

FAITH
RELATIONSHIPS
EXCELLENCE
DIVERSITY

**School Performance
Information
2018**



ST PAUL'S COLLEGE

SCHOOL FEATURES

St Paul's College – School Performance Information 2018

a) 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 2018, the student body of 672 was drawn from a wide range of schools and suburbs, with approximately 42.4% of students coming from a Catholic background. Indigenous enrolment was 0.01%. Approximately 7% of students were of refugee background (African and Afghani), about 16.5% had a learning disability and about 30% came from homes where English is a second language.

FTE Enrolments:

Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
19	22	35	26	20	39	33	38	111	101	79	79	69.6

b) 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. 49 Bachelor Degrees
- iv. 15 Diplomas
- v. 12 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: 51 (50.2 FTE)

Non-Teaching Staff: 29 (21.8 FTE)

Length of Service:

0-5 years	34 staff
5-10 years	10
10-15 years	11
15-20 years	7
20-25 years	5
25 years +	10

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 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 2018 was 90.88%. The attendance rate for each year level is listed below;



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Year Level	Attendance%
Reception	93.05%
1	93.69%
2	92.10%
3	92.27%
4	90.39%
5	92.68%
6	93.16%
7	92.81%
8	91.53%
9	92.09%
10	89.36%
11	88.75%
12	86.92%



Naplan details still to be provided.



School Performance Information 2018

	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 3 2018 data	449.4 (+37.4)	96 (+3)	391 (+24.4)	96 (+3)	474.5 (+74.5)	96 (+9)	431.6 (+25.9)	96 (+3)	403.5 (+26.4)	96 (+3)
Year 3 2017 data	412	93 (-3)	366.6	93 (-7)	400	87 (-13)	405.7	93 (-17)	377.1	93 (0)
Year 3 2016 data	413.8	96	428.1	100	431.9	100	412.3	100	393.6	93
Year 5 2018 data	486.1 (-7.5)	91 (-9)	440.5 (-28.7)	94 (+8)	502.6 (-2.6)	100	490.9 (+9.9)	94 (-1)	476.6 (-14.4)	97 (-3)
Year 5 2017 data	493.6	100 (+23)	469.2	86 (+19)	505.2	100 (+8)	481	95 (+18)	491	100 (+23)
Year 5 2016 data	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 data	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)



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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)
Year 7 2018 data	520.1 (-7.6)	100 (+6)		496.3 (-0.5)	94 (-4)		536.4 (-1.9)	97 (+3)		522 (-18.3)	91 (-7)		530.7 (-18.5)	97 (-1)
Year 7 2017 data	527.7	94 (-2)		496.8	98 (+4)		538.3	94 (0)		540.3	98 (+2)		549.2	98 (0)
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)



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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 (-)

Initial Data Analysis

Year 3

- A significant increase in both ST Paul's Mean and achievement NMS across all aspects;
- Increase of 37.4 in St Pauls Mean in aspect of Reading;
- Increase of 74.5 in St Paul's Mean in aspect of spelling.

Year 5

- Slight decrease in Year 5 Reading -9% achieved NMS);
- Slight increase in Year 5 Writing – 8% increase in achieved NMS;
- A moderate improvement in Year 5 Mean in aspect of Grammar and Spelling (+9.9).

Year 7

- An overall slight decline in all aspects.

Year 9

- A significant improvement in Year 9 Reading Mean (+12.7);
- A slight improvement in Year 9 Writing Mean (+1.4);
- A significant improvement in Year 9 Grammar & Punctuation Mean (+16);
- A slight improvement in Year 9 Numeracy Mean (+3.7%).



SENIOR SECONDARY OUTCOMES

Senior Secondary Outcomes

Mean ATAR:

Year	Mean ATAR
2009	66.13
2010	67.70
2011	68.85
2012	67.11
2013	70.23
2014	70.30
2015	64.89
2016	74.33
2017	68.99
2018	65.02

- 69 Students enrolled in SACE
- 66.6% students eligible for an ATAR
- 98.55% of eligible students gained an ATAR

Very similar results to the last couple of years. The college has implemented strategies to increase ATAR results in the 50-60 range, but we continue to have a larger number of students within this band.



