



ST JOSEPH'S COLLEGE, ALBANY 2017

Part 1: School Performance Information



The life of every person is a special journey. St Joseph's College endeavors to help each person remain ever open to new discoveries along the path to full human development.

Under the Australian Government Programmes for Schools Quadrennial Administrative Guidelines, all schools are required to make a commitment to ensure that School Performance Information is made publicly available in the prescribed format, within six months of the completion of the programme year.

1. Contextual Information

St Joseph's College is in the coastal centre of Albany, some 420km south of Perth. It is a co-educational Catholic College with approximately 600 students from Three-Year-Old Programme to Year Twelve. Established in 1978, through the amalgamation of three schools, St Joseph's College continues a rich tradition of Catholic Education in Albany that spans over one hundred and fifty years. The College is divided into three sub schools: Junior School—Three-Year-Old Programme to Year Six; Middle School—Years Seven to Nine; Senior School—Years Ten to Twelve. The College offers breadth of study, both in and outside the classroom, to cater for a variety of talents within the student cohort and has a rigorous academic programme and supportive pastoral care for each child. In the secondary school there is a university entrance focus as well as pathways in Vocational Education and Training. A range of extracurricular activities operate within the College and there are various opportunities through sport, music and the arts for students to thrive within a challenging but supportive setting. The College is situated on a twenty-hectare site with excellent grounds and good facilities for students.

2. Teacher Standards and Qualifications

	3 Year trained	4 Year trained	5 Year trained
Number of teaching staff	2	41	3

3. Workforce Composition

Teachers Male:	14	Teachers Female:	32
Non-Teaching Male:	10	Non-Teaching Female:	23
Indigenous Female:	2		

4. Student Attendance at School

Whole School	93.07%		
Year Levels:			
KG	Unavailable	Year Six	93.51%
PP	89.32%	Year Seven	95.01%
Year One	92.75%	Year Eight	94.91%
Year Two	93.49%	Year Nine	92.80%
Year Three	92.69%	Year Ten	92.51%
Year Four	93.36%	Year Eleven	93.36%
Year Five	93.49%	Year Twelve	92.77%

Non-Attendance at the College is followed up firstly by the Home Room or Classroom teacher. A letter /email is sent to parents each first Friday of the month reminding them to provide a written note or email for any unexplained absences. Home Room/Classroom teachers and administration staff enter into SEQTA any explanation etc. received for student non-attendance. Notes (and printed emails) are filed by Administrative staff each day. Parents of students who have prolonged or numerous unexplained absences are invited for an interview with the Head of School. Each morning an SMS is sent to parents whose child/children have not come to school. Students with consistent non-attendance are referred to the Participation Directorate.

5. NAPLAN Data 2017

Students in Years Three, Five, Seven and Nine completed the National Assessment Programme for Literacy and Numeracy (NAPLAN).

NAPLAN DATA Year Three 2017

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Reading	421	431	94%
Writing	402	413	100%
Spelling	397	416	94%
Grammar & Punctuation	452	439	89%
Numeracy	391	409	98%

The achievement by Year Three students shows the biggest improvement since NAPLAN testing began. Our students are almost on the national average for Reading, Writing, Spelling and Numeracy. The students were above the national average for Punctuation and Grammar. The College has introduced new programmes in Spelling (Sounds Write), Reading (Guided Reading), Writing (Brightpath) and Mathematics (Envision) to better ensure the mastery of basic skills and concepts. Several staff changes have also occurred. For 2017, a full time Education Assistant was provided in Year One.

NAPLAN DATA Year Five 2017

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Reading	505	505	100%
Writing	481	472	100%
Spelling	492	500	98%
Grammar & Punctuation	507	499	96%
Numeracy	499	493	100%

Year Five results indicate that the mean scores of students were on or above the National mean scores in Reading, Writing, Grammar and Punctuation and Numeracy. New programmes in Spelling (Sounds Write), Reading (Guided Reading), Writing (Brightpath) and Mathematics (Envision) have been introduced to improve mastery of basic skills.

NAPLAN DATA Year Seven 2017

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Numeracy	543	553	96%
Reading	532	544	92%
Spelling	543	549	96%
Grammar & Punctuation	536	541	96%
Writing	507	512	96%

The Year Seven data indicates that students at St Joseph's College in general are performing close to the National mean in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar. Our students have the capability to perform better than these results indicate. A small target class will operate in 2018 to assist students to improve their basic literacy and numeracy skills.

NAPLAN DATA Year Nine 2017

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Numeracy	596	591	100%
Reading	588	580	97%
Spelling	570	581	94%
Grammar & Punctuation	569	573	94%
Writing	540	552	86%

The Year Nine data shows that St Joseph's students have performed above the national means in Numeracy and Reading. In relation to Spelling, Grammar and Punctuation and Writing, a smaller support class will be established in 2018 to better target literacy skills for students in this cohort.

For the second year in a row, St Joseph's College was identified by the Australian Curriculum Assessment and Reporting Authority (ACARA) as achieving above average gain in NAPLAN when compared to schools with similar students.

