



FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

School Performance Information 2015



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 2015, the student body of 636.7 was drawn from a wide range of schools and suburbs, with approximately 40% of students coming from a Catholic background. 3 full fee paying overseas students were enrolled in 2015.

Indigenous enrolment was 1.1%. Approximately 8.6% of students were of refugee background (African and Afghani), about 8% had a learning disability and about 29.8% came from homes where English is a second language.

FTE Enrolments:

Reception	Yr 1	Yr 3	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
22	13	28	29	35	43	98	88	107	98	75.7

STUDENT ATTENDANCE

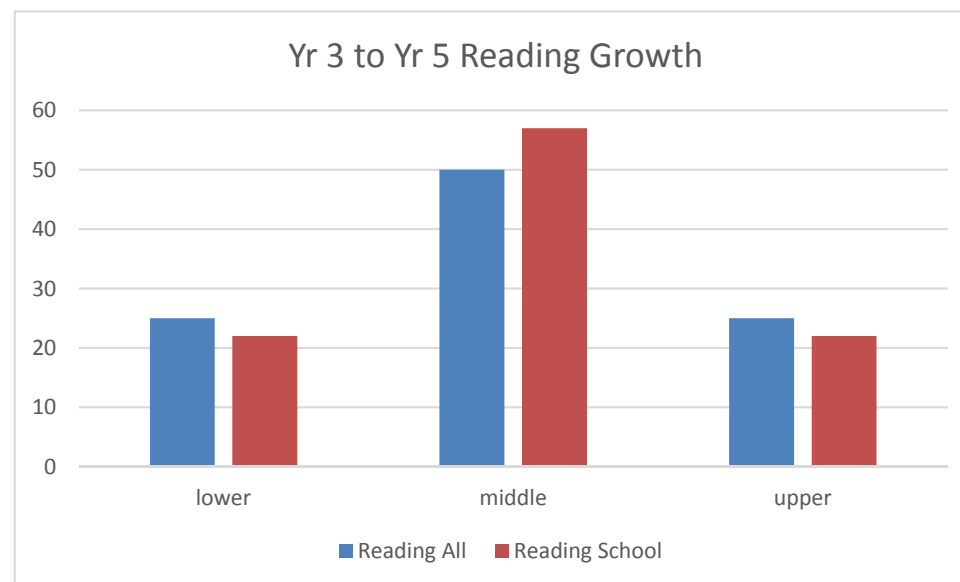
St Paul's has a clear policy for dealing and managing student absences. Parents receive an SMS from the school for unexplained absences and these are followed up by Pastoral Care Teachers and Year Level Coordinators on their return. Staff use SEQTA to record student attendance and this is regularly monitored and managed by the teaching staff at the College. The average student attendance rate for St Paul's College in 2015 was 92.04%. The attendance rate for each year level is listed below;

Year Level	Attendance%
Reception	93.77%
1	94.34%
2	93.17%
5	94.37%
6	94.15%
7	92.22%
8	91.72%
9	92.26%
10	90.36%
11	93.01%
12	90.01%

