



ST PAUL'S
COLLEGE



2022
SCHOOL PERFORMANCE
REPORT

SCHOOL FEATURES

St Paul's College – School Performance Information 2022

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 in the Edmund Rice Tradition. It was established as a boy's school in the north-eastern suburbs of Adelaide in 1959. The College transitioned to co-education from 2022. It is governed by Edmund Rice Education Australia and has a DMI of 91. In 2022, the student body of 945 was drawn from a wide range of schools and suburbs, with approximately 37% of students coming from a Catholic background. Indigenous enrolment was 0.020%; 2% of students were refugee; 24% had a learning disability and approximately 37% 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
61	26	41	42	50	53	51	151	103	115	94	79	79

b) Staff Profile

Teacher Qualifications:

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

- (i) 1 PhD
- (ii) 17 Masters Degrees
- (iii) 18 Post Graduate Degrees
- (iv) 98 Bachelor Degrees
- (v) 26 Diplomas
- (vi) 15 Graduate Certificates in RE
- (vii) 1 TAFE Certificates (e.g. Certificate IV)

Workforce composition:

No staff identified as Aboriginal or Torres Strait Islander

Teaching Staff: 94 (75.04 FTE)
 Non-Teaching Staff: 51 (37.49 FTE)

Length of Service:

0-5 years 95 staff
 5-10 years 18 staff
 10-15 years 7 staff
 15-20 years 6 staff
 20-25 years 4 staff
 25 years + 14 staff

c) **Student Attendance:**

St Paul's has a clear policy for dealing with 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 2022 was 87.60%. The impact of COVID-19 was evident in 2022. The attendance rate for each year level is listed below.

Year Level	Attendance%
Reception	90.77%
1	88.51%
2	87.84%
3	89.59%
4	88.41%
5	89.52%
6	88.76%
7	85.56%
8	86.36%
9	86.00%
10	86.23%
11	83.99%
12	87.27%

STUDENT LEARNING OUTCOMES

	Year Level	St Paul's NMS	SA NMS
Reading	3	97	94.8
	5	94	94.3
	7	97	93.5
	9	94	87.9
Writing	3	100	95.5
	5	98	90.5
	7	95	88.4
	9	87	81.6
Spelling	3	97	91.8
	5	96	93.7
	7	98	91.5
	9	94	89.6
Grammar and Punctuation	3	100	93.5
	5	94	93.7
	7	92	90.8
	9	83	84.7
Numeracy	3	95	94.0
	5	94	94.1
	7	94	90.6
	9	98	93.5

Senior Secondary Outcomes

- 78 Students enrolled in SACE.
- 100% SACE Completion.
- 5 students achieved Merits in Modern History, Business and Innovation and Accounting, and the Research Project (2 of these Merits were achieved by Year 11 students undertaking Year 12 studies).
- 25% of results were in the A band.
- 72% of results were As and Bs.
- 96% of grades were a C or better.
- College Dux achieved an ATAR of 96.55
- College Proxime Accessit achieved an ATAR of 94.45
- 77% of our students received an offer for their first preference.
- 81% of our students received an offer for their top two preference.
- 87% of students (who applied through SATAC) received a university offer.

Our 2022 Year 12 cohort consisted of 78 students. It is pleasing to note that our students achieved 100% SACE completion for the fourth year in a row. This has been a result of ongoing subject counselling and additional support for individual students. 72% of all results were in the A and B ranges, with 96% of the overall student grades being a C or better.

12 students achieved A+s in Modern History, Accounting, Business and Innovation, Research Project, Integrated Learning A: Religion. Additionally, 29% of all grades were in the A band for English, Business and Innovation, Workplace Practices, Integrated Learning A: Religion, Modern History, Specialist Maths, Mathematical Methods, General Mathematics, Accounting, Legal Studies, Biology, Physical Education, Material Solutions, Psychology, Economics, Industry and Entrepreneurial Solutions, and Humanities and Social Sciences Connections, along with 19 students also gaining an A band for Stage 2 Research Project, undertaken in Year 11.

In 2022 St Paul's continued to offer a wide spectrum of post school pathways including vocational pathways through our Trade Training Centre. Students were engaged in TSS Pathways, with Certificate II Electro Technology, Certificate II Construction and Certificate III Screen and Media – Game Art Foundations, amongst the most popular undertaken. This has allowed students to earn SACE credits.

Many of our students achieved apprenticeships in Electrical, Carpentry, Metal Engineering, Plumbing, Tiling, Fabrication and Automotive, demonstrating a pathway for all students aligned with their aspirations.

