

# SCHOOL PERFORMANCE DATA

2016



**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.

## 2017 COMPLIANCE REQUIREMENTS (2016 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**

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. Our school strives to promote a safe, creative, dynamic community that nurtures and educates the whole child (spiritual, moral, intellectual, social, emotional, and physical) to be life-long learners and problem solvers, providing the skills necessary to succeed in a changing society. Furthermore, we aim to provide foundations in the Catholic faith that will enable our students to value and live their faith throughout their lives. It is the intention of all involved in the school to provide an environment where the students feel, valued and 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 developing 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. The distinctive features of our school 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
- a Gifted and Talented Program
- an extensive Performing Arts Program incorporating class music; small group instrumental music tuition, recorder ensembles, brass and guitar ensembles, school bands and choir

- The school also offers a comprehensive before and after school care service.

## **VALUES:**

**Respect:** 'Respect each other and our environment'. Respect involves taking responsibility for each other. Respect is speaking to and interacting with others in a courteous manner.

**Integrity:** 'Be yourself. Be true to yourself'. Integrity means being honest, reliable and trustworthy, living by strong moral principles.

**Trust:** 'I believe in you.' Trust is the firm belief in the reliability, truth or ability of someone.

## **STUDENT ATTENDANCE**

	KG	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Overall %Attendance	96.835	96.54	94.98	97.81	98.14	99.32	97.485	99.72	97.6

## **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, Administration contact the family regarding this absence to determine an explanation. Electronic student attendance records are maintained 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	4	0	3	0
Female	10	14	4	12
Indigenous	0	0	0	0
Subtotal	14	14	7	12

## **TEACHER STANDARDS AND QUALIFICATIONS**

Total number of teachers 2016: 28

<b>Diploma of Teaching</b>	<b>Bachelor of Education Degree</b>	<b>Master's of Education Degree</b>
2	22	4

## **2015 /2016 NAPLAN COMPARISON RESULTS SUMMARY**

<b>Year 3</b>	<b>Francis Jordan Mean</b>		<b>All Australian Schools Mean</b>	
	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>
Reading	432	425	425	426
Writing	424	435	416	421
Spelling	397	412	409	420
Grammar & Punctuation	448	429	432	436
Numeracy	400	379	397	402
<b>Year 5</b>	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>
Reading	523	523	498	502
Writing	504	490	478	475
Spelling	528	517	498	493
Grammar & Punctuation	529	516	503	505
Numeracy	502	503	492	493

## **% of STUDENTS AT/ABOVE MINIMUM STANDARD**

<b>Year 3</b>	<b>Francis Jordan</b>		<b>All Australian Schools</b>	
	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>
Reading	99	96	95	94
Writing	99	100	96	96
Spelling	99	100	93	94
Grammar & Punctuation	100	100	95	95
Numeracy	100	98	94	96
<b>Year 5</b>				
Reading	100	94	93	93
Writing	100	100	92	93
Spelling	100	100	93	93
Grammar & Punctuation	99	96	93	93
Numeracy	100	100	95	95

## **PERCENTAGE OF STUDENTS IN TOP 20%**

	<b>Year 3</b>	<b>Year 5</b>
Reading	23	25
Writing	26	21
Spelling	16	31
Grammar/Punctuation	19	31
Numeracy	14	17

## **STUDENT, PARENT AND STAFF SATISFACTION**

### **Students**

The student council are an excellent barometer for the attitude of the children who are enrolled at Francis Jordan, as are 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 feedback indicates a high percentage of satisfaction with teacher relationships. This is due to the energetic way that lessons are delivered and planned. 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. Students are highly motivated to learn and be at school and generally feel safe and secure at school.

### **Parents**

The school has a steady enrolment demand with vacancies existing in some year levels and waiting lists in others. Student enrolments were sustained leading into the 2017 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, and Class Assemblies. Special occasions such as Easter Liturgies and the Mothers' Day Liturgy, Fathers' morning Tea and events such as the Christmas Concert Musicals continue to be regularly over-subscribed. Parent involvement at P&F meetings and associated activities such as the Family Fun Night have been excellent. Requests for parent assistance is met with much response.

Parent feedback is generally very positive. Parents indicate a strong support for the safety of their children while at school as well as for their behaviour and that of other children in class and around the school. Parents consider the behaviour management by the staff as very effective. Parents indicate a high support

for the extra-curricular opportunities offered to students. There is a strong support for the classroom learning focus and homework expectations.

Anecdotal feedback from parents is invariably positive. When parents attend enrolment interviews, feedback from existing parents and knowledge of the school reputation within the wider community, are reasons communicated as the major influence for their decision to lodge an application for their child to attend the school.

## **Staff**

During 2016, Staff continued to progress and manage system requirements whilst maintaining a healthy working climate. At the end of 2016, there were minimal staff changes. This is one indicator of the high level of staff satisfaction working at the school and being part of the staff and the wider community.

Staff goal setting meetings indicated that staff feel supported and comfortable with their workload. Staff rate the behaviour of students both in the classroom and around the school highly. Staff set high standards for all students.

Staff indicate a very high level of both individual and school morale together and provide support and feedback to one another. An area noted for ongoing improvement was a continued emphasis to build staff ICT capacity.

## **POST SCHOOL DESTINATIONS**

### **2016 Year 6 destinations (for Year 7, 2017)**

Butler College	1
Kinross College	2
Lake Joondalup Baptist	3
Mater Dei Catholic College	2
Ocean Reef High School	2
Prendiville Catholic College	49
Prince of Peace Brisbane	1
Quinns Baptist College	1
Sacred Heart College	4
St Marks Anglican College	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/](http://www.myschool.edu.au) further comparative data and information regarding the schools finances can be found.