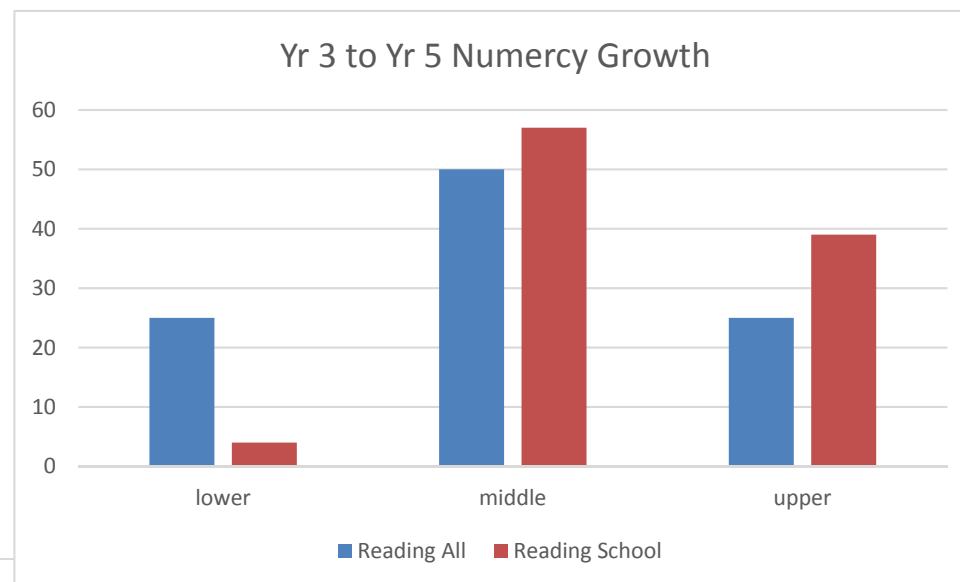


STUDENT LEARNING OUTCOMES

Yr 3 to Yr 5 reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	22	57	22

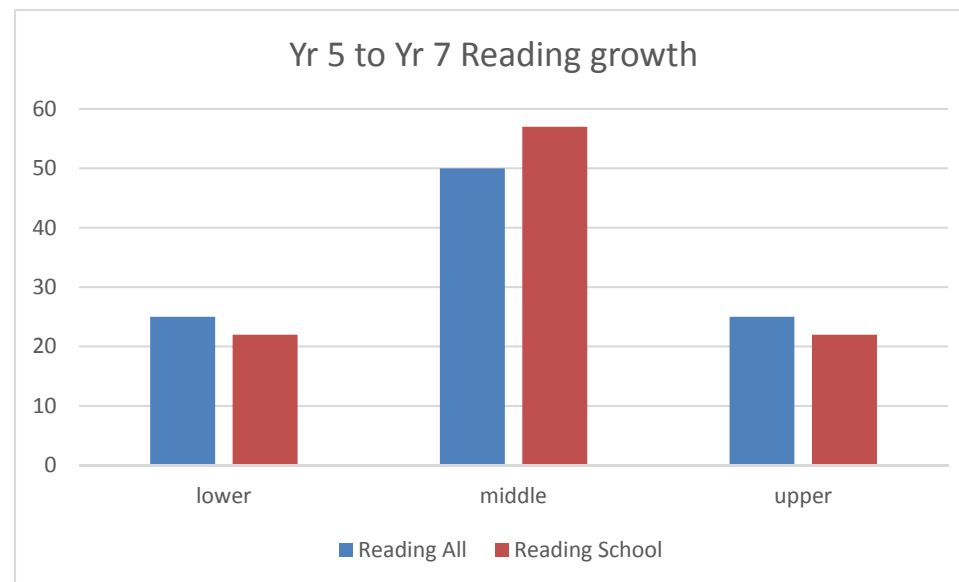


Yr 3 to Yr 5 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	4	57	39

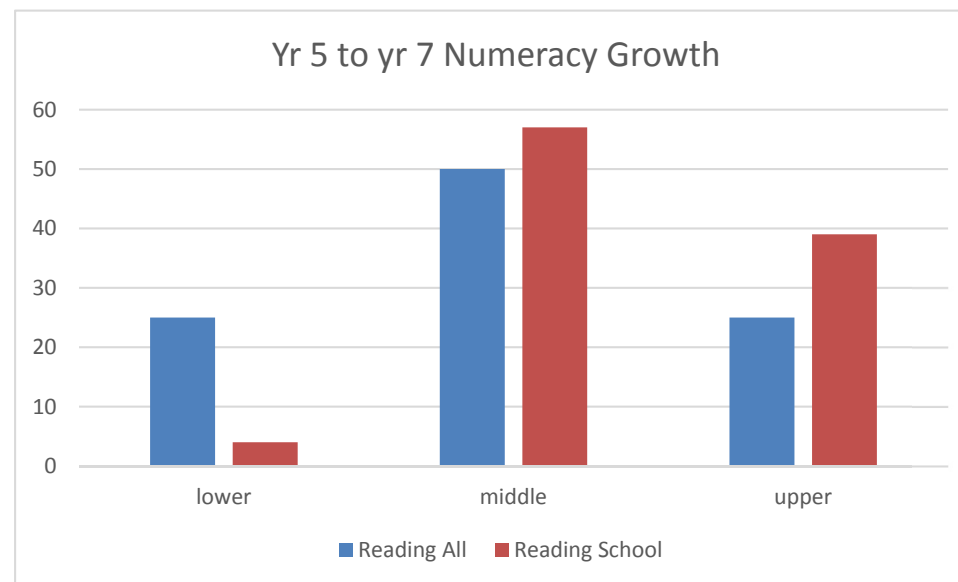


School Performance Information 2015

Yr 5 to Yr 7 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	22	57	22

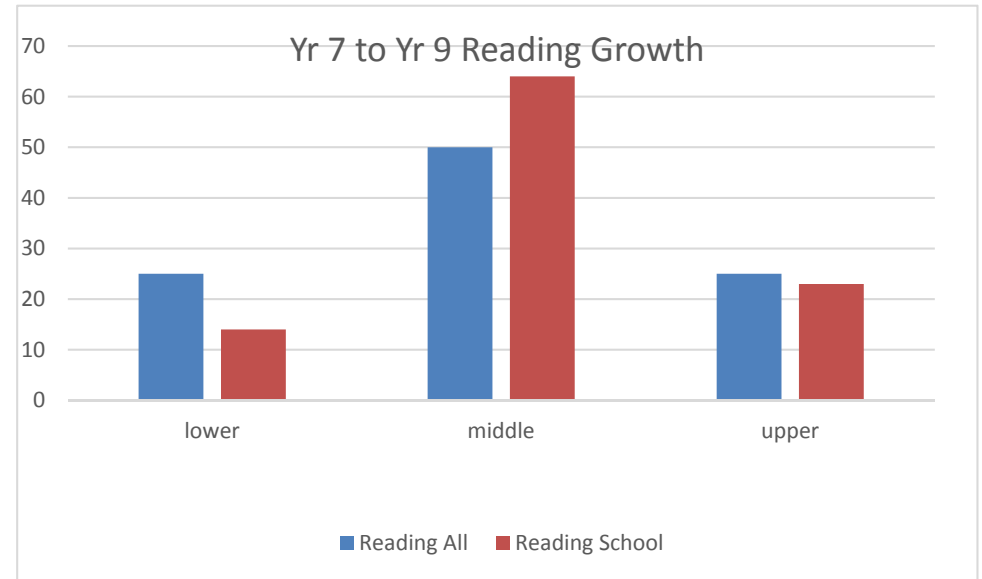


Yr 5 to Yr 7 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	4	57	39

