

NAPLAN DATA Year Nine 2016

Learning Area	School Mean	National Mean	Percentage of students ABOVE The National Minimum
Numeracy	597	589	96
Reading	599	580	93
Spelling	570	580	66
Grammar & Punctuation	578	570	79
Writing	557	548	73

The Year Nine data shows that St Joseph's students have performed above the national means in all Learning Areas assessed with the exception of spelling.

Percentage of Year Three, Five and Seven and Nine students achieving the National Minimum Standard or Higher in 2016

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	83	100	86	88	88
Year 5	92	100	97	100	95
Year 7	100	96	92	94	98
Year 9	100	87	84	95	100

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.

7. Parent, 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. 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.
4. 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 through the Quality Catholic School surveys.
10. Exit survey emailed to families leaving the College.

8. Post School Destinations

St Joseph's College Year Twelve 2016 Number of Students: 33			
	Graduation	University	STP; Apprenticeships; Employment/Other
No. of Students	30	18	15
	90.9%	54.5%	45.4%

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

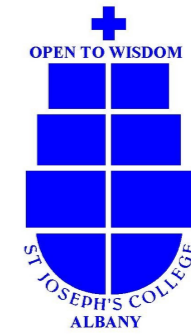
9. School Income

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

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ST JOSEPH'S COLLEGE ALBANY 2016 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 located 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 various pathways 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 both 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 courses in various trades, including Building & Construction and Engineering. 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	3	44	3

3. Workforce Composition

Teachers Male:	14	Teachers Female:	36
Non Teaching Male:	8	Non Teaching Female:	26
Indigenous Female:	1		

4. Student Attendance at School

Whole School 92.61%
Year Levels

KG	89.88%	Year Six	92.95%
PP	92.91%	Year Seven	92.72%
Year One	92.19%	Year Eight	89.33%
Year Two	92.09%	Year Nine	89.81%
Year Three	92.27%	Year Ten	87.33%
Year Four	93.81%	Year Eleven	90.66%
Year Five	94.27%	Year Twelve	92.29%

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. 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 undertaking the VET pathway were offered Certificates in Construction, Engineering, Business, Nursing, Fitness, Community Service, Hospitality and Kitchen Operations. In addition to this, students completed a work placement in Albany and surrounding districts.

Students 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 2016 was 33. Of these students, 30 were eligible to achieve WACE graduation. Students eligible for university entrance, saw 94% offered one of their preferences.

6. NAPLAN Data 2016

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

NAPLAN DATA Year Three 2016

Learning Area	School Mean	National Mean	Percentage ABOVE National Minimum
Reading	371	425	64
Writing	403	420	93
Spelling	351	420	62
Grammar & Punctuation	371	436	81
Numeracy	358	402	71

Year Three results indicate that the mean scores of students were below National mean scores in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The College has introduced new programmes in Spelling, Reading and Mathematics to better ensure the mastery of basic skills and concepts. Several staff changes have also occurred. As of 2017, a full time Education Assistant is provided in Year One.

NAPLAN DATA Year Five 2016

Learning Area	School Mean	National Mean	Percentage ABOVE National Minimum
Reading	486	501	77
Writing	489	475	95
Spelling	480	493	77
Grammar & Punctuation	511	505	87
Numeracy	482	492	82

Year Five results indicate that the mean scores of students were above the National mean scores in Punctuation and Grammar and Writing. New programmes in Spelling, Reading and Mathematics have been introduced to improve mastery of basic skills.

NAPLAN DATA Year Seven 2016

Learning Area	School Mean	National Mean	Percentage of students ABOVE The National Minimum
Numeracy	557	549	86
Reading	550	541	90
Spelling	535	543	80
Grammar & Punctuation	527	540	74
Writing	524	514	77

The Year Seven data indicates that students at St Joseph's College in general are performing at a rate higher than the National mean in Numeracy, Reading, and Writing.

NAPNuLit assists schools to interpret their NAPLAN test results on a comparative basis against like-school band, and state and national statistics.

St Joseph's College was identified by the Australian Curriculum Assessment and Reporting Authority (ACARA) as achieving above average gain when compared to schools with similar students. St Joseph's College was one of twenty four schools in Catholic Education Western Australia to achieve such results for the 2016 NAPLAN testing.



CATHOLIC EDUCATION
WESTERN AUSTRALIA

EXECUTIVE DIRECTOR OF CATHOLIC EDUCATION

15 March 2017

Mr Mark Browning
Principal
St Joseph's College
Martin Rd
ALBANY 6330

Dear Mr Browning

St Joseph's College has been identified by the Australian Curriculum Assessment and Reporting Authority (ACARA) as achieving above average gain in the National Assessment Program - Literacy and Numeracy (NAPLAN) results compared to schools with similar students. St Joseph's College was one of twenty four schools in Catholic Education Western Australia identified by ACARA in their analyses as achieving these results for the 2016 NAPLAN testing.

Whilst acknowledging NAPLAN results are one element of a flourishing school, I would like to congratulate you on your leadership and the staff at St Joseph's College for the significant work that has contributed to these results.

Yours sincerely

Tim McDonald