



# Kolbe Catholic College

## 2012 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 22 Aboriginal students, xx students with special needs and xx students from Defence Force families.

Strong university entrance and vocational pathways are offered in the senior school. As a futures oriented school, we provide modern learning environments for students to engage with their learning. The College is committed to developing independent learning skills amongst students and strongly encourages the use of learning technologies in the classroom. The use of 1:1 mobile learning technologies operates throughout the College allowing access for students both at school and 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 77 teaching staff. Collectively, the highest qualifications held by teachers and the members who hold these qualifications are:

- Doctorates: 1
- Masters: 5
- Honours: 5
- Graduate Diploma (or equiv): 25
- Bachelors: 38
- Diplomas: 3
- Certificates: 0

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

### 3. Workforce Composition

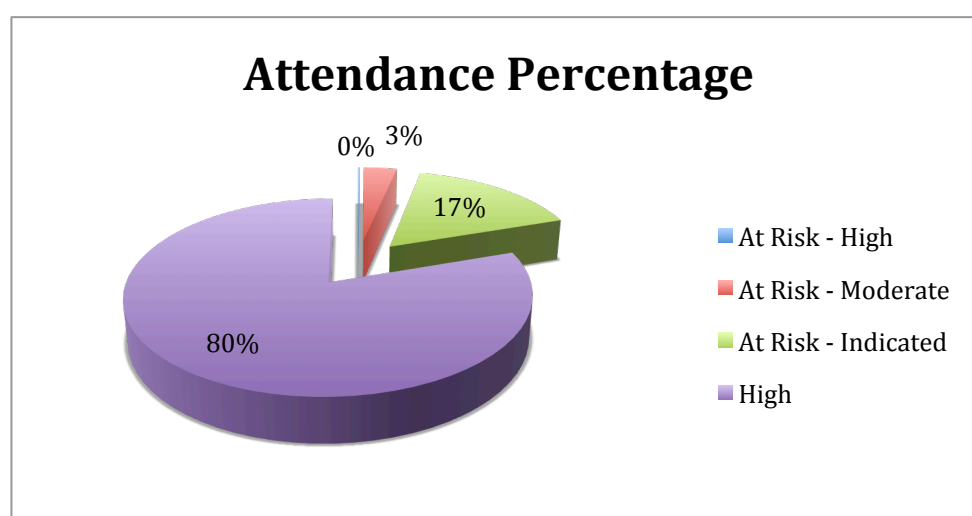
Teaching	No Male Indigenous No Female Indigenous	33 Male	44 Female
Non-Teaching	No Male Indigenous One Female Indigenous	10 Male	28 Female

## 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 appropriately 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	-	91 -100%	80.24%
At Risk - Indicated	-	81 - 90%	16.43%
At Risk - Moderate	-	61 – 80%	3.21%
At Risk – High	-	0 – 60%	0.12%



### 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

- Percentage of year 12 students undertaking vocational training or training in a trade** 76% of Year 12 students achieved a VET qualification.
- Percentage of year 12 students who attained a Year 12 certificate or equivalent** 100% of the 2012 Year 12 students achieved the Western Australian Certificate of Education.

## 6. NAPLAN Information

### National Comparisons Year 9

Category	
Reading	All Australian Schools Mean: 575
	School Mean: 573
	97.5% achieved at or above the benchmark
Writing	All Australian Schools Mean: 553
	School Mean: 561
	88.5% achieved at or above the benchmark
Language Conventions: Spelling	All Australian Schools Mean: 577
	School Mean: 576
	90.9% achieved at or above the benchmark
Language Conventions: Grammar & Punctuation	All Australian Schools Mean: 573
	School Mean: 571
	95.2% achieved at or above the benchmark
Numeracy	All Australian Schools Mean: 584
	School Mean: 566
	97.6% achieved at or above the benchmark

### National Comparisons Year 7

Category	
Reading	All Australian Schools Mean: 541
	School Mean: 542
	98.4% achieved at or above the benchmark
Writing	All Australian Schools Mean: 518
	School Mean: 511
	93.8% achieved at or above the benchmark
Language Conventions: Spelling	All Australian Schools Mean: 543
	School Mean: 542
	96.9% achieved at or above the benchmark
Language Conventions: Grammar & Punctuation	All Australian Schools Mean: 546
	School Mean: 547
	97.9% achieved at or above the benchmark
Numeracy	All Australian Schools Mean: 538
	School Mean: 528
	99.5% achieved at or above the benchmark

