



# Kolbe Catholic College

## 2009 School Performance Information

### 1. Contextual Information

Kolbe Catholic College is a co-educational secondary college of about 960 students from Year 7 to 12. Kolbe offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students, where relationships and learning are both important. The College promotes both Gifted and Talented programs, as well as literacy and numeracy support across all years, thereby catering for all students' individual needs. The student population is diverse and inclusive of our 20 Aboriginal students, 30 students with special needs and 42 students from Defence Force families.

Strong university entrance and vocational pathways are offered in the senior school. As a futures oriented school, we are committed to developing independent learning skills amongst students and strongly encourage the use of learning technologies in the classroom. A 1:1 Laptop program has been introduced for Year 7 and 8 students. A broad range of extra-curricular activities in sport, music, drama, dance and a wide range of academic competitions and clubs, enhance the pastoral and educational programs offered. Inter-House sporting competitions, broad student leadership experiences both highlight the quality of pastoral care provided to students. The model of schooling offered by the College, underpinned by Gospel values, encourages students to aspire to our College Motto - Courage, Faith, Excellence.

### 2. Teacher Standards and Qualifications

The College employs 75 teaching staff. Collectively, the highest qualifications held by teachers and the members who hold these qualifications are:

- Doctorates: 1
- Masters: 5
- Honours: 7
- Bachelors: 31
- Graduate Diploma (or equiv.): 40
- Diplomas: 2
- Certificates: 1

*Specific details regarding individual staff personnel can be found on the College website.*

### 3. Workforce Composition

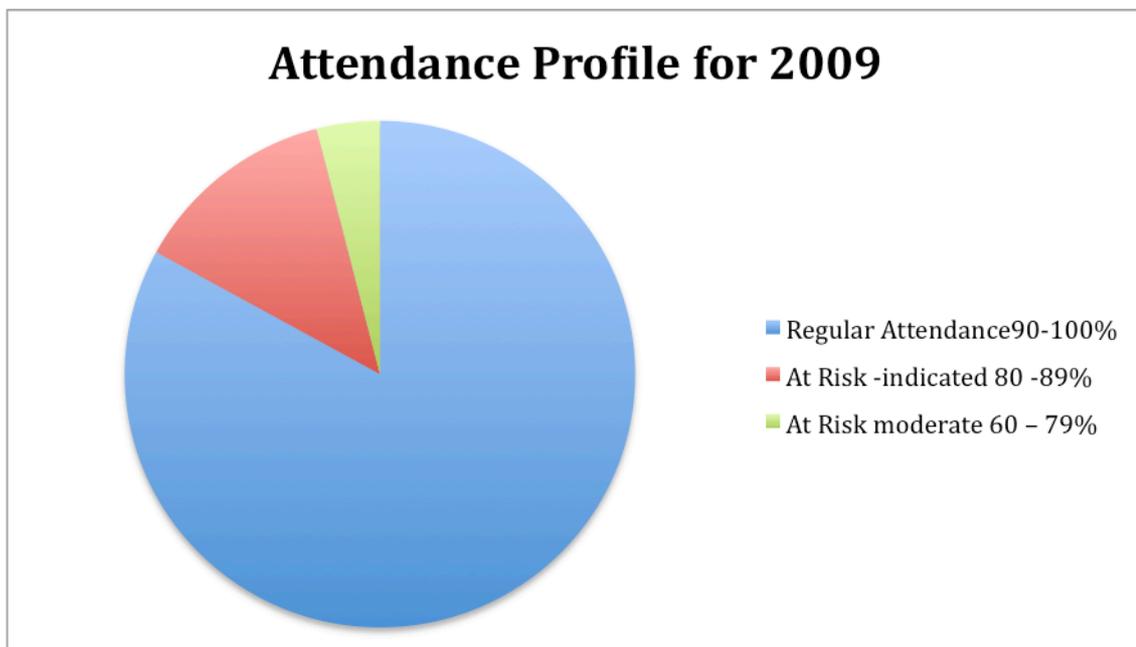
Teaching:	No Male Indigenous	No Female Indigenous	30 Male	41 Female
Non-Teaching:	No Male Indigenous	1 Female Indigenous	6 Male	27 Female

### 4. Student Attendance at School

#### a. Attendance Profile

At Kolbe, a concerted effort has been made to improve overall student attendance, given the strong correlation between excellent attendance and successful academic performance. An analysis of our student attendance records indicates that 83% of the school population had regular attendance (over 90% of time at school). In a twenty week semester this would equate to no more than ten days absent (or twenty half days), with any days over this figure incurring the title of 'At Risk'. For this reason, the College actively discourages families from taking holidays in school time due to the generally detrimental influence this can have on student results.

