

# School Performance Report

2020



**Edmund Rice College**  
Stronger Together

## 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 2020

Collaboratively developed a vision for learning which clearly expresses of the educational goals of the school

In the context of the EREA National Innovate Reconciliation Plan, engaged with Reconciliation Australia to develop the Edmund Rice College Narrangunnawalli RAP

Investigated structures for learning to provide an integrated curriculum targeting the particular needs of students

Investigated and established viable pathways to post-school destinations for its students

Utilised Teachers, Teaching Assistants and Aboriginal Teaching Assistants in effective teaching teams

Further strengthened relationships through consultation with health providers and other services in the local community

Through an explicit program of consultation and interaction, connected with remote communities and the families of students

<b>Teacher Standards and Qualifications</b>				
<b>Qualification</b>	<b>Number</b>			
Doctorate	0			
Master of Religious Ed	1			
Master of Teaching	4			
Bachelor of Education	12			
<b>Workforce Composition</b>				
<b>Teaching Staff</b>				
<b>Name</b>	<b>FTE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>INDIGENOUS</b>
Principal	1	0	1	0
Deputy Principal	1	0	1	0
Teachers	11.8	3	12	1
<b>Non-Teaching Staff</b>				
<b>Name</b>	<b>FTE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>INDIGENOUS</b>
Administration	2.4	0	3	0
Finance	2.6	1	2	0
Teaching Assistants	4.8	2	4	3
Resource Centre	0.4	0	1	0
Equine Centre	0.87	0	1	0
Student Support	2.3	1	3	0
Nurse	0.7	0	1	0
Maintenance/Grounds	2.8	3	0	0
Residential Care	7.6	2	7	1
Catering	3.3	1	4	0
Domestic	1.4	0	2	0
Farm	2	2	1	0
<b>TOTAL NON-TEACHING</b>	<b>31.17</b>	<b>12</b>	<b>29</b>	<b>4</b>

<b>Student Attendance at School 2020</b>	
Average % rate of attendance for the whole school is	
<b>Year Level</b>	<b>%</b>
Year 7	84.9
Year 8	77.9
Year 9	84.7
Year 10	79.8
Year 11	75.3
Year 12	98.3
<b>Overall attendance – 83.5%</b>	

## Senior Secondary Outcomes

### Year 12 Student Achievement for 2020

The work of our teaching and learning community has continued to focus on promoting the engagement of our students in their learning. 54% of our eligible Year 12 Graduates for 2020 have successfully achieved the Western Australian Certificate of Education. The number of full-time eligible students who achieved WACE was seven. In addition, 92% 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 2020.

Our Year 12 Student Achievement data for 2020 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 2020 (published in January 2021) Western Australian Certificate of Education (WACE)

Number of full-time students eligible to achieve WACE:	<b>13</b>
Number of full-time students who demonstrated the literacy and numeracy standard:	<b>7</b>
Number of full-time students who achieved WACE:	<b>7</b>

### Vocational Education & Training (VET)

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

## 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](http://www.myschool.edu.au)