



## Esperance Anglican Community School School Performance Report

For the period 1 January, 2009 to 31 December, 2009

### STAFFING

#### 1. Staff Attendance

Overall teaching staff attendance for the 2009 school year was 95.9% for 40 teaching weeks giving an absentee rate of 4.1% for the year. A total of 40.5 days were lost due to the following:

Leave	Days
Paid sick	27.5
Family	6.0
Bereavement	3.0
Personal Leave	4.0
<b>Total</b>	<b>40.5</b>

#### 2. Staff Employment

In Term 1 2009, Esperance Anglican Community School employed a Principal, 2 full-time teachers, and 4 part-time teachers (including a 0.1FTE LOTE teacher and 0.15FTE Physical Education teacher. The staffing Full Time Equivalent for Term 1 was 4.45 FTE.

In Term 2, 2009 a further increase in FTE was required in order to cater for the Health and Physical Education requirements of the students. A teacher was employed at 0.65FTE and contracted out to one of our feeder school at 0.35FTE. The total staffing Full Time Equivalent was therefore increased from Term 2 to 4.85FTE.

In addition a casual Instrumental Music Specialist was employed for 1.5 hours per week.

#### 3. Teaching Staff, Highest Academic Qualification

Qualification	%
Doctorate	0
Masters	28.6
Post Graduate Diploma	0
Bachelor	71.4
Advanced Diploma and Diploma	0
<b>Total</b>	<b>100.0</b>

#### 4. Expenditure on Teacher Professional Development and Learning

In 2009 there was 100% teacher participation in professional development and learning. A total of approximately \$2000.00 was spent in this area. This represents an approximate average expenditure of \$425.00 per teacher on professional development provided to the School by external providers.

This is in addition to a school-based professional development program delivered in the work place. The School has eight professional development days allocated in each school year. In addition staff were involved in advancing their technology skills over a 3 day Technology Camp in July 2009. This is an annual event.

Professional development and learning operates at four levels:

- School Initiated Professional Development and Learning dealing with school-wide systems, approaches and programs;
- Phase Level Initiated Professional Development and Learning specific to Early Adolescent Schooling.
- Key Learning Area Initiated Professional Development and Learning.
- Individual Teacher Initiated Professional Development and Learning.

Consequently, the members of our teaching and teaching support staff were involved in a wide range of professional development and professional learning.

## KEY STUDENT OUTCOMES

### 1. Student Attendance

The average student attendance rate for Esperance Anglican Community School was approximately 93% for the four terms of 2009. The school considers an average absentee rate of 8% to be acceptable given the consideration of the low number of students that attend the school.

Year Level	Semester 1	Semester 2	Total Average
Year 8	96%	91%	93.5%
Year 9	92%	92%	92%

### 2. Value Added Activities

Information regarding the School's extensive co-curricular and pastoral care programmes is routinely provided through the publication of *'The Community Insight'*, the School newsletter '@EACS' and through the school website [www.eacs.wa.edu.au](http://www.eacs.wa.edu.au). The principal events and programme activities are published each year in the School's Calendar.

### 3. Historical analysis of the summary of WALNA and NAPLAN Test Results

The WALNA and MSE 9 results were WA State- based one off assessments undertaken each year by Years 3, 5, 7 and 9 students in Literacy and Numeracy and Science for Year 9 students. Each State and Territory had a similar test to WALNA. In 2008 NAPLAN (nationally agreed tests of Literacy and Numeracy) replaced the state-based tests throughout the Commonwealth of Australia.

The results of WALNA and NAPLAN cannot be easily compared. Both WALNA and NAPLAN results need to be read in conjunction with other information provided to parents on individual student achievement through the School's internal assessment and reporting procedures.

The performance of students will vary from year to year depending on the make-up of the particular cohort. The School has a system of screening students and provides direct intervention assistance for students with identified learning difficulties and those who require remedial attention and extension.

Information regarding the historical mean performance of students attending EACS will be developed each year as our school history develops. 2009 NAPLAN data is the first set of data for students attending EACS. The 2009 NAPLAN results for our Year 9 cohort are provided below.

#### **4. Executive Summary**

The NAPLAN results reported here indicate average school scores for the Year 9 students assessed that were generally comparable with similar schools and State and National figures. Pleasingly, the Numeracy means were a little higher than both the Western Australian and Australian average scores. However, deficiencies in Spelling and Writing are apparent, with significantly lower results than the State and National averages. The scores for female students in the literacy domains were on average higher than their male counterparts. However, in Numeracy, the male students scored slightly higher than the females. These gender observations are consistent with results across Western Australia and Australia in all year groups. Overall, the Spelling and Writing scores were the weakest of the assessments, and Reading and Numeracy fared best when compared to the National and State averages.

