



ST JOSEPH'S COLLEGE, ALBANY 2018

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 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 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 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 retreats, camps, carnivals, 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:	29
Non-Teaching Male:	9	Non-Teaching Female:	30 (25 not including cleaners)
Indigenous Female:	2		

4. Student Attendance at School

Whole School	92.84%		
Year Levels:			
KG	90.41%	Year Six	93.08%
PP	90.49%	Year Seven	93.67%
Year One	90.35%	Year Eight	94.57%
Year Two	93.42%	Year Nine	94.29%
Year Three	93.48%	Year Ten	94.17%
Year Four	92.91%	Year Eleven	92.42%
Year Five	92.85%	Year Twelve	93.62%

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 2018

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

NAPLAN DATA Year Three 2018

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Reading	441	433	98%
Writing	425	407	98%
Spelling	411	418	94%
Grammar & Punctuation	429	432	96%
Numeracy	400	408	96%

The achievement by Year Three students shows the biggest improvement since NAPLAN testing began. Our students were above the national mean for Reading and Writing – a long term goal! The students were almost on the national average for Spelling, Grammar & Punctuation and Numeracy. The College has specific 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 2019, Education Assistant time will be provided in Year One, Year Two and Year Three to support students in achieving above the minimum standards.

NAPLAN DATA Year Five 2018

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Reading	498	509	91%
Writing	438	465	86%
Spelling	477	502	88%
Grammar & Punctuation	471	501	88%
Numeracy	483	494	98%

Year Five results indicate that the mean scores of students were below the National mean scores in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. This year group has an identified small cohort of students with learning difficulties. These students receive Education Assistant help for literacy and numeracy though several students are working on Individual Education Plans. Specific programmes in Spelling (Sounds Write), Reading (Guided Reading), Writing (Brightpath) and Mathematics (Envision) have been introduced to improve mastery of basic skills for the cohort in general. When comparing results for this year group to the national mean, considerable growth has been achieved from Year Three to Year Five.

NAPLAN DATA Year Seven 2018

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Numeracy	558	548	100%
Reading	556	541	98%
Spelling	570	545	100%
Grammar & Punctuation	567	544	98%
Writing	527	505	98%

The Year Seven data indicates that students at St Joseph's College are performing above the National mean in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar. St Joseph's College is pleased with these results. There is a need to further extend the bright students.

NAPLAN DATA Year Nine 2018

Learning Area	School Mean	National Mean	Percentage ON OR ABOVE National Minimum
Numeracy	605	596	100%
Reading	597	584	93%
Spelling	580	583	91%
Grammar & Punctuation	599	580	98%
Writing	544	542	86%

The Year Nine data shows that St Joseph's students have performed at or above the National means in Numeracy, Reading, Spelling, Punctuation & Grammar and Writing. As these students move into Year Ten, streamed classes will exist for English, Mathematics and Science which will further differentiate the learning activities offered.

For the third 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. The gain in 2018 was made in Numeracy.

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.

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 (33%) undertaking the VET pathway were offered Certificates in Construction, Engineering, Business/Finance, Visual Arts, Music, Animal Studies, Fashion Design, Sport and Recreation, Hospitality, Information Technology, Tourism, Health Support Services and Retail Services. In addition to this, students completed a work placement in Albany and surrounding districts. In 2018, 88% of the cohort completed a Certificate II and 12% completed a Certificate III.

An increased number of St Joseph's College students were successful in gaining apprenticeships in 2018. This is attributed to the unique opportunity of our students being able to complete a Certificate II from the commencement of Year Ten. Other schools in the Great Southern only offer a variety of Certificate II courses from the beginning of Year Eleven.

Students (67%) who chose to follow the University pathway completed studies across a range of subjects including: Religious Education, English, Mathematics Applications, Mathematics Methods, Mathematics Specialist, Physics, Chemistry, Biology, Human Biology, Geography, Modern History, Physical Education Studies and Visual Art. The top performing ATAR student in 2018 was accepted into Medicine at the University of Western Australia.

The total number of students in Year Twelve in 2018 was 37. Of these students, 35 or 94.59% were successful in achieving WACE graduation. Students eligible for university entrance, saw 88% offered one of their preferences.

9. Post School Destinations

St Joseph's College Year Twelve 2018 Number of Students: 37			
	Graduation	University	SBT; Apprenticeships; Employment/Other
No. of Students	37	24	13
	94.59%	65%	35%

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

10. School Improvement

Below are details relating to the main goals on the School Improvement Plan (SIP) for St Joseph's College in 2018.

Learning

(i) Develop a System of Formalised Peer Observation and Feedback.

The Junior School Staff were provided with opportunities to view a peer in the classroom. Peer observation sheets were issued to verify classroom visits and follow-up discussions had occurred. In the Secondary School staff had opportunities to view a peer but no formalised documentation was recorded. Formalised Peer Observation and Feedback will continue to be an on-going goal as St Joseph's College seeks to develop a rigorous system of staff review.