## 7. WAMSE Results

### State Comparisons Year 7 2012

<b>Category</b>	
Science	All Schools Mean: 443
	School Mean: 440
Science (Investigating)	All Schools Mean: 444
	School Mean: 442
Society and Environment	All Schools Mean: 480
	School Mean: 498
Society and Environment (ICP)	WA Schools Mean: 498
	School Mean: 497

### State Comparisons Year 9 2012

<b>Category</b>	
Science	All Schools Mean: 482
	School Mean: 476
Science (Investigating)	All Schools Mean: 479
	School Mean: 471
Society and Environment	All Schools Mean: 499
	School Mean: 498
Society and Environment (ICP)	WA Schools Mean: 498
	School Mean: 497

## 8. Parents, 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 portals to check on student educational programs as well as student academic progress. One indication of the support of parents for the College is the extensive enrolment wait lists in Years 7, 8, 9 and 10.

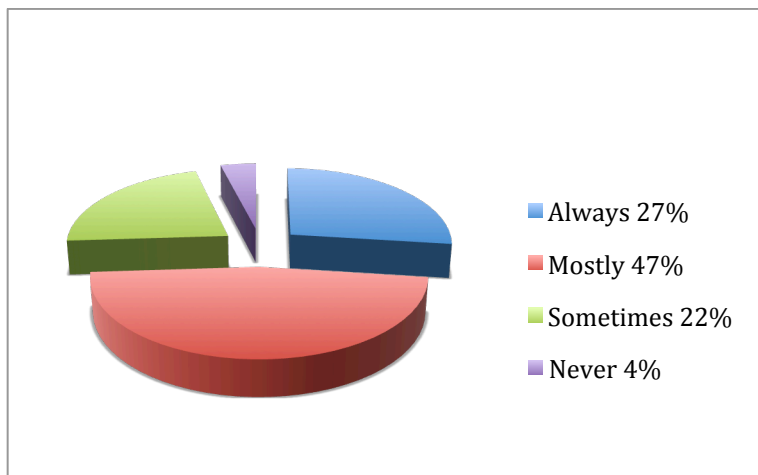
Parents are invited to participate in the Quality Catholic Schooling project, by the completion of a survey. There was a general consensus that parents were most satisfied with the components under review.

### Students

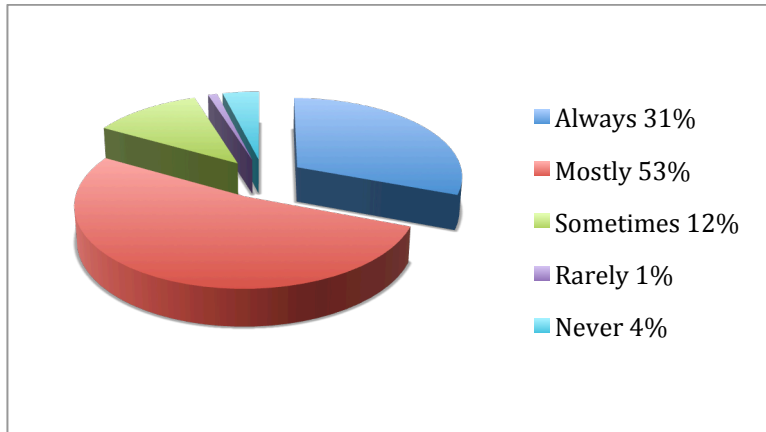
Students have a strong pride in the College, and are encouraged to take up a number of leadership opportunities available across all years. Students often volunteer to assist in the Walsh Learning Centre, ICT department and as tour guides for major College events. They actively promote the ethos of the 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 2012 indicated students overall appreciation for all they had achieved in their time at the College.