#### **Analysis Notes:**

Data from the nine students at the School in Year 9 in 2009 was analysed across the five assessment areas of Grammar and Punctuation, Numeracy, Reading, Spelling and Writing. Each result in the following overall comparison and gender comparison tables reports the mean scaled NAPLAN score followed by the standard deviation.

*Several key statistics and observations contained within this report were sourced from the "National Summary Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2009" ([http://www.naplan.edu.au/naplan\\_2009\\_reporting/naplan\\_2009\\_reporting.html](http://www.naplan.edu.au/naplan_2009_reporting/naplan_2009_reporting.html)). In addition, several graphs were exported from the NAPNuLit data analysis programme included with the data.*

#### **Note:**

The very small size of the School's population means that little can be conclusively determined from the results of the 2009 NAPLAN data. A greater amount of data in the future will allow more rigorous and detailed analysis of results.

## 5. EACS NAPLAN Average Domain Scores, with State and National Comparisons

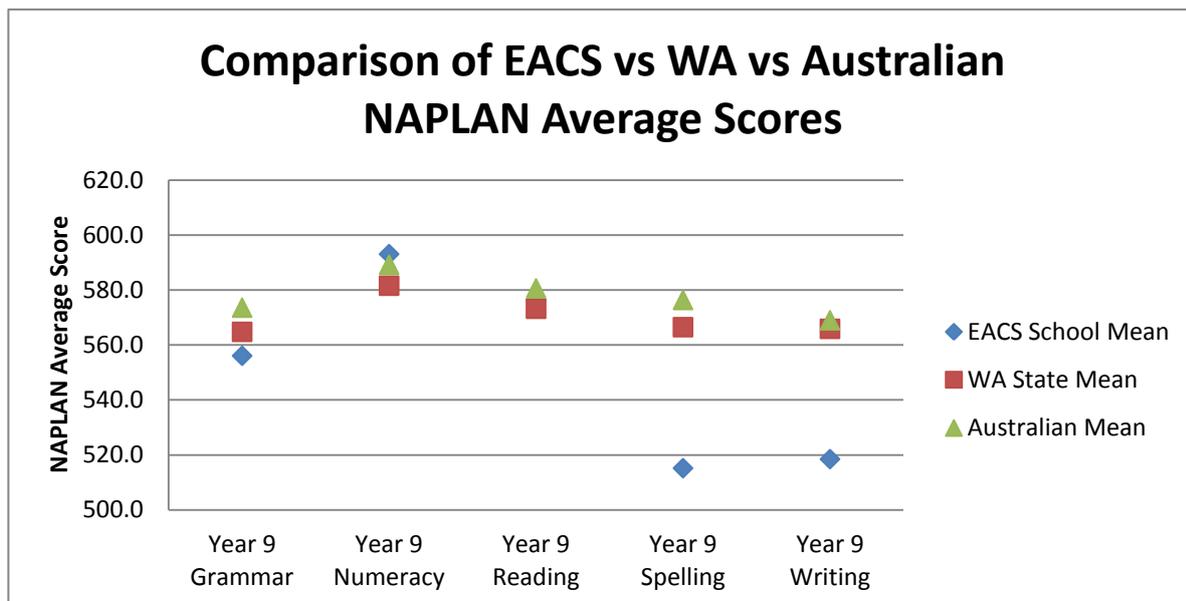
Overall results from the Year 9 students are outlined below and compared with the WA State and Australian-wide results.

Year 9	EACS Mean	WA State Mean	Australian Mean
<b>Grammar &amp; Punctuation</b>	556.0 (60.8)	564.7 (68.3)	573.5 (69.2)
<b>Numeracy</b>	593.0 (56.9)	581.5 (65.4)	589.1 (67.0)
<b>Reading</b>	576.4 (63.5)	573.1 (67.6)	580.5 (66.3)
<b>Spelling</b>	515.1 (37.1)	566.4 (72.4)	576.3 (73.6)
<b>Writing</b>	518.4 (70.2)	565.8 (81.5)	568.9 (80.2)

\*Each result reports the mean scaled NAPLAN score followed by the standard deviation.

The data in the table below contains both pleasing and concerning results. Year 9 EACS students' average Numeracy scores were slightly higher than both the WA State and National average scores, which is a very commendable achievement. However, the average results in several of the literacy domains (most notably in spelling and writing) were well below the WA State and National average scores.

