



Esperance Anglican Community School
 School Performance Report
 For the period 1 January, 2010 to 31 December, 2010

STAFFING

1. Staff Attendance

Overall teaching staff attendance for the 2010 school year was 98.5% for 39 teaching weeks giving an absentee rate of 1.5% for the year. A total of 14.5 days were lost due to the following:

Leave	Days
Paid sick	10
Family	2
Bereavement	0
Personal Leave	0
Workers Compensation	2.5
Total	14.5

2. Staff Employment

In 2010, Esperance Anglican Community School employed a Principal, 2 full-time teachers, and 5 part-time teachers. The total staffing Full Time Equivalent in 2010 was 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	12.5
Post Graduate Diploma	0
Bachelor	87.5%
Advanced Diploma and Diploma	
Total	100.0

4. Expenditure on Teacher Professional Development and Learning

In 2010 there was 100.00% teacher participation in professional development and learning. A total of approximately \$3700.00 was spent in this area. This represents an approximate average expenditure of \$762.90 per full time FTE 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 six 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 2010.

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 93.0% for the four terms of 2010. 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	98.15%	94.7%	96.4%
Year 9	92.6%	92.9%	92.7%
Year 10	91.7%	88.2%	90.0%

2. Value Added Activities

Information regarding the School's extensive co-curricular and pastoral care programs is routinely provided through the publication of *'The Community Insight'*, the School newsletter '@EACS' and through the school website www.eacs.wa.edu.au. The principal events and program 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. The 2010 NAPLAN results for our Year 9 cohort are provided below.

4. Executive Summary

The NAPLAN results reported here indicate average school scores for the assessed Year 9 students that were generally comparable with State and National figures. Pleasingly, the Grammar & Punctuation, Reading and Spelling means were higher than both the Western Australian and Australian average scores. However, deficiencies in Numeracy and, to a lesser extent, Writing were apparent, with significantly lower results than the State and National averages. The scores for female students across all assessment domains were on average higher than their male counterparts. With the exception of Numeracy, these gender observations are consistent with results across Western Australia and Australia. Overall, the Numeracy and Writing scores were the weakest of the assessments, and four students were deemed to have achieved below the national minimum standard for Writing at the Year 9 level. Student performance in Grammar & Punctuation, Reading and Spelling fared best when compared to the National and State averages.

Analysis Notes

Data from the 14 students at the School in Year 9 in 2010 was analysed across the five assessment areas of Grammar & Punctuation, Numeracy, Reading, Spelling and Writing. Due to absence on testing days, data from one student was unavailable for analysis for all except the Numeracy and Reading assessments. Each result in the following overall comparison and gender comparison tables reports the mean scaled NAPLAN score followed by the (population) standard deviation.

Several key statistics and observations contained within this report were sourced from the document: "National Assessment Program Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy. National Report for 2010." (http://www.nap.edu.au/Documents/National%20Report/NAPLAN_2010_National_Report.pdf).

Note:

The very small size of the School's population means that little can be conclusively determined from the results of the 2010 NAPLAN data. A greater amount of data in the future will allow more rigorous and detailed analysis of results. Teachers of these students, who are now in Year 10, are given access to the raw results of the students to determine if there are key concepts or areas of weakness common amongst these students that could be rectified with a targeted programme.

