

BUNBURY CATHOLIC COLLEGE

2016 School Performance Information

The Australian government requires that the following information be reported to the school community. This report is an annual report that will be made available to all members of our school community. The report is based on the previous year's August Census and academic data.

1. School Profile

Bunbury Catholic College is based on the principles and charism of its foundation Mercy and Marist traditions. In 2015 the College expanded to a second campus. The original campus is now referred to as the Marist campus of BCC and the Australind campus is known as the Mercy campus of BCC.

Our student population of approximately 1400 students is drawn from the Greater Bunbury region, in particular from our feeder Catholic Primary Schools: Leschenault Catholic Primary School; St Anne's, Harvey; St Brigid's, Collie; St Mary's, Bunbury; St Mary's, Donnybrook; St Michael's, Brunswick; Our Lady of Lourdes, Dardanup; St Joseph's, Bunbury. Our students come from diverse backgrounds ranging from farming communities to the metropolitan area of a growing city. In recent years, an increasing number of children of migrant families have moved to the region and the College.

Pastoral care is a high priority and it is very important to us that each student feels secure, safe and valued and has the opportunity to develop significant relationships with fellow students and their teachers.

Through quality teaching and learning in an environment enlivened by Christ's spirit of love, justice and humility, the College strives to provide an education that encompasses the whole person and empower students to aim for excellence to achieve their potential.

The College offers a variety of pathways, tailored to meet the ever-changing educational needs of the modern world and the individual learning requirements of our students; with a strong academic focus for students intending to gain university entrance and a vocational pathway that involves workplace learning and embedded Certificate courses accredited by TAFE and other Registered Training Organisations (RTO). Intervention programs are offered in literacy and numeracy in the early years of secondary schooling.

To enhance the curriculum, the College offers a wide range of co-curricular activities, at school, interschool level and State level, in a variety of academic, cultural and sporting pursuits.

2. Teacher standards and qualifications (2016)

	3 year trained	4 year trained	Higher awards
Number of teaching Staff	3	94	15

Our teaching staff have the following range of qualifications.

Doctorate	1
Master Degree	14
Bachelor Degree (honours)	7
Bachelor Degree	62
Bachelor of Education	50
Diploma of Education	40
Graduate Diploma of Education	36
Diploma (other)	7
Certificate (other)	21

Professional development

**Number of teaching staff – 94 Full time
18 (9.1fte) part time**

Cost to the school for PD:

- payment for professional development courses. \$49,127
 - payment for casual relief staff relacing those on PD. \$39,349
 - payment for PD courses travel component \$ 7,449
- \$95,925 / 103.1 = \$930 per teacher**

3. Workforce composition

2016 Staffing Numbers	Male	Female	FTE
Teaching Staff	41	71	103.1
Non-teaching Staff	17	52	57

Indigenous (included above)	1	3	4
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4. Student attendance: The average attendance rate (%) for 2016 was 91.98%

Attendance rates for 2016

Rate of Attendance	Mercy	Marist	%
Whole school	91.49	92.48	91.98
Year 7	94.10	94.32	
Year 8	90.16	92.82	
Year 9	91.00	92.72	
Year 10	90.72	92.28	
Year 11	-	93.23	
Year 12	-	89.5	

Parents are requested to provide a note for non-attendance. As a result of our adoption of SEQTA, a software application that includes the attendance and other pastoral details for each student, all parents are able to see full details of our attendance records on a daily basis. Parents are contacted if an individual student has a significant number of absences, particularly if the absences are unexplained. Students who are regularly absent, for medical reasons, are assisted in accessing work to complete at home. Counselling of students and parents is provided should a student present as a 'school refuser' or have many unexplained absences. Contact is made with the Participation Officer for persistent problems.

5. Senior Secondary outcomes for 2016

Graduation Rate: 95.6 %

That is, 153 achieved WACE of the 160 students eligible for graduation (this is down on previous years but this was the first year of the change in requirements, specifically the requirement to pass OLNA. The College also carried 2 students who had not achieved enough in Year 11 to ever achieve a WACE)

6 students achieved a Certificate of Distinction and 23 were awarded Certificates of Merit.

13.7 % achieved at least one course score greater than 75% (compared with high 20% for the previous 3 years).

40.6% completed a Certificate II or higher (and who completed less than 4 ATAR courses).

53.75% completed a Certificate II or higher overall.

59.4% eligible for an ATAR (ie completed 4 or more ATAR courses in Year 12) This is the lowest since 2007 which makes the low median even more disappointing, in 2007 the College median was 84.3.