STAFF PROFILE

Professional Learning Undertaken During 2018

Our staff have undertaken a range of professional learning throughout 2018.

Professional Learning and Performance Review: St Paul's staff engaged in regular training regarding Assessment, Evidence of Learning and Continuous Feedback at whole school level, as well as professional development specific to personal learning goals centred on a focus area of an AITSL standard and EREA Touchstone for 2018 (Gospel Spirituality). Under the guidance of their relevant Leader of Learning, staff completed a staged Professional Learning Plan and Performance review, which included guidance for setting personal goals and engaging in meaningful professional development, classroom observation, feedback and reflection, and culminating in an annual review with a member of our College Senior Leadership Team. Training was provided throughout the course of the year in Learning Team meetings, Teaching staff meetings, and Teacher training days, while staff were supported with individual professional learning offsite, enabling continuous improvement.

Restorative Conversations: We continued our work regarding the Restorative Process with a focus on the conversations to restore relationships. Additionally, this training also prepared key leaders to communicate the language of the Restorative Process to parents.

Moderation: A number of staff continued to upskill themselves in their respective teaching areas by becoming members of Moderation Panels, for SACE Board. The skills acquired through this professional development has been shared with teachers such that they can be applied to our own internal moderation processes.

SEQTA: We continued to provide support and training for our staff regarding SEQTA, with a particular focus on unit plan developments, documenting continuous feedback and preparing programs. Documentation of adjustment to student needs occurred on SEQTA, so too noting parent communication and dialogue, which was a focus in 2018.

Compliance: Staff have undertaken numerous on-line training sessions regarding Compliance with a particular focus on Child Protection, WHS, and Risk. This training included online modules set under the guidance of EREA and CESA, as well as whole-staff training sessions.

Individual PD: Staff also had the opportunity to source their own Professional Learning external to the school. Staff undertook professional learning in a range of areas such as working with students with identified learning needs, STEM, managing difficult behaviours, self-care, and clarification workshops for SACE subjects. Our staff also undertook EREA Formation programs as part of their professional learning such as Galilee, Into the Deep, and Break Every Yoke.

Middle Years Preparation

In preparation for welcoming Year 7 students to secondary years in 2019, along with all CESA schools, St Paul's College committed to a Middle years focus (Years 7-9) for 2019 and beyond, requiring professional development and planning in 2018. Dr Ian Lillico presented to all teaching staff about 21st Century education and the evolving world of students (specifically considering Middle Years), while we worked with professional support personnel from CESA to develop a cross-curricular project-based-learning focus (ie STEM) aligning with AITSL standards. With staff interested in teaching within the new, middle years focus in 2020, groups were formed for curriculum and logistic planning.



STUDENT PARENT, AND STAFF SATISFACTION

2018 was the 60th year of St Paul's College. The theme for the year was 'The Year of Celebrating our Pride', as we are particularly proud of where we have come from and who we are today. Throughout the year, we held a significant number of community functions to both celebrate the 60 years and continue to connect our ever increasing inclusive community.

The College four key values, Faith, Relationships, Excellence and Diversity, continue to guide and motivate us on a journey of cultural improvement based on an excellent Pastoral Care System and a focus on the development of a 21st century school-based pedagogy. Our staff continues to embrace the AITSL standards and set goals according to these and our 4 Edmund Rice Education Australia Touchstones of Gospel Spirituality, Inclusive Community, Justice and Solidarity and Liberating Education.

Our relationship with parents and caregivers continues to improve through an extended program of Information nights, Transition days and evenings, Parent/Teacher student Interviews are well established communication channels within SEQTA. During the course of 2018 our parent/caregiver community participated in the nation-wide EREA family survey and this provided us with much positive insight and feedback. Parent engagement is a central focus of our ongoing strategic planning.