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

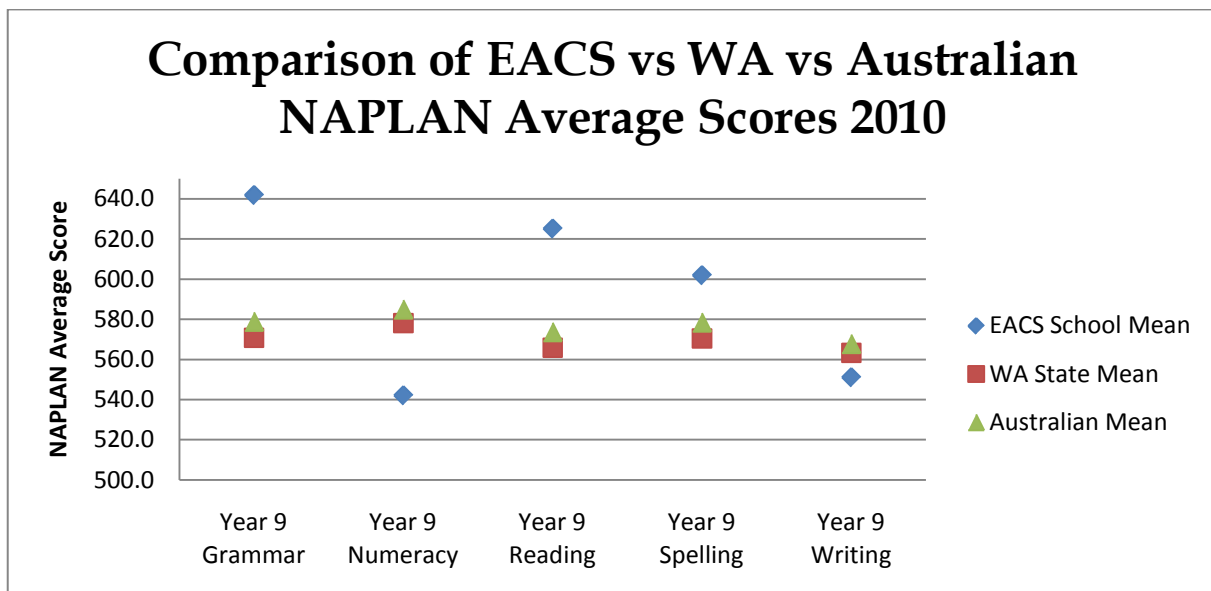
Overall results from the Year 9 students are outlined below and compared with the WA State and Australian-wide results.

Year 9	EAC School Mean	WA State Mean	Australian Mean
Grammar & Punctuation	641.8 (71.3)	570.6 (70.0)	578.9 (70.4)
Numeracy	542.1 (34.2)	577.9 (68.5)	585.1 (70.4)
Reading	625.1 (55.0)	565.7 (65.2)	573.7 (66.2)
Spelling	601.9 (73.0)	570.3 (74.4)	578.5 (74.0)
Writing	551.1 (94.0)	562.5 (79.9)	567.7 (81.4)

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

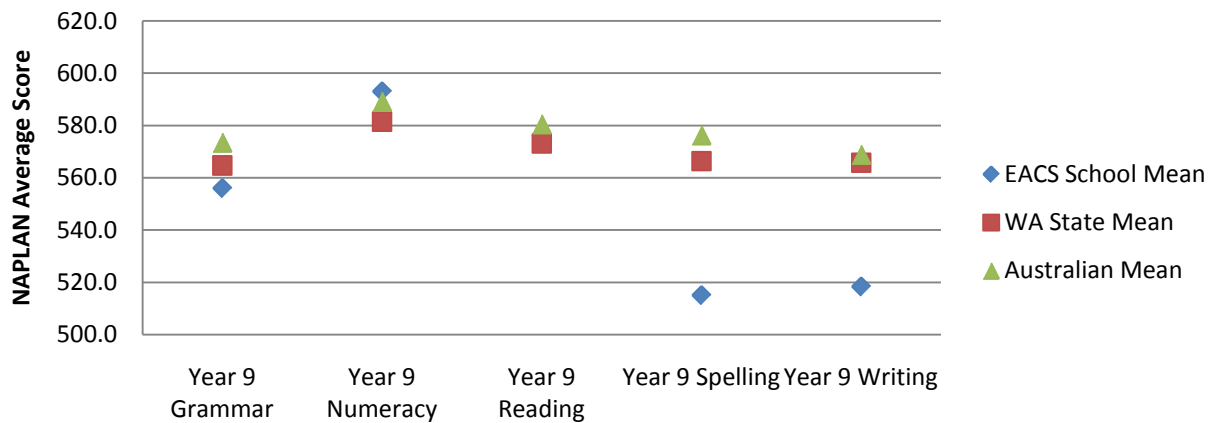
The data in the table above contains both pleasing and concerning results. In stark contrast to results from 2009, the 2010 Year 9 EACS students' average Reading, Spelling and Grammar & Punctuation scores were higher than both the WA State and National average scores, which is a very commendable achievement. However, the average results in Numeracy in particular, along with Writing, were below the WA State and National average scores.