Regular Attendance 90-100%	83%
At Risk - indicated 80 - 89%	14%
At Risk moderate 60 - 79 %	3%



**b. Strategies for Managing Non-Attendance at School**

- Families who organise holidays during term time, receive a formal letter from the Principal reinforcing the compulsory nature of school.
- Attendance is closely monitored by the Head of Year. Students who are considered to be at 'moderate' risk throughout the term receive a letter from the Head of Year highlighting attendance concerns.
- For ongoing attendance issues, the Deputy Principal will meet with parents to address concerns. An action plan is formulated for each student focusing on improving attendance. A reward system is put in place when particular targets are achieved.
- Other strategies used include referral to College Counsellor, home visits and/or referral to an external agency.
- Students who achieve excellent attendance, receive a certificate from their House Coordinator and a congratulatory letter from the Principal.

**5. Senior Secondary Outcomes**

- a. Percentage of Year 12 students undertaking vocational training or training in a trade**  
81% of Year 12 students achieved a VET qualification.
- b. Percentage of Year 12 students who attained a Year 12 certificate or equivalent**  
100% graduation rate was attained in 2009

**6. NAPLAN Information**

<b>Display</b>	<b>Statement</b>
1. School means over time	<b>Year 7</b> data was not available to compare over time.  The school mean for 2008 and 2009 remained the same for <b>Year 9</b> Numeracy, Reading, Grammar and Punctuation. Writing results showed an improvement from 2008 to 2009.
2. Distributions over time	<b>Year 9</b> data showed similar distributions between the middle and upper band of students across all assessments. Distributions for the lower band of students have varied from year to year. <b>Year 7</b> data was not available for this category.
3. Compare distributions	<b>Year 7:</b> Distributions were not available for <b>Year 7</b> students <b>Year 9:</b> Kolbe's distributions for Reading are comparable to 'Like Schools'. The distributions for Numeracy have a more compact spread of scores than 'Like Schools'. Data was not available for Writing.
4. Compare distributions over time	The <b>Year 9</b> distributions for Reading and Numeracy have been consistent over the last four years. The range for Writing distributions was more compact than 'Like Schools'. The Writing range has risen over the last three years. <b>Year 7</b> distributions are available for one year. The student mean is comparable to 'Like Schools', while the distribution is above the mean. There are less students in the lower band when compared to 'Like Schools'.

5. Student scores	<p>The percentage of <b>Year 9</b> students at or above the National Minimal Standard for specific areas are as follows:</p> <ul style="list-style-type: none"> <li>• Reading 98.9%,</li> <li>• Numeracy- 97.7%</li> <li>• Grammar &amp; Punctuation – 96.6%</li> <li>• Writing – 93.8%</li> <li>• Spelling - 94.4%.</li> </ul> <p>The percentage of <b>Year 7</b> students at or above the National Minimal Standard for specific areas are as follows :</p> <ul style="list-style-type: none"> <li>• Reading - 92.3%,</li> <li>• Numeracy- 96.6%</li> <li>• Grammar &amp; Punctuation – 91.4%</li> <li>• Writing – 91.4%</li> <li>• Spelling - 94%.</li> </ul>
6. Student progress	<b>Year 7</b> data for Kolbe students is currently unavailable for comparison to <b>Year 9</b> data. When this information is available it will be included in this analysis.
7. Value added residuals	<b>Year 7/9</b> value added residuals for Numeracy and Reading showed slight improvement for the 07/09 period. No data was available for Writing.
8. PIPS individual residual	No PIPS data is currently available for the College as it involves Year 3 students.
9. Like school residuals	Kolbe Catholic College has performed better than 'Like Schools' in all categories for both <b>Year 7 and 9</b> .

