



# Esperance Anglican Community School

A school of The Anglican Schools Commission Inc

## School Performance Report

For the period January 1 2012 to December 31 2012

**Esperance Anglican Community School  
5 Griffin Street, Esperance Western Australia 6450 PO Box 400 Esperance WA 6450**

**Telephone +61 8 90832444 Facsimile +61 8 90714794**

# Esperance Anglican Community School

## 2012 STAFF

### PRINCIPAL

Mr. Jason Bartell *B.A. B.Ed, MACEL, MACE, MYSL*

### TEACHING STAFF and QUALIFICATIONS

Mrs. Jenny Biscoe *B.Ed. (Primary)*

Mrs. Jacqueline Brown *BSc (Applied Science), DipEd*

Mr. Iain Clark *MSc B.A. DipEd., ProfCertBoardingEd*

Mr. Danny Ellefsen *B.Ed.(Drama & English)*

Mr. Peter Grobler *B.A., DipEd, DipIT, Masters in Technical Educn., Certificate(3) Training & Assessment*

Ms. Marcia Leonard *B.A.(Visual Arts), DipVA, DipEd*

Mrs. Lisa Marquis *B.Sci.(Human Movement) Grad. DipEd*

Mr. Liam Newton *B.A.,B.Sc.(Physical Science)*

Dr. Kate Riley *B.A.(English&History),PhD(History),DipEd*

Mrs. Lyndel Taylor *B.A. Grad. DipEd*

Mr. Geoffrey Usher *B.Ed.,DipEd*

Ms. Fleta Walsh *B.Sci.(Sports), DipEd*

### CHAPLAIN

The Revd Sally Buckley *tssf DepThS*

### EDUCATION ASSISTANTS

Mrs Linda Bosworth *Associate Diploma in Health Science, Certificate(3)Educational Support*

### ADMINISTRATION

Mrs Lisa Stokes (Administrative Officer)

Mrs. Leonore Colgan replaced by Mrs Sharlene Smith (Administrative Assistant)

### SCHOOL COUNCIL

Mr. Peter Mead (CPA) (*Chairman*)

Mr. David Rigney CPA BCom, (*Deputy Chairman/Treasurer*)

Reverend Sally Buckley *tssf DipThS*

Mrs. Mary Hawkey

Mrs. Karen Collins

Mr. Douglas Swingler *BSc (Hons) UWA Dip Ed UWA*

# STAFFING

## 1. Staff Attendance

Overall teaching staff attendance for the 2012 school year was 99.18% for 40 teaching weeks giving an absentee rate of 0.82% for the year. This is an excellent record and reflects well the commitment and dedication of the staff. A total of 22 days were lost due to the following:

Leave	Days
Paid sick	3
Family	5.5
Bereavement	0
Personal Leave	13.5
Workers Compensation	0
Total	22

## 2. Staff Employment

In 2012, Esperance Anglican Community School employed a Principal, seven full-time teachers, and six part-time teachers. The total staffing Full Time Equivalent in 2012 was 13.27FTE.

In addition two casual Instrumental Music Specialists were employed for six hours per week.

## 3. Teaching Staff, Highest Academic Qualification

Qualification	%
Doctorate	6.25
Masters	12.5
Post Graduate Diploma	0
Bachelor	81.25
Advanced Diploma and Diploma	0
Total	100.0%

## 4. Expenditure on Teacher Professional Development and Learning

In 2012 there was 100% teacher participation in professional development and learning. A total of approximately \$20,000 was spent in this area. This represents an approximate average expenditure of approximately \$1,500 per full time FTE on professional development provided to the School by external providers. Part of this expenditure was associated with training needed to cover the introduction of the National Curriculum.

This is in addition to a school-based professional development programme delivered in the work place. The School has six professional development days allocated in each school year.

Professional development and learning operates at four levels:

- School Initiated Professional Development and Learning dealing with school-wide systems, approaches and programmes;
- 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 staff 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 93.09% for the four terms of 2012. The school considers an average absentee rate of 93.09% to be acceptable considering the relatively low number of students that attend the school.