General Comment:

The National testing is only one of the many assessments collected by teachers to make valid final assessments. It is important to recognise that assessments range from informal to the more formal structures. This offers all students opportunities to demonstrate levels of achievement across a range of assessment types. Overall, the school continues to provide excellent learning opportunities for students to demonstrate their knowledge and understanding in a range of assessments. The results offer teachers the insight into developing programmes to address areas of concern for individual children and adjusting their curriculum learning programmes. The focus will continue to be on literacy and numeracy as this underpins all learning.

6. Parent, Student and Teacher Satisfaction

Our parents, students and teachers' satisfaction level with the school is shown by:

- The high retention rate we have with staff. This is indicative of the satisfaction that both our teaching and non-teaching staff have with the College.
- Feedback from parents highlighting the positives and negatives about their child's learning and development. These comments are then reviewed in relation to the general teaching/learning programme and the overall operation of the College.
- All parents, students and teachers are encouraged to raise issues or concerns with the appropriate personnel within the school. Parents are reminded of this regularly at Parent Information Evenings and through the College Newsletter.

- Significant improvement in attendance at school events and parent interviews.
- Annual Community Meeting, reports and opportunities for questions.
- Counselling Senior School Students to choose pathways that are realistic and achievable.
- Active Parents and Friends Association.
- Each Year Twelve student experiences an exit interview to discuss their future pathways and any concerns they wish to raise.
- Exit survey emailed to families leaving the College.

7. School Income

See Website: <http://web.sjc-albany.wa.edu.au> then go to link: ACARA School Data.

8. Senior Secondary Outcomes

Students who completed their final year of secondary school at St Joseph's College had the option of two pathways – Vocational Education + Training (VET) or ATAR (University).

Students (35%) undertaking the VET pathway were offered Certificates in Construction, Engineering, Business, Visual Arts, Music, Animal Studies, Fashion Design, Sport and Recreation, Hospitality and Kitchen Operations, Plumbing, Information Technology, Tourism, Health Support Services and Retail Cosmetics. In addition to this, students completed a work placement in Albany and surrounding districts. In 2017, 38 Certificate II or higher were awarded to ten students.

Students (65%) who chose to follow the University pathway completed studies across a range of subjects including: Religious Education, English, Mathematics, Specialised Mathematics, Physics, Chemistry, Biology, Human Biology, Geography, Modern History, Physical Education Studies and Visual Art.

The total number of students in Year 12 in 2017 was 31. Of these students, 30 or 96.8% were successful in achieving WACE graduation. Students eligible for university entrance, saw 95% offered one of their preferences.

9. Post School Destinations

St Joseph's College Year Twelve 2017 Number of Students: 31			
	Graduation	University	STP; Apprenticeships; Employment/Other
No. of Students	31	20	11
	96%	65%	35%

Please note that many students complete a gap year before commencing their chosen University course.

10. Annual School Improvement

Below are details relating to the main goals on the Annual School Improvement Plan (ASIP) for St Joseph's College in 2017.

Learning

(i) Develop a scope and Sequence for Christian Service.

Staff and students were trained as Special Ministers of the Eucharist and throughout the year served our school community at Whole School Masses. Staff then developed a scope and sequence for Christian Service from Year One to Year Twelve. In addition to outlining the philosophy, the documentation suggested appropriate activities, process of authorisation and the number of hours to be completed before certificates and pins will be awarded. Christian Service will become a part of College life in 2018.

Engagement

(ii) Develop the resources, both personnel and physical to support the goals of the Literacy and Numeracy Plan.

Over the course of the year, new strategies such as Guided Reading were introduced into the Junior School under the guidance of Mrs Jan Flemming from CEWA Bunbury. Mrs Flemming in-serviced staff on this approach to reading and comprehension, viewed teacher lesson plans and observed instruction in the classroom. Valuable and specific feedback was given to each staff member on an on-going basis.

In the Early Years, Mrs Flemming worked with staff to further the develop their understanding of Play-Based Learning (Investigative Play). This is a necessary requirement as it relates to the National Quality Standards (NQS). Observation and feedback occurred throughout the year for staff.

In the Secondary School, Mr Terry Boland (Private Consultant) worked with staff to further improve the engagement of students in the learning process. A review of current practice occurred, and a survey was then developed that enabled students to provide feedback to staff on the teaching and learning process in the formal subject areas. These surveys were completed on line each semester. Staff having viewed their individual feedback then reflected on the information provided, developed a plan to better cater for the students' needs and discussed their proposed plan of action with the Principal.

Accountability

(iii) Define pastoral care responsibility for all community members.

Throughout the year, staff and parents became better informed of the Code of Conduct now required at St Joseph's College. The process of developing a series of exemplars to demonstrate understanding is continuing.

Discipleship

(iv) Engaging with the most vulnerable and marginalised in our society.

Our playgroup for Aboriginal families known as 'Little Joeys' has commenced. The group has a fully functioning classroom on the Ulster Road site, a Community Liaison Officer and Education Assistant. Numbers have been relatively small however on particular days up to five families can be represented.

St Joseph's College is for all families providing support for the Catholic ethos of the school will be shown. Throughout the year, the Principal met with numerous families offering varying degrees of support to enable their child(ren) to remain at the school. The economy of Albany, particularly in relation to on-going employment, continues to remain volatile.

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