These observations and comparisons can also be clearly seen in the graph below.



## 6. EACS NAPLAN Gender Scores, with State Comparisons

### Year 9 Gender Comparisons

	EACS Male Mean	EACS Female Mean	WA Male Mean	WA Female Mean
<b>Grammar &amp; Punctuation</b>	542.4 (77.6)	573.0 (33.5)	553.6 (69.1)	576.6 (65.5)
<b>Numeracy</b>	600.2 (71.0)	584.0 (41.6)	583.4 (67.8)	579.3 (62.7)
<b>Reading</b>	556.4 (53.0)	601.5 (74.2)	563.2 (68.2)	583.7 (65.3)
<b>Spelling</b>	503.2 (45.5)	530.0 (19.5)	555.1 (74.2)	578.5 (68.5)
<b>Writing</b>	473.2 (54.6)	575.0 (38.4)	545.9 (81.0)	587.1 (76.6)

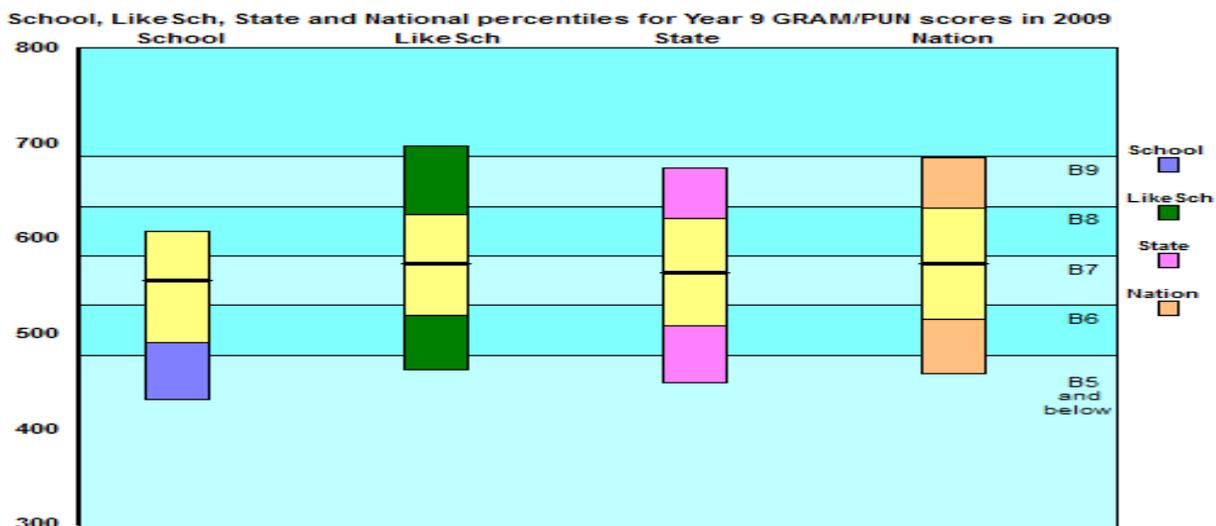
\*Each result reports the mean scaled NAPLAN score followed by the standard deviation.