Median ATAR achieved 74.05 (compared with 81.95 for CEWA schools and 80.95 for the State).

Distribution of marks according to statewide triciles show BCC with 42% in the low tricile, 40% in mid, and only 18% in the high tricile. This is a strong indicator that many of the students should not have been in the ATAR pathway and that our counselling should be directing these students to alternative courses. It is also indicative that the College needs to keep working on the middle group, that is, moving students from Bs to As. Only 60% of students received their first preference offer. Down from 71% in 2015 and 82% in 2014. This is an important statistic, enabling our students to follow their chosen field is the aim of the game.

Above the state mean in the following courses: Chemistry, Dance, Earth Environmental Science , Economics, Human Biology, Mathematics 3AB, Mathematics 3C/D, Mathematics Specialist, Media Production and Analysis, Physics and Visual Arts.

There were no courses at BCC in which the students were found to be in the highest performing category, that is a high percentage of students in the top 15% of that course.

In comparing BCC with 'like' schools in relation to the ICSEA, BCC underperformed with a Z score of -0.31. A score of 0.0 would indicate we performed as expected.

In looking at how this year group performed in NAPLAN in 2013, this group performed on average across all test parameters at 20% in the high tricile, 69% in the mid and 11% in the low with their mean in all areas being ABOVE the state mean. Whilst there are many intervening factors it does tend to indicate that this group underperformed and BCC did very little value adding.

The results were negatively impacted upon by a number of students who performed well under expectations, that is, their performance in the exam was not a true indication of how they performed at school. This could be traced to students who had no reason to perform in the external exam as they were not requiring an ATAR, that is they did not have 4 ATAR subjects so had no personal incentive to perform. This greatly affects the moderating process for all other students and effected others' results. Students were made aware of this but many results indicated they were non-triers This will be driven home to future students as much as possible. Discussions with SCSA on this problem of non-triers will continue.

More care is being taken on monitoring upper school students ongoing performance to identify students underperforming before they get to a critical level. This is to firstly try to initiate better study habits and to motivate them to better efforts or if that is unsuccessful to promote a course more suitable to their current level of work.

6. Benchmark Testing:

NAPLAN 2016 Reporting

What do these tests do? They provide feedback on a schools performance in selected subject areas and compare the school results with other schools in the state and nation.

Meaning of Terms:

NAPLAN: National Assessment Program: Numeracy and Literacy

NuLitData: NAPLAN trends

Overview of Results:

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2016 NAPLAN RESULTS YEAR 7

SUBJECT	BCC MEAN SCORE	ALL AUSTRALIAN SCHOOLS MEAN
Reading	546.5	541.0
Writing	523.3	514.7
Spelling	546.1	542.9
Grammar and Punctuation	544.1	540.2
Numeracy	554.1	549.5

2016 NAPLAN RESULTS YEAR 9

SUBJECT	BCC MEAN SCORE	ALL AUSTRALIAN SCHOOLS MEAN
Reading	607.4	580.6
Writing	571.3	548.4
Spelling	598.7	580.3
Grammar and Punctuation	587.1	570.3
Numeracy	614.3	588.8

Results from the NAPLAN tests indicate that Bunbury Catholic College:

- Is performing above average at national level in all areas.
- Has a higher proportion of students in the top two bands compared to all schools in Year 7 reading, 24% and Grammar and Punctuation 22% and in Year 9 G&P, 25%, Numeracy 30%, Reading 26%, Numeracy 29%,. BCC has a much lower proportion of students in the bottom two bands in all subjects. Generally, the results indicate that our students fall mainly in the middle tricile with fewer students in the lower tricile and about the same as other schools in the higher triciles.
- The Year 9 group of 2016 is a particularly well performed group.

YEAR 12 OLNA STANDINGS

Of the 160 students in year 12

- 97% achieved Numeracy standard
- 98.2% achieved Reading standard
- 98.8% achieved Writing standard

7. Parent, student and teacher satisfaction

The majority of our parents, students and teachers are very satisfied with the school – this is confirmed through:

- The waiting lists we have at each year level.
- The high staff retention rate. This is indicative of the satisfaction that both our teaching and non-teaching staff have with the College.
- Positive feedback from parents.
- Very positive feedback from exiting year 12 students who articulated the highlights and gains from their education. Very few were able to suggest any significant changes needed for improvement.
- A relatively small number of concerns or issues have been raised with College personnel. All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the school. Parents are reminded of this regularly at Parent Information Evenings.
- During Board and Parents & Friends meetings opportunity is provided for parents to table issues to be addressed by the Principal.

8. School Income

The school income data is available on the My School website, www.myschool.edu.au