



CBC
FREMANTLE

2017 SCHOOL PERFORMANCE INFORMATION

According to Australian Government funding requirements and in line with the *Schools Assistance Act 2008*, each school is required to publish specific information on the internet for the previous school year. The following detail seeks to provide a snapshot of the context, performance and character of CBC Fremantle.

1. Contextual Information

CBC Fremantle traces its origins back to 1882 when the Fremantle Boys' Catholic School was first opened in High Street in a building still standing on the school grounds as Blessed Edmund Chapel. In 1901 the Christian Brothers took charge of the school and had responsibility for the governance of the College until 1 October 2007. On this date, Edmund Rice Education Australia (EREA) was established ushering in a new and exciting phase of governance for Australia's 40 Edmund Rice schools.

From 1901- 1913, CBC was one of the 6 schools in WA preparing students for public examinations of the University of Adelaide. The University of Western Australia opened in 1914 with two Brothers and two former CBC students among the first graduates. For the first 50 years of the 20th century, the College maintained a reputation for academic excellence resulting in many students achieving great success in examinations and achieving state awards. In the second half of the 20th century, the growth of diocesan Catholic schools, the deterioration of the physical site and social/demographic changes in the Fremantle region all contributed to a slow decline in enrolments. It became apparent that difficult decisions with far-reaching consequences needed to be made.

In the mid-1990s a decision was made to discontinue primary education and the College's second campus at Tuckfield Street was closed. This enabled significant development to occur at the Ellen Street site of the College which has resulted in much improved teaching and learning facilities. The early part of the new century has seen a rapid growth in enrolments, much improved academic results and the enhancement of the College as a school of 'first choice'. CBC Fremantle now resumes its rightful place as a premier school in Western Australia producing graduates who are well-educated young men of faith and integrity with a keen sense of social justice.

Process for Conducting Self-Review

At CBC Fremantle, our strategic direction is constantly under review. Our planning documentation is updated annually as a result of a carefully planned process.

This commences with a planning day involving the College Board and the College Leadership Team typically held during August. At this meeting the group re-visits the previously determined strategic goals which are arranged under the five Value Areas of the school; Catholic Faith, Leadership, Care, Excellence and Community. Existing goals are scrutinised for relevance and either left unchanged, amended or deleted. Discussion of contemporary issues affecting the College and education in general often leads to the institution of new goals. Amendment to our Strategic Directions manuscript in any form is recorded as part of our documentation.

The College Leadership Team (CLT) conducts a later meeting to identify priority goals for the year based upon its assessment of the pressing needs of the school and its community. These are presented at a Board Meeting for review and endorsement. Once approved, the CLT meets again to assign specific duties and construct a timeline.

Accountability for achieving improvement is ensured through a review and presentation to staff made at the conclusion of each school year by the Principal. Parents receive a report directly from the Principal through their representatives on the College Board during their last meeting of each year. The placement of this document on the College website ensures access for our broader parent group and any other interested member of the community. This entire process is repeated annually.

The final documentation resembles that below. In conjunction with our full Strategic Directions document this ensures that school improvement remains a transparent process and a key focal point for all at CBC Fremantle.

VALUE AREA 1: Catholic Faith

Goal 1.5

Consolidate processes to share and review immersion experiences and increase appreciation of these programmes in the broader school community.

Action Statements	By Whom?	By When?
1.5.1 Devise a consistent and transparent process for the selection of staff to attend immersions.	DPMI	Mid Term 1
1.5.2 Devise a consistent and transparent process for the selection of students to attend immersions.	DPMI	Mid Term 1
1.5.3 Ensure that immersion participants are provided with opportunities to share their experiences with the College community upon their return.	DPMI	As required
1.5.4 Ensure that each immersion is followed by a comprehensive report in the College newsletter.	DPMI	As scheduled
1.5.5 Develop a formal review/evaluation process for immersions.	DPMI	Mid Term 1

Goal 1.10

Continue to develop a stronger understanding of the EREA Charter and Touchstones throughout the school community of staff, students and particularly parents.

Action Statements	By Whom?	By When?
1.10.1 Provide visual representations of the Touchstones in each classroom of the school.	DPMI	End of Term 1
1.10.2 Design and implement an iconic and artistic representation of the Touchstones as the centrepiece of the Cloisters area at the College.	DPMI	End of Sem. 1
1.10.3 Discuss and promote the Charter and Touchstones as part of each Parent Information Evening at the commencement of the year.	P	Term 1
1.10.4 Ensure reference is made to the Charter and Touchstones at each enrolment and employment interview.	P	Ongoing
1.10.5 Plan for the introduction of an Edmund Rice walk at CBC Fremantle.	DPMI	End of Term 1

VALUE AREA 2: Leadership

There are no Priority Goals in this Value Area for 2017.

