

# SCHOOL PERFORMANCE DATA

## 2015



### Francis Jordan Catholic School

### Currambine

Australian Government accountability regulations require schools to report information on certain aspects of performance to their community. This is a summarised annual report for the previous year which is made available to all members of the school community.

## 2016 COMPLIANCE REQUIREMENTS (2015 DATA)

### CONTEXTUAL INFORMATION

#### VISION STATEMENT

Francis Jordan Catholic School prepares students for a lifelong journey by nurturing a passion for learning and excellence while remaining centred on Jesus and His teachings.

**JESUS**

**PASSION**

**JOURNEY**

**EXCELLENCE**

On 1 January 2012 the school officially changed its name from Currambine Catholic Primary School to Francis Jordan Catholic School. The name change came about after nearly four years of consideration and consultation. The name better reflects the school's Catholic faith and tradition.

Francis Jordan Catholic School is a family orientated Catholic community-based Parish primary school with an enrolment of approximately 500 from Pre-Kindergarten to Year Six. The schools' vision is centred on the person of Jesus and the teachings of the Catholic Church where children thrive. It is the intention of all involved in the school to provide an environment where the students feel, loved, safe, nurtured and valued. It is a place where each student is challenged to excel. Families are encouraged to be as involved in the life of the school as they can be. The school is a more complete community when this occurs.

Respect for the dignity of each person and the school's motto, *"The truth will set us free"*, underpin our relationships, actions and endeavours. Respect for the dignity of each person and the school's motto underpins all actions and relationships in the school.

The school is a learning community, where students are developed into young people who think clearly, act with integrity, generosity and humility, are sensitive to the needs of others, have a desire to serve the community and adopt a global perspective. Our school is a place where prayer and liturgical celebrations provide a central focus for a Catholic Christian community.

The school's vision is to nurture a passion for learning and excellence. Distinctive features include; an excellent reputation in the community for academic performance; a strong emphasis on information and communications technology; a healthy active lifestyle is promoted through the involvement in a wide range of activities in sport and physical education including an Active After School Program; extensive learning support for students in need; AGifted and Talented Program; and an extensive Performing Arts Program incorporating class music, small group instrumental music tuition, recorder ensembles, brass and guitar ensembles, school bands and choirs. The school also offers a comprehensive before and after school care service.

## **STUDENT ATTENDANCE**

	3Yr Olds	KG	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Overall %Attendance	100 %	92.36 %	95.21 %	93.36 %	95.86 %	94.48 %	94.21 %	94.98 %	93.05 %	94.83 %

## **MANAGEMENT OF NON ATTENDANCE**

Attendance registers are marked each morning and afternoon by each class teacher. Parents are informed that a letter must be provided to the class teacher explaining each absence. Notification by email is accepted provided the email contains the name of the student and the parent as well as the reason for and date of absence. Where a student absence is expected for extended periods, parents are required to submit an application for leave of absence to the Principal stating the duration and reason for the students leave. The respective class teacher is then informed and the absence duly recorded. This application is kept on file and each class teacher retains all absentee notifications. Where an explanation of leave is not forthcoming in a timely manner, the principal contacts the family until one is provided. Attendance is now kept electronically with responsibility taken by the Principal. Previous school attendance audits have indicated the school adopts a positive approach to the management of attendance data.

## **WORKFORCE COMPOSITION**

	Teachers	Teachers	Non Teachers	Non Teachers
	Full time	Part Time	Full Time	Part Time
Male	5	0	3	0
Female	9	8	4	21
Indigenous	0	0	0	0
Subtotal	14	8	7	21

## **TEACHER STANDARDS AND QUALIFICATIONS**

Total number of teachers 2015: 22

Diploma of Teaching	Bachelor of Education Degree	Master's of Education Degree
2	18	2

## **2014 /2015 NAPLAN COMPARISON RESULTS SUMMARY**

	Francis Jordan Mean		All Australian Schools Mean		All WA Schools Mean	
Year 3	2014	2015	2014	2015	2014	2015
Reading	455	432	418	425	406	412
Writing	454	424	402	416	397	408
Spelling	423	397	412	409	403	404

Grammar & Punctuation	483	448	426	432	413	423
Numeracy	412	400	402	397	392	387
<b>Year 5</b>						
Reading	517	523	501	498	492	489
Writing	495	504	468	478	464	470
Spelling	518	528	498	498	492	492
Grammar & Punctuation	524	529	504	503	495	496
Numeracy	497	502	487	492	480	484