Year Level	Semester 1 %	Semester 2 %	Total Average %
Year 8	92.89	93.22	93.05
Year 9	93.68	92.41	93.04
Year 10	90.62	94.37	92.50
Year 11	94.53	93.06	93.80

### 2. Value-Added Activities

There are numerous factors that contribute to and enrich our students' learning and broader education. Esperance Anglican Community School is an Anglican school and an integral part of the curriculum incorporates religious education, chapel services and values education. Our philosophy is based on the education of the whole person. This involves extending students so that they aim to achieve their best in varied aspects of school life, as well as contributing to the betterment of our local community and society. This is a very meaningful and practical way of glorifying God and realising the gifts all have been given. Among the factors that contribute to this are the following:

1. Qualified, enthusiastic and dedicated teachers who provide our students with additional time and support both in and out of the classroom.
2. Learning support resources available to students who require it across all learning areas.
3. A comprehensive programme of pastoral care, incorporating study skills, anti bullying and resilience programmes for all students. These are delivered through dedicated pastoral care groups three mornings each week.
4. A growing co-curricular programme which extends students' knowledge, skills, understandings and experiences. This also provides them with a range of interests to sustain them in their lives.

The programmes include:

- Music – in class and individual peripatetic lessons
- Drama
- School Band
- Tournament of Minds Competition
- Dance
- Chess Club
- Interhouse and Interschool Sport
- Outdoor Education
- The Duke of Edinburgh's Award Scheme
- Community Service
- Year group camps for Years 8, 9 and 10
- Educational tours interstate.
- Visiting inspirational speakers

Information regarding the School's extensive co-curricular and pastoral care programmes are provided routinely 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, Science and SOSE 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 performance of students will vary from year-to-year depending on the make-up of the particular cohort. The School does not select by ability and so has a wide range of ability in its student body. 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.

The 2012 NAPLAN results for our Year 9 cohort are provided below.

### **4. Executive Summary**

The EACS 2012 NAPLAN results indicate average scores for the assessed Year 9 students that were broadly similar to the State and National figures in grammar, reading and writing; they were above in numeracy, science and SOSE; and below in spelling. Results in numeracy, science and SOSE showed pleasing levels above the State and National averages but it was a little disappointing to see spelling falling below these averages. Boys performed better than girls in numeracy and science; girls were particularly strong in grammar & punctuation, spelling and writing.

#### **Analysis Notes**

Data from the 26 students at the School in Year 9 in 2012 was analysed across the seven assessment areas of Grammar & Punctuation, Numeracy, Reading, Spelling, Writing, Science and SOSE. Due to absence on testing days, data from one student was unavailable for analysis for the Reading, Writing, Spelling and Grammar & Punctuation assessments. Each result in the following overall comparison and gender comparison tables reports the mean scaled NAPLAN score. Data was analysed using the AISWA *Appraise* database.

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

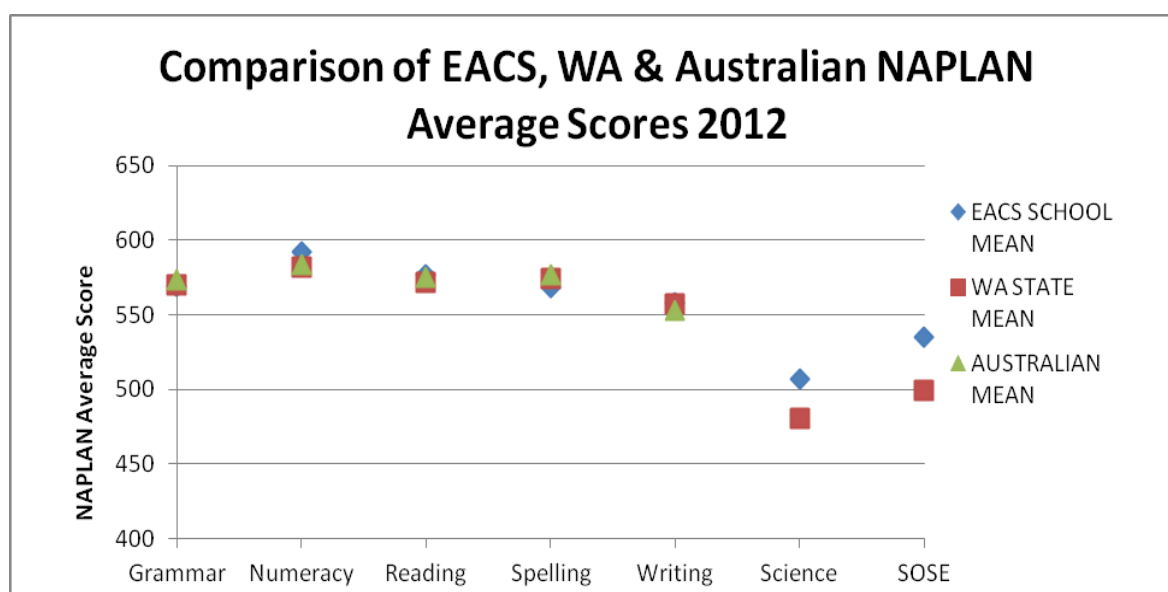
Overall results from the Year 9 students are outlined below and compared with the WA State and Australian-wide results.