VALUE AREA 3: Care

Goal 3.11

Continue to develop a coordinated response to issues surrounding safe and appropriate use of technology.

Action Statements	By Whom?	By When?
3.11.1 Provide all students with an appropriate presentation from an external source on the topic of safe and appropriate use of technology.	ADP (SS) and DPTL	End of 2017
3.11.2 Provide all parents with an appropriate presentation from an external source on the topic of safe and appropriate use of technology.	ADP (SS) and DPTL	End of 2017
3.11.3 Provide all staff with an appropriate presentation from an external source on the topic of safe and appropriate use of technology.	ADP (SS) and DPTL	End of 2017
3.11.4 Ensure regular e-safety messages are included in the College newsletter.	ADP (SS)	Ongoing
3.11.5 Conduct an audit of the College curriculum to ascertain where students receive guidance regarding safe and appropriate use of technology.	DPTL	End of Term 1

VALUE AREA 4: Excellence

Goal 4.5

Extend the process of monitoring and tracking academic and pastoral performance in order to keep students, parents and staff informed as a means by which to promote the pursuit of personal excellence.

Action Statements	By Whom?	By When?
4.5.1 Re-visit the proposed Academic Tracking model to assess suitability.	DPTL	End of 2017
4.5.2 Seek to develop an automatic report/export of student academic performance data from SEQTA.	DPTL	End of Term 1
4.5.3 Further develop a counselling process for students in Years 7-10 determined to be at academic risk.	DPTL	End of 2017

Goal 4.7

Continue to review the process of transition of students into Year 7 and facilitate the differentiation of curriculum as appropriate.

Action Statements	By Whom?	By When?
4.7.1 Conduct a review of Year 7 Transition processes.	VP and DPTL	End of Sem. 1
4.7.2 Assess the efficacy of existing structures for the delivery of curriculum to Year 7 students.	DPTL and AB	End of Sem. 1
4.7.3 Assess the efficacy of existing structures for the delivery of pastoral care to Year 7 students.	VP and PB	End of Sem. 1

Goal 4.19

Review the Pastoral Care structures of the College with the aim of ensuring that the best possible standard of care is delivered to our students.

Action Statements	By Whom?	By When?
4.19.1 Evaluate whether existing pastoral care structures are still effective given the increase in total student numbers.	VP	End of Term 1
4.19.2 Consult with staff regarding alternative models for the delivery of pastoral care.	P	End of Term 1
4.19.3 Consult with parents and students regarding alternative models for the delivery of pastoral care.	P	End of Term 1
4.19.4 Ensure that SEQTA is effectively utilised as a pastoral care tool.	ADP (CA)	Ongoing

VALUE AREA 5: Community**Goal 5.15**

Engage with the global Edmund Rice community through initiatives associated with EREBB.

Action Statements	By Whom?	By When?
5.15.1 Emphasise the place of CBC Fremantle as part of a global network of schools through references at Parent Information Evenings and in the College newsletter.	P	End of Sem. 1
5.15.2 Involve students and staff in direct engagement with students from Edmund Rice schools in other countries.	P	End of Sem. 1
5.15.3 Catalogue the inaugural Old Boys' immersion in Peru for inclusion on the EREBB website.	CMO	End of Sem. 1

Goal 5.16

Seek to honour the history of the College.

Action Statements	By Whom?	By When?
5.16.1 Further investigate a suitable facility to be used as an archive/history store and display.	CLT	End of Sem. 1
5.16.2 Employ a part-time archivist.	P	End of 2017
5.16.3 Create a database of archival material at the College.	P and A	Ongoing
5.16.4 Develop a plan for the design, purchase and display of Honour Boards.	P and BM	End of Sem. 1

Key:

P	– Principal	CLT	– College Leadership Team
VP	– Vice Principal	AB	– Academic Board
DPTL	– Deputy Principal (Teaching & Learning)	PB	– Pastoral Board
DPMI	– Deputy Principal (Mission & Identity)	COLR	– Coordinator of Liturgies and Retreats
BM	– Business Manager	HOLA (RE)	– Head of Religious Education Learning Area
ADP (SS)	– Assistant Deputy Principal (Senior School)	HOAC	– Head of Academic Care
ADP (CA)	– Assistant Deputy Principal (Campus Administration)	CMO	– Communications & Marketing Officer
		A	– Archivist

2. Teacher Standards and Qualifications

The College employs 70 teachers. Of these, 69 are four year trained and 1 is three year trained.

