



Kolbe Catholic College

2011 School Performance Information

1. Contextual Information

Kolbe Catholic College is a co-educational secondary college of over 1000 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 19 Aboriginal students, 25 students with special needs and 40 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 middle school students. Senior school students have access to mobile learning devices both at school and at home. A broad range of extra-curricular activities including 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. A Christian Service Learning Program extends across all year levels, challenging students to focus on others rather than 'self'. 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: 6
- Honours: 5
- Graduate Diploma (or equiv.): 23
- Bachelors: 38
- Diplomas: 3
- Certificates 0

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

3. Workforce Composition

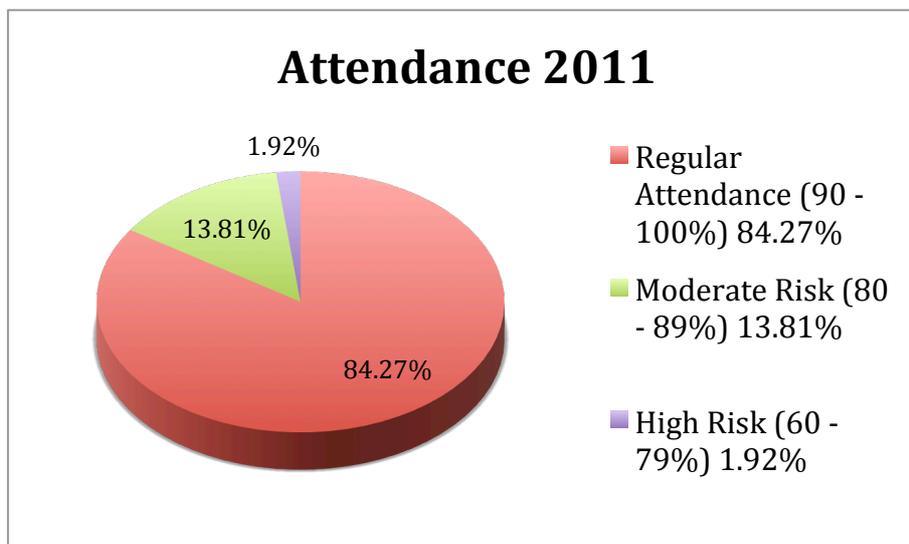
Teaching	No Male Indigenous No Female Indigenous	30 Male	51 Female
Non-Teaching	No Male Indigenous One Female Indigenous	8 Male	24 Female

4. Student Attendance at School

a. Attendance Profile

Given the strong correlation between excellent attendance and successful academic performance, the College implemented a number of initiatives to promote the importance of attendance. An analysis of our student attendance records indicates that approximately 84% of the school population had regular attendance (over 90% of time at school). In a 20 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%	84.27%
At Risk - indicated 80 - 89%	13.81%
At Risk moderate 60 - 79 %	1.92%



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

68% of Year 12 students achieved a VET qualification

b. Percentage of Year 12 students who attained a Year 12 certificate or equivalent

100% of the 2011 Year 12 students achieved the Western Australian Certificate of Education

