ST JOSEPH’S COLLEGE ALBANY
2011 School Performance Information

The Life of every person is a special journey. St Joseph’s College endeavours 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 6 months of the completion of the programme year.

General Comment:
The State and 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 perform, clearly acknowledging the learning opportunities students experience and their ability to demonstrate their knowledge and understanding in a range of formal assessments. The results offer teachers the insight into developing programmes to address any 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.

7. Parents, student and teacher satisfaction
Our parents, students and teachers satisfaction level with the school is shown by:
1. The increase in student numbers from the previous year.
2. 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.
3. Positive feedback from parents highlighting constant feedback and communication about their child’s learning and development.
4. Relatively small number of concerns or issues raised with College personnel. 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.
5. Annual Community Meeting, reports and opportunities for questions.
6. Counselling Senior School Students to choose pathways that are realistic and achievable.
7. Active Parents and Friends Association
8. Each Year Twelve student experiences an exit interview to discuss their future pathways and any concerns they wish to raise.
9. Parents, Students and Staff surveyed for School Improvement Planning.

7. Post School Destinations

<table>
<thead>
<tr>
<th>Graduation</th>
<th>University</th>
<th>Technology Institutes/ Employment (and combinations of Apprenticeships)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

8. Parents, student and teacher satisfaction

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9. Parents, Students and Staff surveyed for School Improvement Planning.

9. School Income

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

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1. Contextual Information
St. Joseph’s College is located in the coastal centre of Albany, some 420km south of Perth. It is a co-educational Catholic College with approximately 650 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 various pathways to cater for a variety of gifts within the student cohort and has a rigorous academic program 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. St. Joseph’s College has a Trade Training Centre which enables students to complete pre-apprenticeship courses. A range of extracurricular activities operates 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

<table>
<thead>
<tr>
<th>Number of teaching staff</th>
<th>3 year trained</th>
<th>4 year trained</th>
<th>5 year trained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>37</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Workforce composition
Teachers Male: 17
Teachers Female: 29
Non Teaching Male: 3
Non Teaching Female: 24
Indigenous Female: 1

4. Student Attendance at school
1. Attendance
A: Whole School - 94%
B: Year Level - Year 1 - 95% Year 7 - 94%
Year 2 - 92% Year 8 - 94%
Year 3 - 96% Year 9 - 95%
Year 4 - 92% Year 10 - 94%
Year 5 - 95% Year 11 - 96%
Year 6 - 94% Year 12 - 94%
2. Non Attendance is followed up by Home Room Teacher or Class Room Teacher and an explanatory note is required for all absences. A follow up letter is sent to parents who do not comply asking for an explanation. If non-attendance increases for an individual student for no apparent reason, a parent interview is arranged.

5. Senior Secondary Outcomes
Focus: The focus for students completing their final Year Twelve studies in 2011 was to achieve WACE graduation and to exit the College with options for further study and/or employment as well as being responsible members of their community.

Students gained creditable results and many of the cohort continued in pathways with the view to gaining some future qualifications which will enhance their career and life opportunities.

All students who completed their studies in 2011 gained results which were comparable to Like schools in the sector. St. Joseph’s College continues to exhibit positive trends for the College leavers as highlighted in the following:
- 100% Graduation
- 16 (43%) Students in Year 12 were involved in some type of vocational training (including Engineering, Furnishings, Construction, Business and Community Services).

6. NAPLAN - NAPNULIT DATA 2011 Year 3
NAPLNaLisa assists schools to interpret their NAPLAN test results on a comparative basis against Like School band, and state and national statistics.

<table>
<thead>
<tr>
<th>Year</th>
<th>Learning Area</th>
<th>School Mean</th>
<th>Like School Mean</th>
<th>State Mean</th>
<th>National Mean</th>
<th>Percentage above National Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Year 3</td>
<td>Reading</td>
<td>384</td>
<td>426</td>
<td>401</td>
<td>416</td>
<td>92.68%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>410</td>
<td>421</td>
<td>404</td>
<td>416</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>374</td>
<td>413</td>
<td>396</td>
<td>406</td>
<td>92.68%</td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Punctuation</td>
<td>384</td>
<td>431</td>
<td>408</td>
<td>421</td>
<td>85.37%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>370</td>
<td>407</td>
<td>387</td>
<td>398</td>
<td>92.50%</td>
</tr>
</tbody>
</table>

Year Three results indicate that the mean score of students at St. Joseph's College are below Like Schools, State and National mean scores in Reading, Writing, Spelling, Grammar, Punctuation and Numeracy. It was pleasing that no students are below the national minimum standard in Writing and there was an improvement in the percentage of students below national minimum standard in Spelling (7.32%) compared to the previous year.

Year Five results indicate that the mean scores of students at St. Joseph's College are above Like Schools, State and National mean scores in Reading, Writing, Spelling, Grammar, Punctuation and Numeracy. This is a highly commendable result. Most pleasing of all was that there are no students below the national minimum standard in any of the assessed learning areas.

The Year Nine 2011 NAPLAN – NAPNULIT DATA indicates that students are equal with national means in Reading but slightly below Like Schools and State means. This means scores in Writing and Spelling are below national means but above National means in Grammar and Punctuation. Results in Numeracy were marginally below State and National means. It was pleasing that no students are below the national minimum standard in Mathematics.