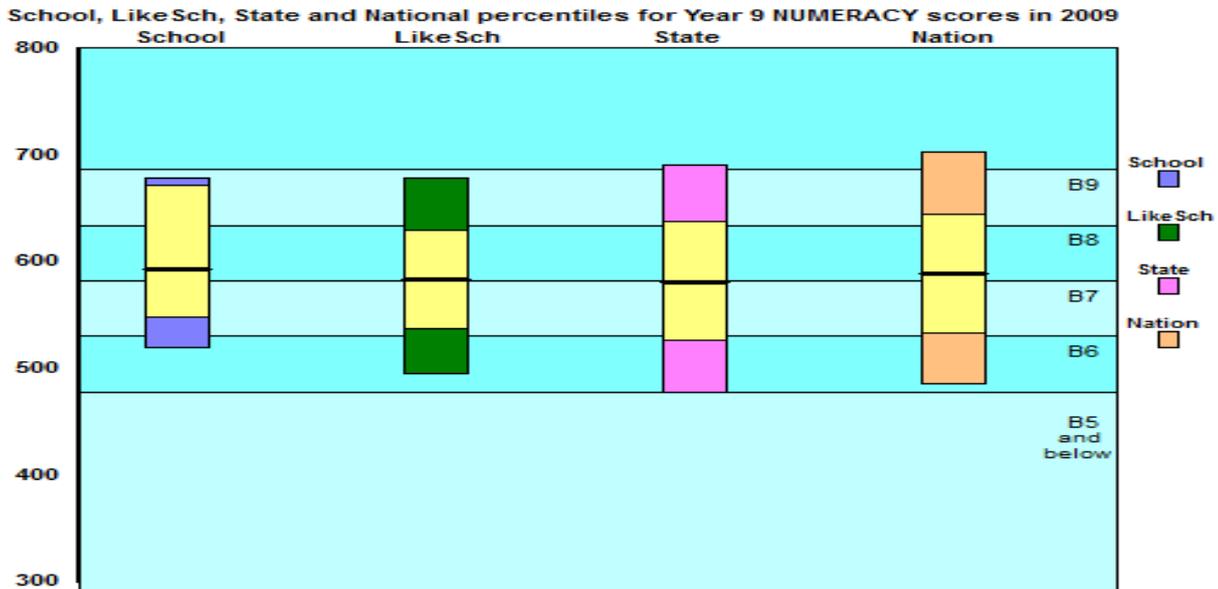
The gender comparison table above is entirely consistent with the following national and state-wide observations. In Years 3, 5, 7 and 9, both nationally and locally, the Numeracy mean scores were consistently higher for male students than females, whereas females' mean scores exceeded those of the males in each of the literacy domains. This is also evident even amongst the small amount of data available from EACS. Boys did perform better on average in Numeracy than the girls and the girls, on average, outperformed the boys in the literacy domains, and convincingly in Writing.

## 7. EACS NAPLAN Score Distributions, with Like School, State and National Comparisons

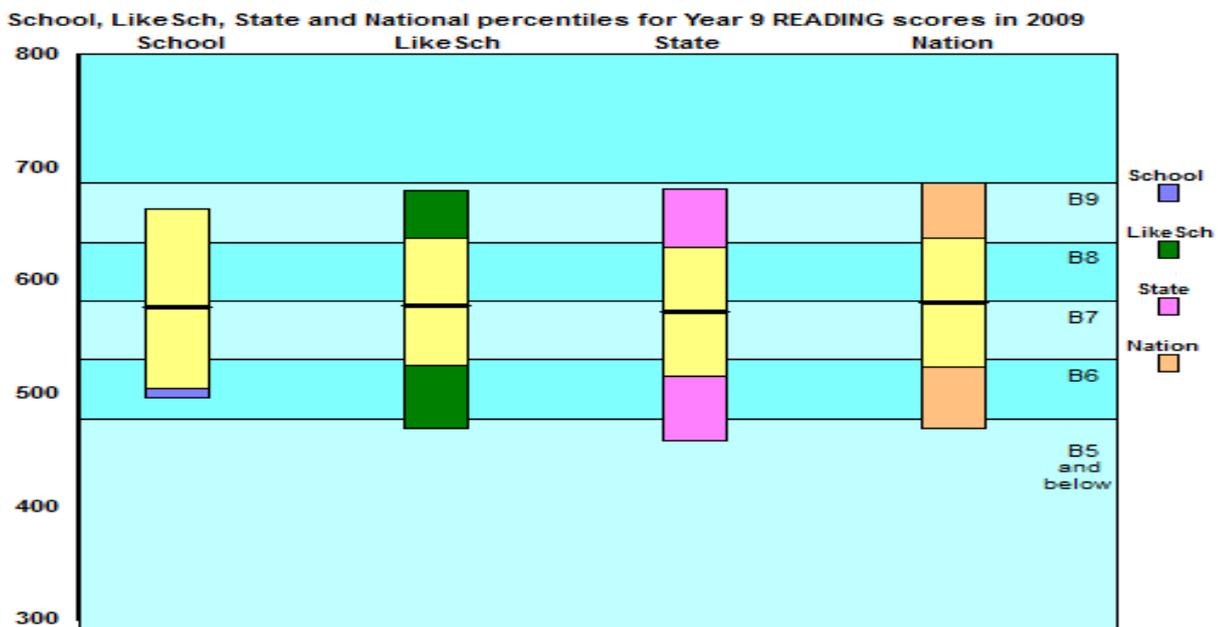
The following graphs were exported from the NAPNuLit data analysis. Each graph displays the mean and percentile statistics. NAPNuLit provides values for the 5<sup>th</sup>, 20<sup>th</sup>, 80<sup>th</sup> and 95<sup>th</sup> percentiles. The "box plots" displayed have a rectangular box whose upper and lower limits represent the 95<sup>th</sup> and 5<sup>th</sup> percentiles respectively. The two inner percentiles, the 80<sup>th</sup> and 20<sup>th</sup>, partition the box into three separate segments. The mean value appears as a horizontal line inside the box.

