

School Performance Report

2022



Edmund Rice College
Stronger Together

Contextual Information

Edmund Rice 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 the Kimberley and Pilbara regions, wheatbelt and southwest localities and interstate.

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 College 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 College 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 2022

The College published a Vision for Learning statement paper, to cultivate an inclusive teaching culture based on high performance and unified educational principles.

Strengthened partnerships with regional and metropolitan TAFE organizations, expanding the availability of a wide range of VET certificates for students.

Revitalized the data analysis of standardized and class assessments to identify curriculum needs, guiding the programming and delivery of the curriculum.

Reintegrated an agricultural program and experiential opportunities into students' educational goals at the school.

Continued consultation with remote communities and student families to facilitate strong partnerships.

Implemented an Elder-in-Residence program, where they worked alongside staff and students to ensure a culturally responsive learning environment.

MARIE C TO COMPLETE TABLE BELOW

Teacher Standards and Qualifications	
Qualification	Number
Doctorate	0
Master of Religious Ed	1
Master of Teaching	2
Master of Education	3
Bachelor of Education	9
Workforce Composition	

Teaching Staff				
Name	FTE	MALE	FEMALE	INDIGENOUS
Principal	1	0	1	0
Deputy Principal	1	0	1	0
Teachers	11.4	4	9	0

Non-Teaching Staff				
Name	FTE	MALE	FEMALE	INDIGENOUS
Administration	2.4	0	3	0
Finance	2	0	2	0
Teaching Assistants	5	2	3	2
Resource Centre	0	0	0	0
Equine Centre	0.87	0	1	0
Student Support	2.2	1	2	0
Nurse	1	0	1	0
Maintenance/Grounds	1.6	2	0	0
Residential Care	8.9	3	8	1
Catering	3.3	1	3	0
Domestic	1.7	0	3	0
Farm	2	2	1	0
TOTAL NON-TEACHING	30.87	11	29	2

Student Attendance at School 2021	
Average % rate of attendance for the whole school is	
Year Level	%
Year 7	46.8
Year 8	70.7
Year 9	61.5
Year 10	61.5
Year 11	60.9
Year 12	73.4
Overall attendance – 62.5%	

Senior Secondary Outcomes

Year 12 Student Achievement for 2022

The work of our teaching and learning community has continued to focus on promoting the engagement of our students in their learning. 0% of our eligible Year 12 Graduates for 2022 achieved the Western Australian Certificate of Education. In addition, 80% of our graduates have achieved at least one AQF Certificate II in Year 10 to 12 for achievement in Vocational Education and Training in 2022.

Our Year 12 Student Achievement data for 2022 indicated that Edmund Rice College performed favourably on several measures in comparison to other schools in Western Australia that offer significant Vocational Education and Training Programs with 80% of students achieving units towards completion of certificates.

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 2022 (published in January 2023) Western Australian Certificate of Education (WACE)

Number of full-time students eligible to achieve WACE:	14
Number of full-time students who demonstrated the literacy and numeracy standard:	1
Number of full-time students who achieved WACE:	0

Vocational Education & Training (VET)

Number of full-time eligible students who completed 220 or more hours of VET in Year 12: 14

Number of full-time eligible students who completed a AQF Certificate II In Year 10 to 12: 4

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