Between Terms 2 and 3 the college had a 3 week break with one week being a Staff Professional Development Week. Within this week the staff participated in various sessions to do with pedagogy (in particular differentiation), spirituality and wellbeing. A highlight was a day with Boys' Education expert Dr Ian Lillico.

FINANCE

School Income

Australian Government recurrent funding	\$ 6,235,430
State Government recurrent funding	\$ 2,278,789
Fees, charges and Parent contributions	\$ 3,495,592
Other private sources	\$ 194,811
	\$12,204,622

Less

Income allocated to capital projects	
Income allocated to capital debt servicing	\$ 11,736
	\$12,192,886

Capital Expenditure

Australian Government current expenditure	
State Government capital expenditure	
New school loans	
Income allocated to current capital projects	
Other	\$ 934,344
	\$ 934,344



SCHOOL IMPROVEMENT

1. High Quality Teaching & Learning – Inspiring Educational Excellence

- Establish a 90+ academic achievement recognition system to promote and celebrate academic excellence;
- Provide professional learning opportunities regarding boy's education;
- Whole staff professional development regarding boy's education ie Ian Lillico;
- Provide ongoing professional development regarding differentiation;
- Develop a structure/ procedure for exchanging student information for transition at the end of each year;
- Expand VET opportunities for students.

2. Strong Home/School Community Engagement – Connecting Community

- Establish a program of cultural days, embracing religious elements and creating links between Staff, students and the broader community;
- Create opportunities for families to be included in College Liturgical celebrations and significant events highlighting shared beliefs and understandings;
- Establish a series of leadership formation programs;
- Implement and monitor well-being programs for all students, particularly for those at risk, highlighting resilience, mental health and other wellbeing topics;
- Promote and maintain the development of House competitions to include Academic achievement, co-curricular involvement and personal service;
- Establish a Committee to plan the College 60th Anniversary;
- Establish a series of Old Scholar functions to recognise significant anniversaries.

3. Catholic Identity – Living Faith

- Promote and provide support and resources for sacramental preparation in partnership with the local parish community;
- Identify the name which gospel values support and underpin the EREA's touchstones and our school's values e.g. Compassion, Generosity, Call to action and embedded into RE Curriculum and Pastoral Care Programs;
- Provide the opportunity for all staff members to engage with EREA formation programs locally, nationally and overseas;
- Explore the college's participation in EREA justice initiatives in local, interstate and overseas communities;
- Promote and provide the opportunity for events that invite family participation in the college community (Father and Son Retreats, Mother and Son Dinners);
- Provide educational opportunities to foster understanding and knowledge of other faith and cultural groups that are in our community;
- Promote and support staff participation in ongoing learning opportunities in faith formation eg Grad Cert in Catholic Education.

4. Effective Administration & Resourcing – Nurturing Stewardship

- Manage financial resources so as to be able to begin a College Master Plan;
- Create an implementation plan and timeline for the PolicyPlus Portal including new modules;
- Determine resources required (both \$ and human) to enable continued progress with compliance culture implementation;
- Align Professional Development Plans with faculty and College wide priorities
- Actively recruit and develop the best available staff to increase capacity and enhance collaboration;
- Develop an operational and financial plan for continuous improvement in Finance, ICT, Facilities and Grounds.



School Performance Information 2018

Completion of 2016 – 2018, establishment of 2019 – 2022 Strategic Plan.

As we have now fully evolved into a Reception to Year 12 College and have completed our 2016 – 2018 Strategic Plan timeline, our focus shifts to the creation and implementation of the next chapter in the life of St Paul's College. A primary focus of this new period will be a significant change in pedagogical approaches to teaching and learning in the Middle years (Year 7 – 9 as Year 7 moves into the Secondary setting) as well as preparing for the next chapter of significant Capital development. As the College continues to grow so too does our engagement of wonderful new staff who are enthusiastic and energetic in their desire to live out this vision.