### National Comparisons Year 9

Category	
Reading	All Australian Schools Mean : 579
	School Mean: 582
	98.9% achieved at or above the benchmark
Writing	All Australian Schools Mean : 571
	School Mean: 571
	93.8% achieved at or above the benchmark
Language Conventions: Spelling	All Australian Schools Mean : 574
	School Mean : 577
	94.4% achieved at or above the benchmark
Language Conventions: Grammar & Punctuation	All Australian Schools Mean : 572
	School Mean: 577
	96.6% achieved at or above the benchmark
Numeracy	All Australian Schools Mean : 588
	School Mean: 584
	97.7% achieved at or above the benchmark

## National Comparisons Year 7

<b>Category</b>	
Reading	All Australian Schools Mean : 541
	School Mean: 527
	92.3% achieved at or above the benchmark
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Writing	All Australian Schools Mean : 533
	School Mean: 529
	91.4% achieved at or above the benchmark
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Language Conventions: Spelling	All Australian Schools Mean : 540
	School Mean : 518
	94% achieved at or above the benchmark
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Language Conventions: Grammar & Punctuation	All Australian Schools Mean : 540
	School Mean: 522
	91.4% achieved at or above the benchmark
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Numeracy	All Australian Schools Mean : 544
	School Mean: 525
	96.6% achieved at or above the benchmark

## Year 9 Benchmark Comparisons Between 2008 and 2009

<b>Category</b>	<b>2008</b>	<b>2009</b>
	Percent of students at or above the benchmark	
Reading	96.6%	98.9%
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Writing	91.6%	93.8%
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Language Conventions :Spelling	91.1%	94.4%
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Language Conventions : Grammar & Punctuation	93.3%	96.6%
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Numeracy	95.6%	97.7%

NB: State & national benchmarks were different. National benchmarks were higher.

## Average Standardised Assessment Results for Year 9 Students

Category	
Reading	All Australian Schools Mean : 579
	School Mean: 582
Writing	All Australian Schools Mean : 571
	School Mean: 571
Language Conventions :Spelling	All Australian Schools Mean : 574
	School Mean : 577
Language Conventions : Grammar & Punctuation	All Australian Schools Mean : 572
	School Mean: 577
Numeracy	All Australian Schools Mean : 588
	School Mean: 584
Science WAMSE	Participating Schools Mean: 484
	School Mean: 488
Science Investigating WAMSE	Participating Schools Mean: 483
	School Mean: 489
Society & Environment WAMSE	Participating Schools Mean: 495
	School Mean: 501
Society & Environment, ICP WAMSE	Participating Schools Mean: 496
	School Mean: 503

## 7. Parent, Student and Teacher Satisfaction

### Parents

- Parents contributed to College goals through assisting in the supervision of senior school examinations, involvement on the College Board of Management and Parents and Friends Association, participation in the Uniform Shop, volunteering at sporting events and camps, attendance at College Masses and assemblies. Parents have also been encouraged to use email to contact teachers and the College Intranet to check on student educational programs. One indication of the support of parents for the College is the extensive enrolment wait lists in Years 7, 8, 9 and 10.

## Students

- Students have a strong pride in the College, and are encouraged to take up a number of leadership opportunities available across all years. Students often volunteer to assist in the LRC, ICT department and as tour guides for major College events. They actively promote the ethos of the College in the community in a number of ways including on work placements, Christian Service Learning Programs and in their part-time employment. Senior students are appreciative of the 'extra' support and guidance offered to them by staff, as is evidenced by their response to activities, like the Prometheus Club. Students from the College are highly sought after by local employers.

## Teachers

- Teachers have a high level of commitment to the College and its goals, as indicated by the percentage of Year 12 students who gained their first preference at University and TAFE, and the myriad of activities they are involved in outside the classroom. They always endeavour to provide the best possible teaching and learning programs for the students. There is a strong sense of collaboration amongst all teachers that provides individualised support when required, excellent pastoral care and active professional involvement in subject associations. Teachers are actively engaged in many working parties addressing various aspects of student learning and achievement.

## 8. Post School Destinations

The table below provides a summary of post school destinations offered to the 2009 cohort

Post School Option	First Preference (%)	Second Preference (%)
University	84%	16%
TAFEWA	90%	10%
Apprenticeship	100%	0%

## 9. School Income

