



ASSUMPTION COLLEGE - KILMORE

EDUCATIONAL AND FINANCIAL ACCOUNTABILITY REQUIREMENTS COMPLIANCE

Dear Parents

As part of the funding agreement between the Catholic Education Commission of Victoria (CECV Ltd) and the Australia Government through the Department of Education, Science and Training (DEST), schools are required to report on certain categories of School Performance Information.

Assumption College 2007 School Year

1. Staff Attendance

Four Hundred and Thirty Seven sick days taken throughout the year by 73 F.T.E (full time equivalent) teaching staff members – an average of 5.98 days for each teaching staff member. This includes extended sick leave taken by individual staff members.

In addition there were 61 days of Carer's Leave and 8 days of study leave taken.

2. Staff Retention

The proportion of staff retained in 2008 from last year is 69%.

3. Teacher Qualifications

Degree – Doctorate	2.47%
Degree – Masters	8.64%
Diploma – Graduate	30.86%
Under Graduate Degree (4 years)	100.00%

4. Expenditure and Teacher Participation in Professional Learning

Assumption College's commitment to professional development of our staff is reflected in a number of activities (both formal and informal) that have been coherently designed to increase the knowledge and skills of our teachers so as to strengthen the teaching and learning capacity within the school.

The school expenditure on specific learning opportunities for 2007 was \$25,455 with the full-time equivalent teaching staff members of 73 this equated to \$ 348.70 per teacher.

In 2007 teaching time, 95 equivalent teacher days were devoted to professional learning opportunities. Four scheduled professional learning days were held for teaching staff during student-free days, and many staff attended Teacher Association professional learning opportunities throughout the year.

5. Student Attendance

Attendance helps our students to develop social skills, such as friendship building, teamwork, communication skills and self esteem. In 2007, we had 985 students away from school with an average of 9.67 days per student. Reasons for their absence included:

- Early departure
- At home with parental consent
- Explained illness / medical certificate
- Refusal to attend school

The average will increase to 11.29 days if you include absences due to attendance of Work Placement or TAFE.

6. Proportion of Students Meeting National Benchmarks

The Australian Government required all secondary schools in 2007 to report school performance of Year 7 students meeting National Reading, Writing, Spelling and Numeracy benchmarks. This information is provided to the college by the Catholic Education Office Melbourne, School Improvement Reports. It is based on the results of Achievement Improvement Monitor (AIM) tests.

<u>AIM Year 7 2007</u>	<u>% of students above National Benchmark</u>	
	2007	2006
<i>English</i>		
Reading	97.3%	96.7%
Writing	98.7%	100.0%
Spelling	N/A	N/A
<i>Mathematics</i>		
Numeracy	94.8%	85.0%

Information on the percentage of students in Year 7 achieving the national benchmark in spelling is not yet available to schools.

There is a very slight small increase in Reading and a slight drop in Writing.

Mathematics results were up nearly 10% on the previous year. The cohort for 2007 achieved well in early PAT testing, suggesting this group was stronger than the previous year. Over the past few years in mathematics we have particularly focussed on Times Tables and introduced Maths Mastery, a structured consolidation programme which every class completes for the first 15 minutes of each lesson.

In English, over the past ten years we have structured spelling and writing, and this last year focussed on developing different types of comprehension through the CARS programme. Skillworks has continued as a means of building vocabulary.

Students with a score of 1 or 2 in Literacy are withdrawn into a Corrective Reading Programme five times a cycle to build basic skills.

The Lexile Reading Programme for students from Years 7 and 8 has had a huge effect on the amounts of reading and the resultant on-line quizzes.

The programmes run on the basis of building foundation skills in key areas.

7. Senior Secondary Outcomes

This item requires schools to report on academic achievement including the median Year 12 results and academic and non-academic pathways.

- The median study score in the Year 12 Victorian Certificate of Education is the middle score when all the study scores obtained by students are ranked from highest to lowest, i.e. half the study scores will be above and the other half will be below the median study score. The maximum Study Score assigned is 50.