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



A quick visual comparison of the 2009 and 2010 graphs indicates a marked change in student performance across the various assessment areas. This may be due, at least in part, to a change in gender balance of the students assessed. Where in 2009 students' results in the literacy domains were relatively poor, in 2010 it was students' Numeracy results that were the most poorly performed on average.

Comparison of EACS vs WA vs Australian NAPLAN Average Scores 2009



6. EACS NAPLAN Gender Scores, with State Comparisons

Year 9 Gender Comparisons

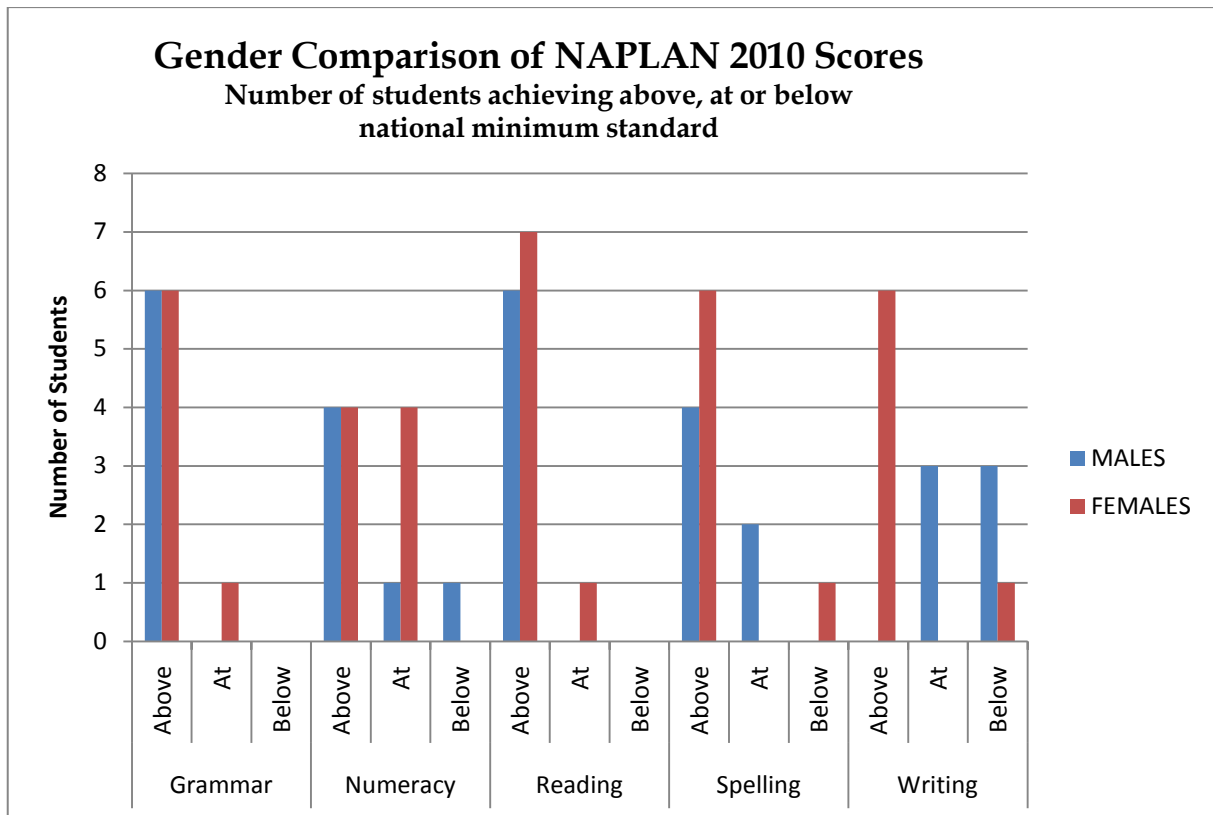
	EACS Male Mean	EACS Female Mean	WA Male Mean	WA Female Mean
Grammar & Punctuation	604.0 (40.9)	674.3 (75.7)	558.8 (70.7)	583.0 (67.1)
Numeracy	538.3 (33.9)	544.9 (34.1)	584.4 (70.9)	571.1 (65.3)
Reading	605.5 (25.9)	639.8 (65.5)	558.7 (66.0)	573.2 (63.6)
Spelling	560.8 (51.2)	637.1 (70.4)	560.0 (76.1)	581.2 (71.0)
Writing	481.8 (43.4)	610.4 (84.6)	543.6 (79.6)	582.4 (75.3)

