

School Performance Report

2018



Edmund Rice College
Stronger Together

Under the Australian Government funding requirements and in line with the *Schools Assistance Act 2008* for the period 2009 – 2012, our school must publish specific information on the internet by 30 June each year, relating to the previous year.

Contextual Information

Edmund Rice College formally Catholic Agricultural College is an educational and commercial agricultural centre 10 kilometres north of the township of Bindoon.

The College draws day students from the surrounding shires of Gingin, Toodyay, Northam, Victoria Plains and Bullsbrook in the City of Swan. Residential students come from towns spanning from Kununurra in the north to Albany in the south.

The members of the College community share a common purpose and work together to ensure the realisation of the College's mission:

Faithful to the gospel of Jesus and the tradition of Blessed Edmund Rice, Edmund Rice College seeks to inspire each person in a healthy, country environment, for the benefit of rural and wider communities. We strongly believe that we are stronger by working together.

From its foundation in 1938, the College was governed by the Trustees of the Christian Brothers. From 2008 it has been governed by Edmund Rice Education Australia.

The School is a small Catholic (Years 7-12) co-educational day and boarding school in the Edmund Rice tradition. Its educational mandate comes from the Catholic Archbishop of Perth and it operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia.

The School seeks to nurture its students on their faith and learning journeys. This approach integrates the spiritual, pastoral, and learning development of all students. Through its pastoral care practices and effective vocational and academic programs the College endeavours to facilitate the full development of each student.

School Improvement

Annual School Improvement Plan – Success Measures 2018

- Investigate and implement a Business Continuity Plan
- Review Curriculum and VET offerings for Senior School
- Develop a new Strategic Directions Plan
- Implementation of Complispace risk management system to ensure we meet our legal compliance obligation
- Develop a Capital Master Plan
- Increase student enrolment numbers in line with business plan projections
- Investigate and implement an electronic document/records management system.

Teacher Standards and Qualifications				
Qualification	Number			
Doctorate	1			
Master of Religious Ed	1			
Master of Teaching	1			
Bachelor of Education	10			
Workforce Composition				
Teaching Staff				
Name	FTE	MALE	FEMALE	INDIGENOUS
Principal	1	0	1	0
Deputy Principal	1	0	1	0
Teachers	10	3	7	2
Non-Teaching Staff				
Name	FTE	MALE	FEMALE	INDIGENOUS
Administration	2.4	0	4	0
Finance	2.6	2	1	0
Teaching Assistants	6.4	3	4	4
Resource Centre	0.4	0	1	0
Equine Centre	0.87	0	1	0
Student Support	3	2	3	0
Maintenance/Grounds	2.6	3	0	0
Residential Care	8.5	3	7	2
Catering	3.2	1	3	0
Domestic	2.4	0	4	0
Farm	1.4	2	0	0
TOTAL NON-TEACHING	33.77	16	28	6

Student Attendance at School	
Average % rate of attendance for the whole school is 73.97	
Year Level	%
Year 7	77.25
Year 8	75.95
Year 9	63.96
Year 10	70.54
Year 11	75.21
Year 12	80.92

Senior Secondary Outcomes

Year 12 Student Achievement for 2018

The work of our teaching and learning community has continued to focus on promoting the engagement of our students in their learning. 53% of our eligible Year 12 Graduates for 2018 have successfully achieved the Western Australian Certificate of Education. The number of full-time eligible students who achieved WACE was 9. In addition, 95% of our graduates have achieved at least one AQF Certificate II in Year 10 to 12, placing the College amongst the leading schools for achievement in Vocational Education and Training in 2018.

Our Year 12 Student Achievement data for 2018 indicated that Edmund Rice College performed favourably on a number of measures in comparison to other schools in Western Australia that offer significant Vocational Education and Training Programs.

The measures that are utilised in Western Australian Secondary School performance tables include:

- WACE achievement of Year 12 students, that is, the number and percentage of Year 12 students that achieved the requirements of the Western Australian Certificate of Education;
- Achievement of literacy and numeracy standard
- Vocational Education and Training (VET) – participation and achievement, that is, the number and percentage of students that completed at least 220 nominal hours of VET study in Year 12;
- Vocational Education and Training (VET) - number and percentage of students that completed a AQF Certificate II in Years 10 to 12;

Edmund Rice College Year 12 Student Achievement Data for 2018 (published in January 2019) Western Australian Certificate of Education (WACE)

Number of full-time students eligible to achieve WACE	17
Number of full-time students who demonstrated the literacy and numeracy standard	9
Number of full-time students who achieved WACE	9

Vocational Education & Training (VET)

Number of full-time eligible students who completed 220 or more hours of VET in Year 12.	18 (95%)
Number of full-time eligible students who completed a AQF Certificate II In Year 10 to 12	18 (95%)

NAPLAN Information			
2018	Australian Schools Mean	Edmund Rice College Mean	% of students who achieved at or above the minimum standard
Year 7			
Reading	541.5	436.0	53
Writing	505.3	311.4	42

Grammar & Punctuation	543.9	419.7	42
Spelling	545.2	463.9	74
Numeracy	548.2	467.5	89
Year 9			
Reading	583.8	481.8	56
Writing	542.3	406.2	33
Grammar & Punctuation	580.1	426.1	44
Spelling	583.3	498.3	63
Numeracy	595.6	505.6	72

Parent, Student and Teacher Satisfaction

Feedback through various data collection methods including both quantitative and qualitative surveys indicate that our Parents, students and teachers are generally satisfied with the College.

Staff are typically positive and enthusiastic in their work and they believe they can make a difference for the students they work with.

Students are happy to be at the College and look forward to going to school and normally the teachers are good at helping them to achieve their best.

Parents indicated that they are confident the students are learning a range of social skills through a variety of different programs which develop a sense of belonging and connection to their peers and the staff. Additionally parents are comfortable contacting the school with any concerns they may have and believe their concerns are taken seriously. The parents are satisfied with the standard and variety of educational opportunities and experiences the College provides and believe the staff are dedicated to striving to achieve the best for their children.

All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the College in a timely manner.

Summary of Income

Further information can be found on the My School website:
www.myschool.edu.au