

# SCHOOL PERFORMANCE DATA

## 2018



### 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.

## 2019 COMPLIANCE REQUIREMENTS (2018 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 450 from Pre-Kindergarten to Year Six. The schools' vision is centered 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
- 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	93.6	93.69	94.58	94.62	93.75	93.4	94.5	93.99	94.01

## **MANAGEMENT OF NON ATTENDANCE**

Attendance registers are marked each morning and afternoon by each class teacher. Parents are contacted by SMS if a student who is marked absent does not have a registered reason for absence. Parents are requested to forward this notification to the teacher. Written notification must be submitted to the class teacher explaining all absences. 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. School attendance audits indicate 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	11	12	4	16
Indigenous	1	0	0	0
Subtotal	17	12	7	16

## **TEACHER STANDARDS AND QUALIFICATIONS**

Total number of teachers 2018: 29

<b>Diploma of Teaching</b>	<b>Bachelor of Education Degree</b>	<b>Master's of Education Degree</b>
3	21	5

## **2016 /2017 NAPLAN COMPARISON RESULTS SUMMARY**

	<b>Francis Jordan Mean</b>		<b>All Australian Schools Mean</b>	
	<b>2017</b>	<b>2018</b>	<b>2017</b>	<b>2018</b>
<b>Year 3</b>				
Reading	424	444	431	434
Writing	420	420	413	407
Spelling	414	444	416	418
Grammar & Punctuation	439	465	439	432
Numeracy	401	407	409	408
<b>Year 5</b>				
Reading	505	509	505	509
Writing	494	477	472	465
Spelling	514	514	500	503
Grammar & Punctuation	501	506	499	504
Numeracy	484	479	493	494

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

	<b>Francis Jordan</b>		<b>All Australian Schools</b>	
	<b>2017</b>	<b>2018</b>	<b>2017</b>	<b>2018</b>
<b>Year 3</b>				
Reading	97	95	95	96
Writing	98	100	96	95
Spelling	98	100	93	94
Grammar & Punctuation	95	100	94	94
Numeracy	98	97	95	96
<b>Year 5</b>				
Reading	98	98	94	95
Writing	100	98	92	90
Spelling	100	100	94	94
Grammar & Punctuation	91	95	92	94
Numeracy	100	98	95	96

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

	<b>Year 3</b>	<b>Year 5</b>
Reading	20	19
Writing	14	10
Spelling	19	21
Grammar/Punctuation	34	22
Numeracy	20	12

## **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.

Parent attendance at whole school events was significant, which indicates a high level of satisfaction. 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' Breakfast and events such as the Christmas Concert Musicals continue to be regularly attended. 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 generally 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 2018, Staff continued to progress and manage system requirements whilst maintaining a healthy working climate. At the end of 2018, 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**

### **2018 Year 6 destinations (for Year 7, 2019)**

Ocean Reef High	1
Belridge Senior High	2
Quinns Baptist	1
Woodvale Senior High	2
Carine Senior High	1
Joondalup Baptist College	1
Mater Dei Catholic College	1
Prendiville Catholic College	41
Sacred Heart College	77

## **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.