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

The gender comparison table above is reasonably 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 evident to some extent even amongst the small amount of data available from EACS. However, this cohort of female students performed better than their male counterparts in every domain (on average), including Numeracy, and exceedingly so in Writing.

The following table and graph show a comparison of the genders, indicating the number of students achieving above, at or below the national minimum standard.

		MALES	FEMALES	TOTAL	%
Grammar & Punctuation	Above	6	6	12	92%
	At	0	1	1	8%
	Below	0	0	0	0%
Numeracy	Above	4	4	8	57%
	At	1	4	5	36%
	Below	1	0	1	7%
Reading	Above	6	7	13	93%
	At	0	1	1	7%
	Below	0	0	0	0%
Spelling	Above	4	6	10	77%
	At	2	0	2	15%
	Below	0	1	1	8%
Writing	Above	0	6	6	46%
	At	3	0	3	23%
	Below	3	1	4	31%



The graph and table above show a small advantage to the girls in achieving above the national minimum standard. The results for females were generally slightly stronger than the boys. In particular, the Writing results for girls were very strong. However, a concern is that four students failed to achieve the national minimum standard for Writing.

7. SATISFACTION LEVELS

EACS measures student, parent and staff satisfaction through indirect and direct measures. The School has struggled in past years to attract enrolments in Year 8, this is the principal point of entry for the School, but with an intensive marketing campaign was able to attract a full cohort of Year 8 students (32) for the beginning of the 2011 school year.

The School anticipates that its total student population will begin to grow steadily from the 2011 school year. This forecast in growth is based on the ability to attract a full Year 8 cohort for the beginning of the 2011 School year and a strong enrolment already secured for the 2012 school year. The decision of the Minister for Education to allow Esperance Anglican Community School to expand its curriculum delivery to include Year 11 and 12 Courses will also be implemented in 2012. This decision has realised 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, Hot FM and Hope 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

2010 STAFF

PRINCIPAL

Mr Ian McKay *DipT Bed Med MPA FACE FACEL FAIM MAICD (January - July 2010)*

Mr Jason Bartell *BA, Bed, MACEL, MACE, MYSL (July - December 2010)*

TEACHING STAFF

Mr Andrew Perry *DipFoundationStud BA(Hons) PGCSecEd*

Mr Iain Clark *MSc BA DipEd ProfCertBoardingEd*

Mrs Sherril McKay *DipT*

Mrs Ruth Lawson *BA BTeach*

Mrs Amanda Abbott *BA (Drama) GradDipEd*

Mrs Peggy Mangovski *BEd*

Mrs Lyndel Taylor *BA GradDipEd*

Miss Tamara Weston *Bed BAppSc*

Mrs Leah Bartell *BEd*

Mrs Lisa Marquis *BEd*

CHAPLAIN

The Revd Sally Buckley *tssf DepThS*

ADMINISTRATION STAFF

Mrs Erica Hamer (Administrative Officer)

Mrs Lisa Stokes (Administrative Assistant)

CONTRACT STAFF

Mr Carpet - Cleaning of school premises

Esperance Turf & Landscaping - Maintenance of school grounds (January - October 2010)

ACTIV - Maintenance of school grounds (October - December 2010)

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 Devinder Grewal (MSc (Wales) PhD (Wales Master Mariner)

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

Mr. Peter Mead (CPA)

Revd Doug Murray *THC BEd DipThS FACE PSM OAM*