressive in terms of student progress – these students had only been at St Paul's for a term when they completed the NAPLAN tests.



NAPLAN Effect Sizes (2008 – 2010)

This data is generated by tracking student progress while at St Paul's College.

Year 5 to 7 NAPLAN Effect sizes (2008-2010):

| | Spelling | G & P | Writing | Reading | Numeracy |
|---------------------|----------|----------|----------|----------|-----------|
| Effect Size | 1.058056 | 1.001112 | 1.422546 | 0.761443 | 2.0904462 |
| Average Effect Size | 1.266721 | | | | |

Year 7 to 9 NAPLAN Effect sizes (2008-2010):

| | Spelling | G & P | Writing | Reading | Numeracy |
|---------------------|----------|----------|----------|----------|----------|
| Effect Size | 0.425559 | 0.681924 | 0.901677 | 0.698404 | 0.67115 |
| Average Effect Size | 0.675743 | | | | |

- A normal effect size for 2 years of schooling is between 0.6 and 0.8. This data has been generated based on students who have attended St Paul's from 2008 to 2010. The effect sizes from the 2008 Year 5 NAPLAN to the 2010 Year 7 NAPLAN are outstanding. It could be argued that students are demonstrating 3-5 years of growth in some areas. The effect size from 7 to 9 is still pleasing. The average effect size has been reduced by a smaller effect size for spelling. This is something that we are addressing as a College.

NAPLAN Comments:

- While mean scores and band proficiency distributions indicate that St Paul's students progress at an accelerated rate when compared to other students across the state.

e) Senior Secondary Outcomes

SACE Completion (Year 12 certificate):

| Year | St Paul's | Like Schools | State |
|------|-----------|--------------|-------|
| 2010 | 86% | 79.6% | 80.8% |

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

In 2010, 8 Year 12 students successfully completed VET units of competency. This equates to 13% of the 2010 Year 12 cohort.

f) Post School Destinations

The Year 12 cohort of 2010 has pursued many tertiary pathways, including:

- Engineering (Civil and Structural, Mechanical, Computer Systems, Avionics and Electrical Systems, Science)
- Bachelor of Pharmacy
- Bachelor of Architectural Studies
- Bachelor of Health Sciences (Paramedic)
- Bachelor of Science – Forensic and Analytical Chemistry
- Bachelor of Applied Science (Human Movement and Health Studies)
- Bachelor of Arts (Various – Education, International Studies)
- Bachelor of International Studies
- Bachelor of Commerce and Applied Finance
- Bachelor of Education/Teaching (Music, Middle, Primary,
- Bachelor of Science
- Bachelor of Economics
- Bachelor of Design Studies
- Bachelor of Management
- Bachelor of Social Sciences

Vocational Education and Training (VET) 2010

There were also many who chose a different path, building on the success that they experienced through the study of Vocational Education and Training (VET) whilst in the Senior Years. These old scholars are now working as apprentices in various trades including:

- Certificate III Electrical
- Certificate III Plumbing
- Certificate III Information Technology

g) Parent, Teacher and Student Satisfaction

Evaluation and review is part of the school's policy for continued improvement. An annual review is undertaken with staff to improve our structures, processes, curriculum and administration of the College. During 2010, various surveys were conducted to determine views and levels of satisfaction at the College. Staff indicated that they were generally happy and felt satisfied with the quality of the College's facilities and the majority of the respondents (77%) rated the internal communication of the College as 'excellent'. However, staff indicated the potential for future development in some of the following areas: improving the outdoor facilities such as undercover and shaded areas including seating for students, enhancing the aesthetics of the college's outdoor spaces and providing access to ICT's such as data projectors and computers in classrooms.

Parent surveys revealed that an overwhelming majority of respondents (95%) believed that St Paul's supports their son to achieve learning excellence. Likewise, parents were 'satisfied' to 'very satisfied' (91%) with their son's education and were equally supportive of the commitment and professionalism of the teaching staff (96%). Finally, 97% of parents surveyed agreed that they are well informed about their son's education and that communication from the College is informative. Some parents felt improvements could be made in relation to assessment and reporting procedures as well as improving the outdoor spaces for students.

The majority of students indicated that they were 'generally happy' to 'very happy' with their education at St Paul's and were 'satisfied' to 'very satisfied' (77%) with the quality of classroom teaching they received at the College. The majority of students (67%) were 'satisfied' to 'very satisfied' with the variety of co-curricular offerings at St Paul's and that they were very happy (77%) with the assistance and guidance they received from the Pastoral Care Program. However, students indicated the potential for improvement in the following areas: some classroom facilities – in particular the Year 12 classrooms (Murray Building), enhancements to classroom resources such as greater access to ICT's as well as upgraded facilities such as the canteen and toilets.

h) School Income

| | | |
|------------|-----------|---------------------|
| Government | Capital | \$ 3,868,350 |
| | Recurrent | \$ 4,756,635 |
| Fees | | \$ 2,336,532 |
| Other | | \$ 1,552,861 |
| | | <hr/> |
| | | \$12,514,378 |
| | | <hr/> |

Mr Jon Franzin
Acting Principal

28 June 2011