### % of STUDENTS AT/ABOVE MINIMUM STANDARD

Year 3	Francis Jordan		All Australian Schools		All WA Schools	
	2014	2015	2014	2015	2014	2015
Reading	98.3	98.4	93.5	94.6	91.8	92.9
Writing	100	98.4	93.8	95.5	93.2	94.6
Spelling	100	98.4	92.7	93.1	91.3	91.9
Grammar & Punctuation	100	100	93.6	94.5	91.3	93.1
Numeracy	98.3	100	94.6	94.4	93.8	93.6
<b>Year 5</b>						
Reading	98.2	100	92.9	93.1	91.2	92.0
Writing	98.2	100	90.2	92.3	89.8	91.0
Spelling	98.2	100	92.7	93.4	91.6	92.6
Grammar & Punctuation	96.4	98.5	92.8	93.1	91.0	91.5
Numeracy	95.0	100.	93.5	95.1	92.2	94.5

### PERCENTAGE OF STUDENTS IN TOP 20%

	Year 3	Year 5
Numeracy	15%	16%
Spelling	15%	24%
Writing	21%	31%
Grammar/Punc	26%	27%
Reading	20%	24%

### STUDENT PARENT AND STAFF SATISFACTION

#### Students

The student council are an excellent barometer for the attitude of the children enrolled at Francis Jordan as are any newly enrolled students who transfer from other schools, whether it be from overseas or from within Australia. Comments on how well they have settled and feel at home in their new school are common.

Student survey results from the School Climate Survey in 2015 indicated high percentages of satisfaction with teacher relationships and that lessons were delivered in a planned and energetic manner. There is a high level of student morale and a low level of distress amongst the students.

Students feel a strong connectedness to the school and see their teachers as having empathy for them. Perhaps the most pleasing feedback is that the students are highly motivated to learn and be at school as well as feeling safe and secure at school.

## **Parents**

The school continues to enjoy a strong enrolment demand with very few vacancies across the year levels with waiting lists in others. Enrolments were strong leading into the 2016 school year.

Parents continue to attend a range of meetings and activities in significant numbers. These include special events such as the Easter Passion Play, Award Assemblies, Class Assemblies and special occasions such as Easter Liturgies and the Mothers' Day Liturgy. Events such as the Christmas Concert Musical continued to be over-subscribed. Parent involvement at P&F meetings and associated activities such as the Family Fun Night has been excellent. Requests for parent assistance is met with much response.

Parent feedback in the School Climate Survey during 2015 was positive. Parents indicated strong support for the safety of their students at school as well as for their behaviour in class and around the school. They also rated the behaviour management of the staff as very effective. Parents indicated a high support for the extra-curricular opportunities offered to students. A strong support for the classroom learning focus and the homework expectations.

Anecdotal feedback from parents is invariably positive. When parents attend enrolment interviews, feedback from existing parents is communicated as a major influence for the decision to lodge an application for their child to attend the school.

## **Staff Members**

During 2015 Staff worked with an external facilitator to target an ongoing priority of managing system requirements whilst maintaining a healthy working climate. At the end of 2015 there were minimal staff changes. This is one indicator of a high level of staff satisfaction with working at the school and being part of the staff and the wider community.

School Climate Survey data indicated a healthy work demand percentage indicating that staff feel supported and comfortable with their workload. Staff rated the behaviour of students both in the classroom and around the school very highly. These two areas and their respect for students received the highest rating in the feedback from staff members.

Staff also felt that there was a very high level of both individual and school morale together with supportive feedback to one another. An area for ongoing improvement which was noted included developing opportunities for enhance staff well-being.

### **POST SCHOOL DESTINATIONS**

#### **2015 Year 6 destinations (for Year 7, 2016)**

Canada	1
Duncraig High	1
Irene Mc Cormack Catholic College	1
Joseph Bank Secondary College	1
Mater Dei College	2
Newman College	1
Ocean Reef High School	3
Prendiville Catholic College	40
Sacred Heart College	5
St Stephen's	1
Unknown	1

### **School Financial Information**

The ACARA website [www.acara.edu.au](http://www.acara.edu.au) hosts the My School Profile of Australian Schools. By using the following link: <http://www.myschool.edu.au/> further comparative data and information regarding the schools finances can be found.