STAFF PROFILE

Professional Learning Undertaken in 2022

Our staff have undertaken a range of professional learning throughout 2022:

Co-Education

2022 marked the first year of co-education at St Paul's College and it coincided with significant growth in student numbers, alongside subsequent growth in staff. Following the previous year's engaged in professional discussion and reading around boys' education, girls' education and co-education, 2022 witnessed the application of what staff had learned and developed in preparation. Similarly, there were multiple stages where staff were engaged in feedback on their own progress and also progress of the College in this new era of co-education. Staff satisfaction remained pleasingly high and self-efficacy was improved, aided by targeted professional learning opportunities identified by staff.

Positive Education

In 2022, our entire staff further engaged with positive education via The Positivity Institute. Beginning on the continuum of 'learn it, live it, teach it, embed it', our College committed to staff engagement with positive education. A strength-based approach to challenge and resilience, as well as comprehending character strengths, were essential in this first phase of positive education.

Compliance

Staff have undertaken numerous online and in-person training sessions regarding compliance, with a special focus on safeguarding. Guidance from EREA and CESA informed the compliance training undertaken.

Individual PD

Staff also had the opportunity to source their own Professional Learning external to the school. Staff engaged in professional learning in a range of areas such as inclusive education, literacy, numeracy, faith formation and assessment. Integrated learning was a significant focus area in Primary and Middle Years and similarly, staff 'champions' were formed in the area of EALD.

Staff Resourcing in 2022

In 2022, our staff grew in proportion to the many additional students we welcomed, and well above that mark. This was indicative of a College commitment to improve the number of staff, self-efficacy of staff and obviously a commitment to improved student experiences and outcomes. While some of this growth assisted with strategic priorities around improving teacher: student ratios for the benefit of learning and wellbeing, many of the additional positions on staff were non-teaching positions. The motivator for this was to improve the focus of Teachers as we move to a more rigorous and liberating education as a College; unsurprisingly students benefit enormously when a teacher can minimise unnecessary administrative tasks and have confidence in the facilities, infrastructure and support available.

STUDENT, PARENT AND STAFF SATISFACTION

'Together We Grow' was the College theme for 2022, which especially framed important conversations about our collective growth into co-education, which involved students, staff, families and community alike.

The announcement of co-education, following significant community consultation, was an enormous strategic decision for our College. Its support from students and families alike was exceptional. In delivering co-education from 2022, our staff and students and families were engaged in surveys to gauge their sense of how the College had established co-education, with overwhelming positivity.

Information evenings, professional reading opportunities and constant communication with families enabled our College to demonstrate that we were organised, considered in our approach and sensitive to the needs of all students in a co-education environment. A focus on assisting students with change was a dominant theme in pastoral care lessons especially, acknowledging the shift in our collective identity with the exciting advent of co-education.

FINANCE

School Income

Australian Government recurrent funding	\$12,664,137
State / Territory Government recurrent funding	\$ 3,743,649
Fees, charges and parent contributions	\$ 4,401,300
Other private sources	\$ 637,340

Total gross income (excluding income from government capital grants) **\$21,446,426**

Deductions

Income allocated to capital projects	\$ 900,000
Income allocated to future capital projects and diocesan capital funds	\$ 0
Income allocated to capital debt servicing (including principal repayments and interest on loans)	\$ 0
Subtotal	\$ 900,000

Total Net Recurrent Income **\$22,346,426**

Capital Expenditure 2022

Australian Government current expenditure	\$	0
State / Territory Government capital expenditure	\$	0
New school loans	\$	0
Income allocated to current capital projects	\$	900,000
Other		\$ 4,823,351
Total capital expenditure		\$ 5,723,351

SCHOOL IMPROVEMENT

In 2022, St Paul's College published its Strategic Plan for 2022-2025. Obviously crucial for any period of time, the strategic endeavours of our community from 2022 are pivotal for this new era of co-education at St Paul's. Having sought ongoing input from College staff and the School Advisory Council (SAC), the Strategic Plan for 2022-2025 was largely informed by Edmund Rice Education Australia's (EREA) School Renewal Process from 2021, which outlined the many great strengths of our College and areas that would benefit from more strategic attention.

In our Strategic Plan, our College commits to five strategic directions, achieved by 2026 through aspirational goals. These strategic directions motivate the College to lead the community in contemporary ways, as a Catholic co-educational College in the Edmund Rice Tradition, during this most innovative period of St Paul's College.

The five Strategic Directions are listed below, and each has a set of associated goals to specify how St Paul's will move in that strategic direction.