3. Workforce Composition

In 2017, CBC Fremantle personnel included:

- Teachers: 70 teaching staff, of these 33 are female and 37 male.
- Non-teachers: 29 non-teaching staff, of these 20 are female and 9 male. This total includes one indigenous staff member.
- Students: 840

4. Student Attendance at School

On average 92.5% of students attended each day in 2017. This is broken down in year groups as follows:

- Year 7 - 93%
- Year 8 - 92%
- Year 9 - 93%
- Year 10 - 92%
- Year 11 - 92%
- Year 12 - 93%

Parents are requested to phone or email the College in the morning if their son is going to be absent for the day. Any absence, for all or part of a day, is explained by a note from the parents. Unexplained or unauthorized absences are followed up with parents.

5. Senior Secondary Outcomes

Summary

The Year 12 students of 2017 performed particularly well in their Western Australian Certificate of Education (WACE) Exams. Of special note are the outstanding performance of the very able students within this cohort and the depth of talent illustrated by the large number of students achieving very good results. In statistical terms, 59% of our eligible students achieved an Australian Tertiary Admissions Rank (ATAR) of 80 or better. Nine students joined the elite **95 Club**. This means that their Australian Tertiary Admissions Rank (ATAR) places them in the top 5% of the school leaver age population. The College achieved a 98.4% success rate for Secondary graduation (achievement of the Western Australian Certificate of Education – WACE).

ATAR Results

The College is very pleased with the performance of students in the ATAR

	Australian Tertiary Admissions Rank	> 90	80 – 89	70 – 79	60 – 69	50 – 59	49 or below	Median ATAR
CBC Fremantle	129 (72 ATAR students) 56% of cohort	17 (24%)	25 (35%)	20 (28%)	8 (11%)	2 (3%)	0 (0%)	82.15

Secondary Graduation

98.4% of our Year 12 students achieved their WACE certificate in 2017. This result placed us =25th in the State for WACE achievement.

Percentage of students with 4 or more WACE course scores

56% of our Year 12 students attempted at least 4 ATAR courses in 2017

Excellence in WACE courses

In 2017 the College was acknowledged as a leading school in Accounting and Finance

Vocational Education and Training

- 50% of Year 12 students completed at least 220 nominal hours of VET
- 100% of General Pathway students achieved a Certificate II or higher

6. NAPLAN Information

Proportion of Years 7 and 9 Students Meeting National Reading, Writing, Language Conventions (Spelling, Punctuation & Grammar) and Numeracy Benchmarks

YEAR 7	National Average	CBC Fremantle Average	% of students achieving the benchmark
Reading	545	567	99%
Writing	513	523	98%
Language Conventions Spelling	550	561	99%
Language Conventions Punctuation & Grammar	542	548	97%
Numeracy	554	572	100%

YEAR 9	National Average	CBC Fremantle Average	% of students achieving the benchmark
Reading	581	604	99%
Writing	552	574	95%
Language Conventions Spelling	581	595	97%
Language Conventions Punctuation & Grammar	574	579	99%
Numeracy	592	618	100%

7. Parent, Student and Teacher Satisfaction

Levels of satisfaction amongst the parents, students and teachers at CBC Fremantle are generally very high. This is evidenced in the following ways:

- The College has waiting lists.
- The pastoral care policies and practices of the College are anecdotally endorsed by parents and students.
- The high retention rate of staff. There is a relatively low turnover of teaching and non-teaching staff at the College.
- Exit surveys conducted with the families of all graduating students indicate high levels of satisfaction with the College.
- The exit interviews conducted with each Year 12 student by the College Principal routinely reflect high levels of satisfaction amongst impending graduates regarding their overall school experience.

The College has a policy of recognising parents as the primary educators of their sons and strongly encourages open communication among all members of the school community. The Parent Auxiliary and College Board provide formal channels of communication and assist in ensuring high levels of community satisfaction.

8. Student Destinations – Year 12, 2017

University Entry

In 2017 there were 129 Year 12 students who completed their studies at CBC Fremantle. 63% of ATAR students were offered their first choice placement at a university.

The remaining students in the cohort either entered TAFE, employment and/or deferred study opportunities for one year.

9. School Income

Details regarding sources of school income can be found on the MySchool website:

www.myschool.edu.au