6. NAPLAN Information

Display	Statement
1. School means over time.	<p>Year 7: School means have remained at a similar level for Reading, Writing, Spelling and Numeracy over 3 years. Grammar and Punctuation means were similar for the last 2 years but lower than 2009 results.</p> <p>Year 9: Means for Reading, Grammar and Punctuation and Numeracy show similar results over 4 years. Writing means show a slight variation but remain above the state average over time. While spelling displayed similar means from 2008 – 2010, results from 2011 were higher.</p>
2. Distributions over time	<p>Year 7: Similar distributions over time for Numeracy, Grammar and Punctuation. No results for writing as it is a new assessment type. Reading distributions have narrowed over time. Spelling results show a greater spread at the top and lower regions of the distribution over time.</p> <p>Year 9: No results for writing as it is a new assessment type. Lengthening of the lower sector is evident for spelling. The distribution for the top and lower region narrowed with the central distribution remaining the same. Reading distributions remain similar with a slight reduction of the tail. Grammar & Punctuation displayed a slight narrowing of the distribution over time.</p>
3. Compare distributions	<p>Year 7: Reading, Grammar and Punctuation and Numeracy displayed similar distributions with a higher mean. Writing showed a shorter distribution for the top half of the cohort when compared to like schools. Spelling displayed a narrower distribution for the bottom half of the cohort.</p> <p>Year 9: Numeracy, Writing and Grammar & Punctuation showed similar distributions. Reading shows a greater spread at the top end for Kolbe students. Spelling shows a longer tail when compared to like schools.</p>
4. Compare distributions over time	<p>Year 7: A narrowing of the spread of results over time for Reading and Grammar and Punctuation. Numeracy had a similar distribution for 2009 and 2011. 2010 have a broader distribution at the top end.</p> <p>Year 9: very similar spread of scores over time for all results.</p>
5. Student scores	<p>Year 7: Mean growth for the respective areas were: Reading: 56 Spelling: 52 Grammar and Punctuation: 41 Numeracy: 53</p> <p>Year 9: Mean growth for the respective areas were: Reading: 40 Spelling: 44 Grammar and Punctuation: 30 Numeracy: 38</p>
6. Student progress	<p>The majority of students displayed significant growth in their scores for all of the tests. While some student displayed small gains, some individual students displayed very large gains in their scores.</p>

7. Value added residuals	<p>Year 7: No data provided</p> <p>Year 9: Value adding was greater than expected for Reading, Grammar & Punctuation and Numeracy. Writing results were less than expected with Spelling displaying expected growth in scores.</p>
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National Comparisons Year 9

Category	
Reading	All Australian Schools Mean : 580
	School Mean: 579
	93.1% achieved at or above the benchmark
Writing	All Australian Schools Mean : 568
	School Mean: 557
	91.3 %achieved at or above the benchmark
Language Conventions :Spelling	All Australian Schools Mean : 582
	School Mean : 571
	92.2% achieved at or above the benchmark
Language Conventions : Grammar & Punctuation	All Australian Schools Mean : 573
	School Mean: 571
	93.1% achieved at or above the benchmark
Numeracy	All Australian Schools Mean : 584
	School Mean: 575
	94.8% achieved at or above the benchmark

National Comparisons Year 7

Category	
Reading	All Australian Schools Mean : 540
	School Mean: 550
	100% achieved at or above the benchmark
Writing	All Australian Schools Mean : 529
	School Mean: 527
	95.9% achieved at or above the benchmark
Language Conventions :Spelling	All Australian Schools Mean : 538
	School Mean : 541
	99% achieved at or above the benchmark
Language Conventions : Grammar & Punctuation	All Australian Schools Mean : 533
	School Mean: 538
	98.5% achieved at or above the benchmark
Numeracy	All Australian Schools Mean : 545
	School Mean: 540
	97.9% achieved at or above the benchmark

Benchmark comparisons between 2010 and 2011 for Year 9

Category	2010	2011
	Percent of students at or above the benchmark	
Reading	98.9%	93.1%
Writing	96.8%	91.3%
Language Conventions :Spelling	93%	92.2%
Language Conventions : Grammar & Punctuation	91.1%	93.1%
Numeracy	95.7%	94.8%