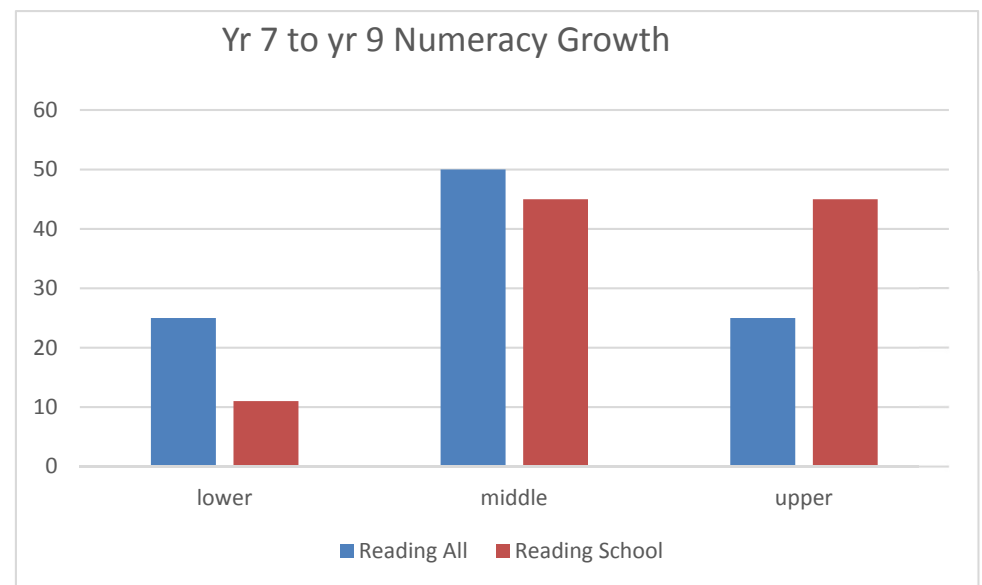


School Performance Information 2015

Yr 7 to Yr 9 Reading Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	14	64	23



Yr 7 to Yr 9 Numeracy Growth			
	lower	middle	upper
Reading All	25	50	25
Reading School	11	45	45



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 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 (-)
2009 data	465.8	100	452	81.2	468.8	87.5	483.9	93.8	483.3	100
2008 data	489.4	100	466	92	475.6	96	469.4	92	464.7	100
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)