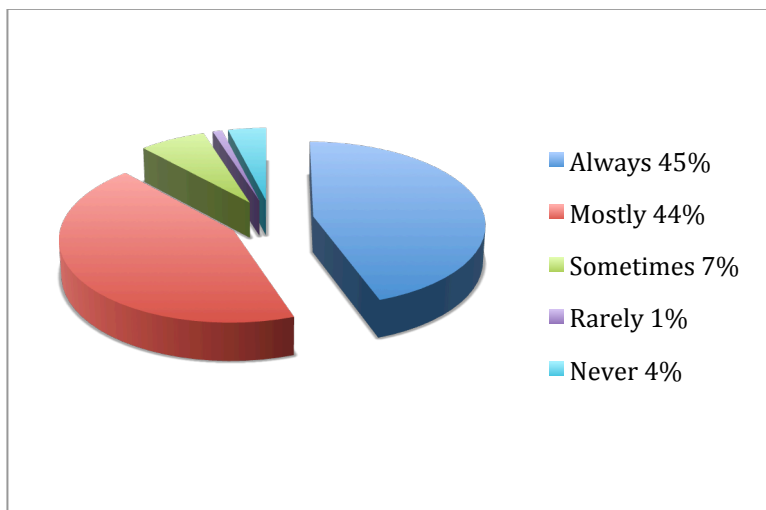
### Academic program helped me achieve my potential



### Teaching staff helped me achieve my potential



### Staff were willing to help me whenever I asked for assistance.

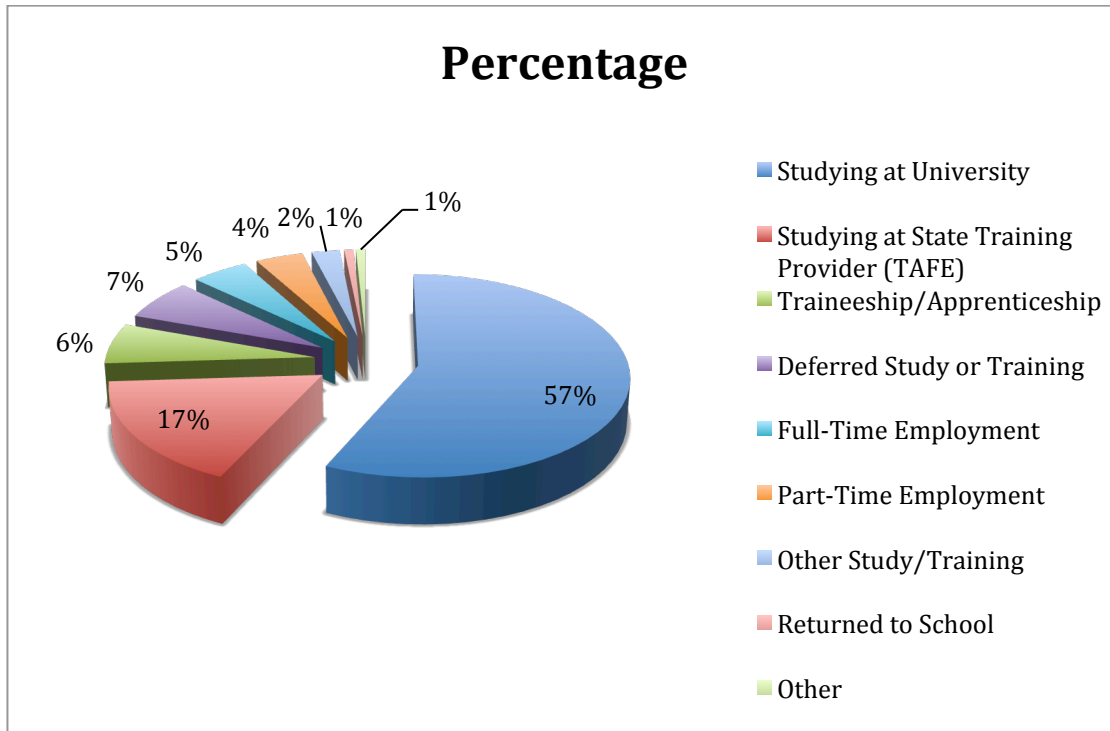


### Teachers

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.

## 9. Post School Destinations

The table below provides a summary of post school destinations offered to the 2012 cohort.



## 10. School Income