Faith in Action: *Demonstrate contemporary and inclusive expressions of faith and spirituality in an Edmund Rice Tradition.*

Goals:

- Design and develop a contemporary Sacred Space that captures our Catholic tradition and commitment to being an Inclusive Community
- A program of multifaith celebrations and multifaith dialogue to enhance knowledge, understanding and community
- A detailed plan to partner with all Edmund Rice social justice initiatives and charitable works linking to service and advocacy
- To develop a streamlined approach to fundraising that centres around local Catholic agencies
- Expand and consolidate a Religious Education Curriculum that explores, deepens and recontextualizes students' understanding of our Catholic traditions, and other world religions and spiritualities, including links to Catholic parishes
- Measurably improved Liturgical, Retreat, Formation, and Rite of Passage experiences from student and staff perspectives
- A recontextualised understanding of symbols, imagery and best practices that are physically represented throughout our community

Rigorous and Liberating Education: *Measured and continuously improved learning outcomes as evidence of a rigorous and liberating education.*

Goals:

- An evidence based literacy and numeracy approach for all students that measurably improves student learning outcomes
- A functional EALD plan that is appropriately resourced and reflects best practice to meet the linguistic and cultural needs of students
- A clear and concise student data-tracking system that monitors progress and informs intervention (further assistance and/or extension) for improved student outcomes
- Meaningful and collaborative partnerships with external organisations that enhance learning outcomes and provide additional opportunities for students (through learning experiences and/or pathways)
- A student recognition and awards structure that celebrates achievement, improvement, and personal development in various ways
- Consider a Learner Profile that recognises holistic, liberating growth in personal, academic, spiritual, and social capabilities over time
- An Education Program that identifies gifted and talented students and provides support and enrichment opportunities
- A consistent, clearly outlined, and site-specific approach to EREA Learning Statement that details the College's approach to teaching and learning

Thriving Co-Education: *Transform into a vibrant, inclusive, and authentic co-educational College that successfully and safely manages a significant increase in students and staff.*

Goals:

- Equitable enrolment profile that considers gender equality
- Curriculum implementation that targets our co-education development and the increasing number of students and abilities for R-12
- A measurably more diverse co-curricular offering, including and beyond sport
- Expand and consolidate a gender-inclusive R-12 Pastoral Care Program, in conjunction with appropriate external agencies, that ensures a contemporary understanding of age-appropriate personal, social, mental, and spiritual wellbeing, in connection with our Edmund Rice Education Australia Touchstones
- Successful transition of students through Primary, Middle and Senior Years in a co-educational environment
- Clear and effective processes and procedures for student wellbeing, including counselling services that manage a significant increase in demand

Empowered Voices: *An established norm that all past and present students, staff, and families have a meaningful voice within the College.*

Goals:

- A successful and regular process for Student Voice to inform the College's Leadership Team
- Measurably increased satisfaction from students, parents, and staff in relation to communication, feedback and consultation opportunities
- Strengthened communication and partnerships with families that recognise the many linguistic, cultural and family circumstances
- A meaningful process and cycle for staff appraisals, including position and Position of Leadership reviews, recognising opportunities to develop professional growth
- A meaningful leadership program that encourages students to be autonomous contributors as part of the College and wider community
- Develop, submit, and enact an approved Reconciliation Action Plan (RAP)
- An Action Plan for Safeguarding that embeds Child Protection throughout all components of our College
- Restorative Practices are embedded for all staff and students, such that associated language and processes are commonplace
- A vibrant old scholars' network that includes past students willing to support current student experiences and College events

Resourcing and Sustainability: *Human, social, and built environments that are suitable, ecologically aware, environmentally considerate and facilitate sage and meaningful experiences for learners.*

Goals:

- A reviewed and implemented, flexible Capital Works Masterplan having set and met bold, agreed timelines, and reflecting the changing physical, educational and wellbeing needs of the College
- An effective compliance culture through policy platforms, where staff recognise its relevance, and it informs their roles as leaders and role models in safeguarding
- A staff and student Environmental Group that actively leads environmental sustainability through education and action, onsite and offsite?
- Annually improved gender balance across all areas of employment within the College
- A professionally empowered staff who collaborate, share responsibility and are mutually accountable, as measured by the efficacy of staff
- A strategic and public approach for celebrating leadership, identifying leaders and providing leadership opportunities, pathways and associated professional learning; including acting positions, shadowing and formal leadership education
- A shared responsibility amongst the College Leadership Team and all staff in a Position of Leadership for the College's Strategic Vision, measured by the review and appraisal processes of staff with a Position of Leadership
- Appropriately facilitate a staffing structure that manages growth in student and staff numbers, delivers on this Strategic Plan, and considers the consolidation of Primary, Middle and Senior Years while maintaining a unified College
- A reduction in our carbon footprint through education, behavioural change, and capital works