	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
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%)
2009 data	523.5	97.1	504	93.9	501.8	93.9	503.7	90.9	535.9	97
2008 data	543.3	98	529.6	93	549.7	96	518.9	93	570.8	100
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%)
2009 data	566.2	88.9	565.2	86.4	564.9	89.8	564.5	86.4	581.1	97.8
2008 data	575.5	94	557.6	90	567.1	86	551.2	83	588	97

Initial Data Analysis

- Significant improvement in Year 5 Reading and Spelling
- A decline in all of the Year 9 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 Yr 3 to Yr5



SENIOR SECONDARY OUTCOMES

Mean ATAR:

Year	Mean ATAR
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
2015	64.89

- 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
- 97.72% of eligible students gained an ATAR
- 95.52 SACE completion for students eligible to gain the SACE
- 3x students gained the Diploma of Business as part of their SACE studies
- 1x Merit awarded – Mathematical Applications

Stage 2 Grade distribution for 2014

A+	3
A	24
A-	27
B+	34
B	45
B-	57
C+	75
C	91
C-	34



STAFF PROFILE

Teacher Qualifications

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

- i. 10 Masters Degrees
- ii. 18 Post Graduate Degrees
- iii. 58 Bachelor Degrees
- iv. 17 Diplomas
- v. 11 Graduate Certificates in RE
- vi. 6 TAFE Certificates e.g. Certificate IV

Workforce composition:

No staff identified as Aboriginal or Torres Strait Islander

Teaching Staff: 48 (45 FTE)

Non-Teaching Staff: 27 (19.1 FTE)

Length of Service:

0-5 years	35 staff
5-10 years	11
10-15 years	13
15-20 years	9
20-25 years	3
25 years +	11

Professional Learning Undertaken During 2015

There were several professional learning priorities in 2015.

- **Differentiation:** we undertook 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.
- **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.



- **SEQTA:** with the implementation of a digital 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:** An action group was established to develop a peer observation program, self-reflection and goal setting procedures for staff. The action group undertook training and planning sessions with the view to implement a whole school training program to be implemented over a 3-year period.
- **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, 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 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, student leadership, Staff and Student 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. New initiatives were developed in the form of extra, specifically titled Parent Information Evenings. This targeted specific Year levels/Age groups. Various other student surveys conducted in 2015 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 Programs.



FINANCE

School Income

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

Australian Government Recurrent Funding	\$ 5,230,479
State Government Recurrent Funding	\$ 1,758,053
Fees, Charges and Parent Contributions	\$ 3,124,848
Other Private Sources	\$ 407,739
	\$10,521,119

Less

Income allocated to capital projects	
Income allocated to capital debt servicing	\$ 409,008
	\$10,112,111

SCHOOL IMPROVEMENT

Self-Assessment process

During 2015 the College finalised its 2016-2018 'Strategic Plan' that will guide the College over the next three years.

The 2016-2018 Strategic Directions has centred 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.

The Strategic Directions document was 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. Throughout 2015 a number of key aspects of this were initiated and extra areas emerged as key foci for the Strategic. This Renewal process contributes to drive our commitment to our Catholic, Edmund Rice ethos and to the marginalised members of our society.

The major areas of focus for 2015 became:

- Ongoing 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
- 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 and the growing Primary School
- 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)
- Ongoing Staff Professional Development in the area of Restorative Practices.

Progress towards achievement of 2014 goals

Throughout 2014 the new Leadership Structures and the Executive Leadership Team (Principal, Deputy, Business Manager and Head of Primary) and Senior Leadership Team (Executive members plus APRIM, Head of Teaching & Learning, Head of Student Development) worked on their main foci being Strategic Development and Daily Operations respectively.



Throughout 2015 the major aim of the Student Services progressed. This process analysed thoroughly the make-up of the student cohort and developed plans and strategies around how best to cater for them. Additional Staff were added to the Inclusive Education Team and further Professional Development for all ESO (Academic) and Teaching Staff in the area of 'Differentiation' continued.

Other areas of the Strategic Plan that have progressed during 2015 include:

- Ongoing development with Restorative Practices across the College
- Ongoing initiatives across the College within the Pastoral Care Structures and Programs
- 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
- Commencement of discussion around our Master Building Plan, with a specific focus on the needs of the growing Primary School
- Introduction of the 'Complispace' Program to assist with all aspects of Compliance, Risk Management, College Information Storage, Privacy and all Policy responsibilities.