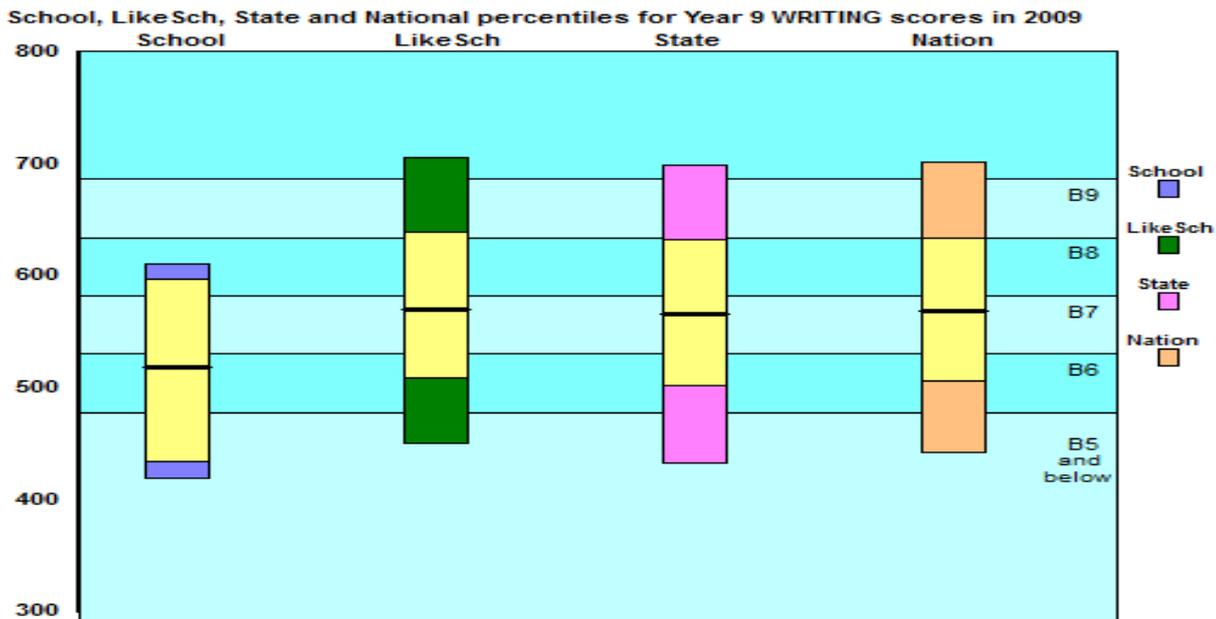
Each portion of the graph represents a different comparison: EACS values appear first (blue in colour), the *like schools* composite values follow (green), then the *state* combined values (magenta) and the combined data for the whole of Australia, *nation*, (orange).