Engagement

(ii) Improve the quality of Junior School Writing.

Staff in the Junior School have become more familiar with Brighpath via PLC Meetings. Staff have explicitly taught Persuasive and Narrative texts which have been uploaded and placed on the Brighpath continuum to determine the areas for further teaching. A focus is to use the data to extend the more able writers.

Accountability

(iii) Refine the Middle School Student Survey (Relating to Engagement).

The survey has been re-worded and ready for distribution across Years Seven to Twelve in 2019.

Discipleship

(iv) Implement the Christian Service Programme.

Staff and students have been familiarised with a scope and sequence for Christian Service at St Joseph's College. Journals (Secondary) and cards (Junior) have been developed and distributed to record student hours. Certificates and pins have been presented at secondary assemblies for students achieving 'milestone' hours of service. From Semester Two 2018, service hours have been recorded on all Middle and Senior School reports.

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ST JOSEPH'S COLLEGE, ALBANY 2018

Part 2: School Community Report



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.

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St Joseph's College

Board Chair Report 2018

College Board Report

St Joseph's College is very fortunate to have many willing parents and friends of our school community who want to contribute and be part of our 2018 School Board. Our Board members comprise of: Mark Browning (Principal), Father Christian (Parish Priest) Marina Pietropaolo (Chairperson), Amanda Thompson (Treasurer & Building & Grounds' Representative), Amanda Harris-Hawkins (P & F Representative), Peter Geers (Parish Representative), Gemma Larham (Member), Meagan Diver (Member), Linda Franklin (Member), and Mike Trafalski (Co-opted Member).

Our College Board has put many hours into St Joseph's College and takes pride in representing our school community. Our year started with a Commissioning Mass where the Board was presented to the parish and blessed. We established an Alumni with the help of Mike Trafalski who designed a webpage inviting past students to re-connect with St Joseph's College. It is in its early stage now but we look forward to seeing it grow over time.

The Board felt St Joseph's College required the help of Camp Quality to assist and support our children growing up with cancer, and their families. We invited Camp Quality to come and show their programmes to our children and parents, teaching them through puppet shows and giving them the tools to strengthen our children's wellbeing.

As part of the 2018 National Boards' Week we acknowledged our board by having a Board member of the week in our weekly newsletter. This was to familiarise and identify our Board members to our school community and to acknowledge the contribution we make to our school.

Open Night is one of the biggest events on our school calendar. One of our aims as the Board of St Joseph's College is to be as involved in our school community as much as possible and to contribute where we can. The Board decided to organise supper for our Saints Cafe. There were cakes, slices, biscuits, cups of tea and coffee galore and there was not a crumb left by the end of the evening. This just indicates the enormous success of the night and a huge thank you to all who were involved; we were very proud to be a part of it!

The Board had an opportunity to have a representative from Catholic Education come to our school to discuss the new funding model for Catholic Schools in Western Australia. It was very interesting for us to see how our funding is distributed to each school and how Catholic Education Western Australia has lobbied for a fairer system for our lower funded Catholic schools in Western Australia and enabling them to have more crucial funds to assist in the running of our schools.

Recently the Board invited Paul Litherland to our school to present workshops to our Year Fives right through to Year Tens. Paul first came to St Joseph's two years ago and with such a wealth of knowledge and experience in the cyber safety world we invited him back to present a relevant and very important talk to our parents. Social media, gaming apps and other popular apps our children use on a day to day basis are increasing and very daunting for us parents to keep our children safe from scammers and predators. Paul showed us the tools and skills to use as parents to try and keep our children safe along with supporting our kids and understanding the modern cyber world. The Board put on a light supper and refreshments after the presentation and an enjoyable and informative evening was shared by all.

I would like to thank all our Board members on the contributions we have made to St Joseph's College. We take pride in representing our school and want to build a great school community where we support and encourage each other to create a better schooling culture for our children, parents and teachers.

Marina Pietropaolo
Chairperson 2018

St Joseph's College Provisional Budget 2019

INCOME

	<u>2019</u>	<u>2018</u>
* Australian Federal Government Grants (approx.)	\$ 5,505,485	\$5,267,513
State Government Grants	\$1,656,485	\$1,624,005
School Fees (Estimated)	\$1,300,00	\$1,300,00
Total Revenue	\$8,461,970	\$8,191,518

* This includes a 10.72% increase on most grants paid by the Federal Government.

OPERATING EXPENDITURE

	<u>2019</u>	<u>2018</u>
Teaching Costs	\$6,400,000	\$6,300,000
Operational Costs	\$1,280,000	\$1,080,000
Loan Servicing (P&I)	\$600,000	\$600,000
Total Estimated Expenses	\$8,380,000	\$7,980,000

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