Average standardised assessment results for Year 9

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

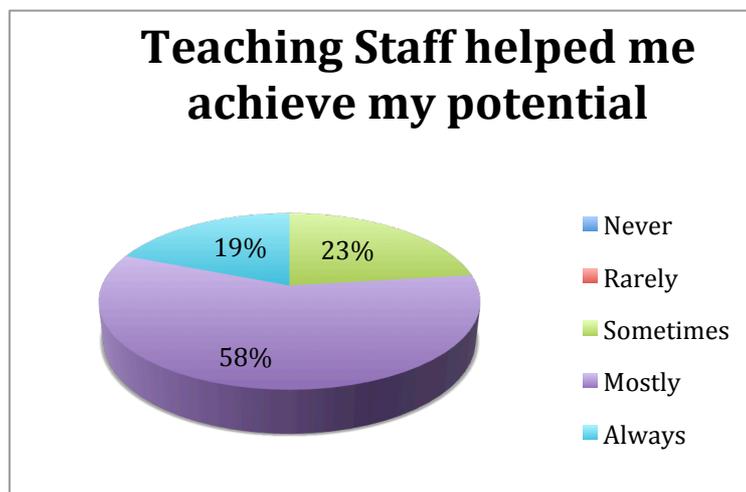
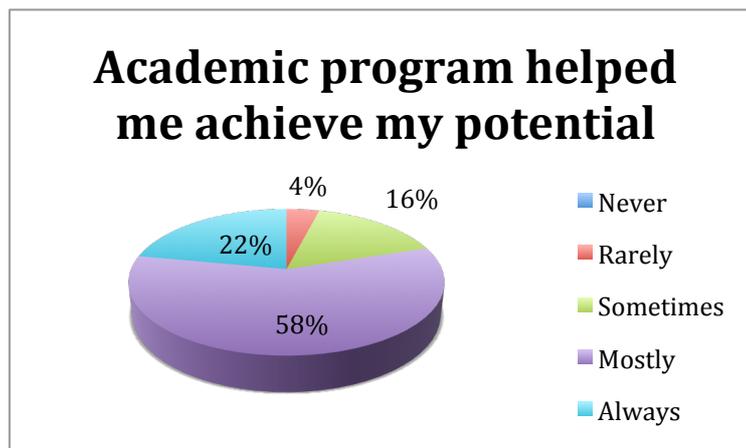
Parents contributed to College goals through assisting in the supervision of senior school examinations, involvement on the College Board of Management and Parents and Friends Association, participation in the Uniform Shop, volunteering at sporting events and camps, attendance at College Masses and assemblies. Parents have also been encouraged to use email to contact teachers and the College Wikis 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.

Parents are invited to participate in the Quality Catholic Schooling project, by the completion of a survey. There was a general consensus that parents were most satisfied with the components under review.

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.

A survey completed by Year 12 students at the end of 2011 indicated students overall appreciation for all they had achieved in their time at the College.



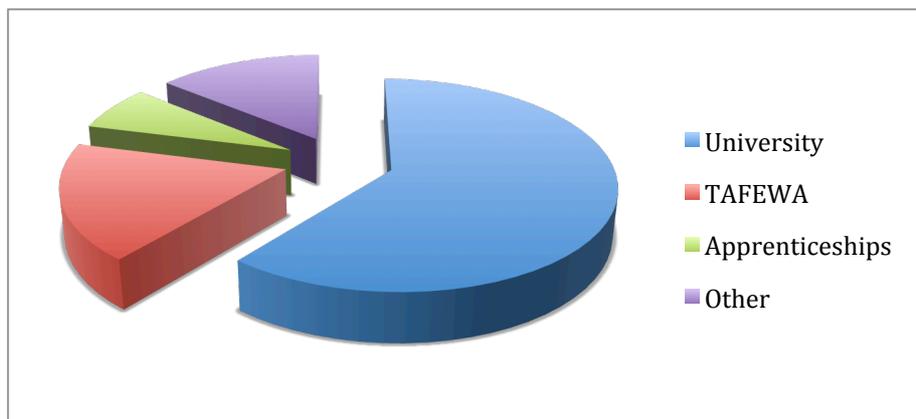
Teachers

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 2011 cohort.

Post School Option	Selection (%)	First Preference (%)	Second Preference (%)
University	61	84	16
TAFEWA	18	65	35
Apprenticeship	7	100	-
Other	14	100	-



9. School Income