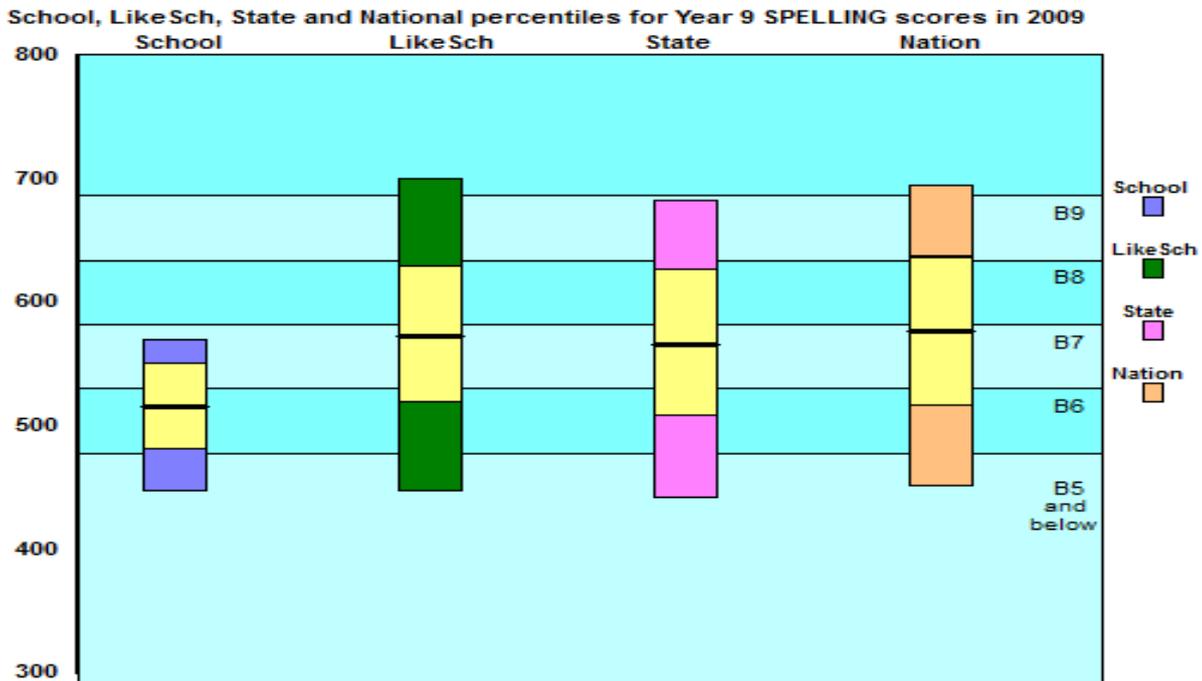


EACS's relatively strong Numeracy scores are evident in the graph above. The results are very comparable with those of Like Schools, WA State and National results. However, the remaining graphs clearly show not only lower averages, but some particularly low results in the Literacy domains.





The Reading results were fairly solid. However, it is very clear that the Spelling domain (shown below) is an area of concern, with results across the board that were significantly lower than those of Like Schools, WA State and National results. The Writing domain (directly above) is also well below that of the other comparators, but not quite as low as those in Spelling.



## 7. SATISFACTION LEVELS

EACS measures student, parent and staff satisfaction through indirect and direct measures. The School has struggled to attract enrolments in Year 8. This is the principal point of entry for the School.

The School anticipates that its total student population will begin to grow exponentially from the 2011 school year. This forecast in growth is based on the recent decision of the Minister for Education to allow EACS to expand its curriculum delivery to include Year 11 and 12 Courses. This decision has realized a new confidence within the Esperance community directly linked with the continuity of the delivery of education into the Senior Secondary years.

The School has engaged in local advertising promoting School activities with the local newspapers *The Esperance Express (Community Insight)*, and the *Kalgoorlie Miner*. The Principal also has a regular timeslot on local radio (*RadioWest and Hot FM*) which aids in promoting school activities. EACS has a high standing and strong reputation within the school and the broader community for sensible discipline, sound and consistent pastoral care, good levels of academic achievement, a broad curriculum and well maintained facilities and grounds.

Over the foundational years the School has received very few complaints from parents who are dissatisfied. Any complaints, trivial or otherwise, that arise are dealt with promptly in accordance with a defined set of guidelines as outlined in the Schools Policies and Procedures.

# Esperance Anglican Community School

## 2009 STAFF

### PRINCIPAL

Mr Ian McKay *DipT Bed Med MPA FACE FACEL FAIM MAICD*

### TEACHING STAFF

Mr Andrew Perry *DipFoundationStud BA(Hons) PGCSEd*

Mrs Sherril McKay *DipT*

Mr Iain Clark *MSc BA DipEd ProfCertBoardingEd*

Mrs Amanda Abbott *BA (Drama) GradDipEd*

Mrs Peggy Mangovski *BEd*

Mrs Angela Jeitz *BA (Asian Studies) GradDipEd GradDipBus*

### CHAPLAIN

The Revd Sally Buckley *tssf DepThS*

### ADMINISTRATION STAFF

Mrs Caroline O'Shannessy (Secretary/Enrolments Officer)

Mrs Lisa Stokes (Administrative Assistant)

### CONTRACT STAFF

Mr Carpet - Cleaning of school premises

Esperance Turf & Landscaping - Maintenance of school grounds

### SCHOOL COUNCIL

Mr Shayne Flanagan, Chairman

Mrs Ruth McIntyre, Deputy Chairman

Mr David Rigney CPA BCom, Treasurer

Revd Sally Buckley *tssf DipThS*

Mrs Mary Hawkey

Mr Dick Thorp *Cert. R.E. Man*

Revd Peter Laurence *MEd BA (Theology) BEcon Dip Ed FACE FAIM AMACEA*, Chief Executive Officer, The Anglican Schools Commission Inc.

Revd Doug Murray *THC BEd DipThS FACE PSM OAM*