- The VCE completion rate reflects the number of students at the school who satisfactorily completed their VCE last year as a percentage of those enrolled in the VCE in the same year who were eligible to complete the qualification.
- The Victorian Certificate of Applied Learning (VCAL) completion rate reflects the number of VCAL students who completed their VCAL last year as a percentage of those students enrolled in VCAL, in the same year, who were eligible to complete the qualification.

VCE Median Score	30
VCE Completion	100%
VCAL Completion	100%

8. Year 9 – Year 12 Apparent Retention

This item requires schools to report on the proportion of students retained at the school from Year 9 to Year 12. In 2004 we had 145 Year 9 students enrolled. Of those 145 students, (there were 149 Year 12 Graduates in 2007, the others joined the cohort in Years 10 & 11) 128 went on to complete Year 12 in 2007, giving a retention rate of 88.3%.

9. Post School Destinations

VCE Class of 2007

Of the 149 students enrolled for VCE in 2007 from the year 12 class, all were successful in completing their Victorian Certificate of Education. Below is a summary of how our students fared in terms of tertiary selection into Universities, TAFE institutions and Private Colleges:

<u>Total Completed Year 12 (Actual Number)</u>	<u>149</u>
--	------------

VCAA Data

Tertiary Applications and Offers	
Tertiary Applicants (actual number)	117
University Offers %	71%
TAFE/VET Offers %	26%
Any Tertiary Offer %	93%

On Track Survey Data – April 2008

In Education and Training	
University Enrolled %	38%
TAFE/VET Enrolled %	14%
Apprentice/Trainee %	14%

Not in Education and Training	
Employed %	16%
Looking for Employment %	3%
Deferred %	14%

10. Value Added

Throughout the fortnightly newsletter "Assumption News" many reports on the College activities and programmes that have contributed a positive effect on the well-being and achievements of our students and of the wider College community, have been presented. Along with the Newsletter, the College celebrates our students' achievements in the local newspapers, at our Information Evenings, at our Performing, Visual and Creative Art Exhibitions and Performances, and in our Annual Year Book.

Some specific areas that are covered in the course of the school year are:

- Parent Forums whereby issues relevant to parents with adolescent children are the main topics.
- The ongoing professional development of all staff in the area of improved staff cooperation to achieve the College's Vision and Mission.
- The regular opportunities given to students for positive feedback on their academic, sporting, cultural and community achievements.
- Our staff mentoring programme for teachers new to Assumption College.
- Invitations to parents to make contact with the teaching staff, to attend the Parents and Friends Association and Information Evenings, as well as Whole School Liturgies.
- Assumption College provides an extensive co-curricular program which caters for both the physical and cultural needs of students.
- All Year 7, 8 and 9 students are involved in three-day camps.
- Service Learning is also recognised as an integral part of the education programme at the College.
- Improved information on our college website and intranet.
- Opportunities for our senior students to be involved in Immersion programmes.

11. Parent, Student, Teacher Satisfaction

This item requires schools to provide a description of parent, student and teacher satisfaction with the school. Many school activities and events in 2006 had a positive effect on the well-being and achievements of our students and the College community. My Principal's Report in the 2007 Year Book describes in detail the many achievements of last year.

Demand for enrolment to the College remains high, with waiting lists at all year levels. The College enjoys a good reputation within the wider Kilmore district and outlying country towns. We are delighted that boarding numbers continue to increase.

I have the pleasure of chatting with a number of our students every day, as well as interviewing families seeking to enrol their children into Assumption. I am delighted to receive feedback that continues overwhelmingly to indicate parent and student satisfaction with the College. We listen to students and parents' concerns and make changes to help ensure that Assumption continues to provide a quality pastoral and learning environment.

Our staff members are a dedicated team who, I believe, feel positive about their work at Assumption. They willingly give of their time to support our students who want extra assistance after school and in the varied co-curricular activities on offer.

I thank all members of our Assumption Community (staff, students and parents) for their efforts in making our College such an enjoyable place to work.



Michael Kenny
Principal
25th June 2008