

School Performance Report

2019



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:

Edmund Rice College is faithful to the Gospel of Jesus Christ and the tradition of Blessed Edmund Rice. Together, we seek to inspire each person to be optimistic, hope-filled and resilient in a dynamic rural environment, so they become proactive, young people who will transform their communities.

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 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 2019

- 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	0
Master of Religious Ed	1
Master of Teaching	2
Bachelor of Education	11

Workforce Composition

Teaching Staff

Name	FTE	MALE	FEMALE	INDIGENOUS
Principal	1	0	1	0
Deputy Principal	1	0	1	0
Teachers	11	4	7	0

Non-Teaching Staff

Name	FTE	MALE	FEMALE	INDIGENOUS
Administration	2.9	0	4	0
Finance	2.6	1	2	0
Teaching Assistants	6.1	2	5	4
Resource Centre	0.4	0	1	0
Equine Centre	0.87	0	1	0
Student Support	1.7	3	1	0
Nurse				
Maintenance/Grounds	2.7	3	0	0
Residential Care	8.1	3	6	1
Catering	3.3	1	4	0
Domestic	2.3	0	4	0
Farm	1.8	1	1	0
TOTAL NON-TEACHING	32.77	14	29	5

Student Attendance at School

Average % rate of attendance for the whole school is	
Year Level	%
Year 7	69.8
Year 8	71.2
Year 9	74.2
Year 10	58.7
Year 11	67.0
Year 12	70.3
Overall attendance – 68.5%	

Senior Secondary Outcomes

Year 12 Student Achievement for 2019

The work of our teaching and learning community has continued to focus on promoting the engagement of our students in their learning. 62% of our eligible Year 12 Graduates for 2019 have successfully achieved the Western Australian Certificate of Education. The number of full-time eligible students who achieved WACE was eight. In addition, 85% 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 2019.

Our Year 12 Student Achievement data for 2019 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 2019 (published in January 2020) Western Australian Certificate of Education (WACE)

Number of full-time students eligible to achieve WACE:	13
Number of full-time students who demonstrated the literacy and numeracy standard:	9
Number of full-time students who achieved WACE:	8

Vocational Education & Training (VET)

Number of full-time eligible students who completed 220 or more hours of VET in Year 12:	11
Number of full-time eligible students who completed a AQF Certificate II In Year 10 to 12:	11

NAPLAN Information (2019 completed)

2019	Australian Schools Mean	Edmund Rice College Mean	% of students who achieved at or above the minimum standard
Year 7			
Reading	546.0	441.0	46
Writing	513.2	356.4	31
Grammar & Punctuation	541.7	427.1	42
Spelling	545.6	447.1	69
Numeracy	554.1	469.0	69
Year 9			
Reading	580.4	486.1	48
Writing	548.9	445.4	48
Grammar & Punctuation	548.9	475.2	48
Spelling	582.3	488.3	60
Numeracy	592.0	520.3	88

The College is very pleased with the growth in the Students learning in all areas.

Longitudinal tracking of our NAPLAN results reflects an increase in most learning areas. We had 100% growth for students in Numeracy and Spelling, 70% of student's demonstrated growth in Grammar and Punctuation and Writing and 83% of student in Reading.

The College NAPLAN data gives evidence to attaining a higher growth than the National Average in all NAPLAN areas. Numeracy was more than twice as the National Average Growth.

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