<b>YEAR 9</b>	<b>EACS SCHOOL MEAN</b>	<b>WA STATE MEAN</b>	<b>AUSTRALIAN MEAN</b>
<b>Grammar &amp; Punctuation</b>	569	570	573
<b>Numeracy</b>	592	582	584
<b>Reading</b>	577	572	575
<b>Spelling</b>	568	574	577
<b>Writing</b>	558	557	553
<b>Science</b>	507	481	n/a
<b>SOSE</b>	535	499	n/a

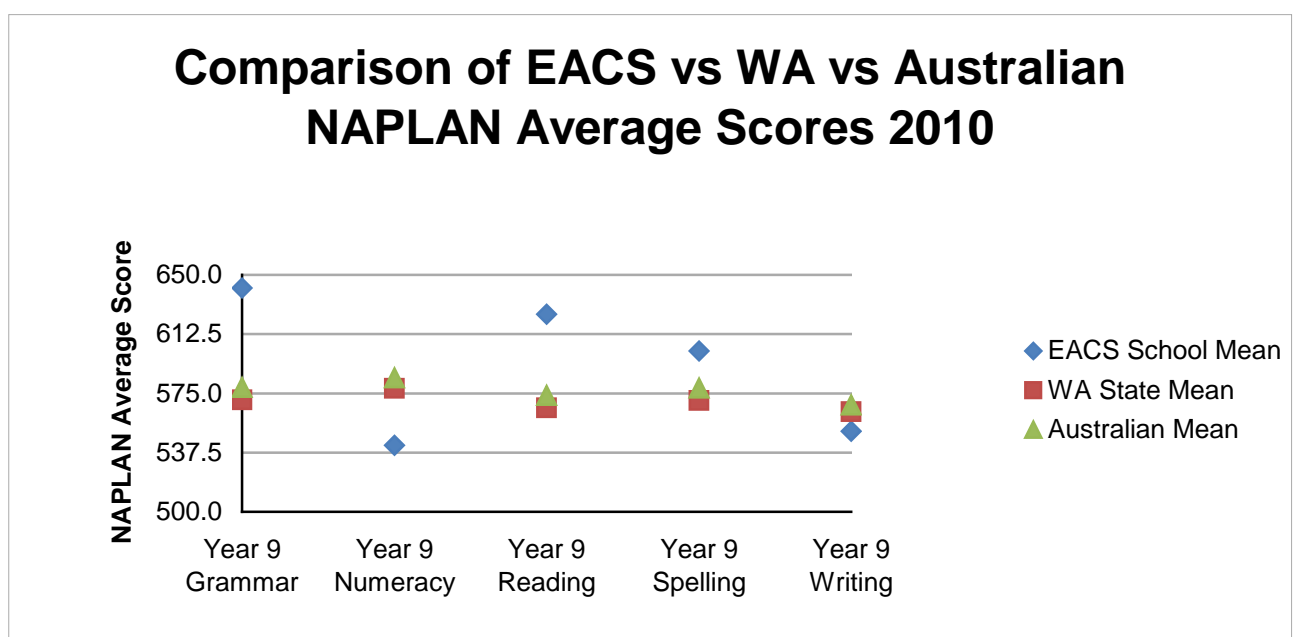
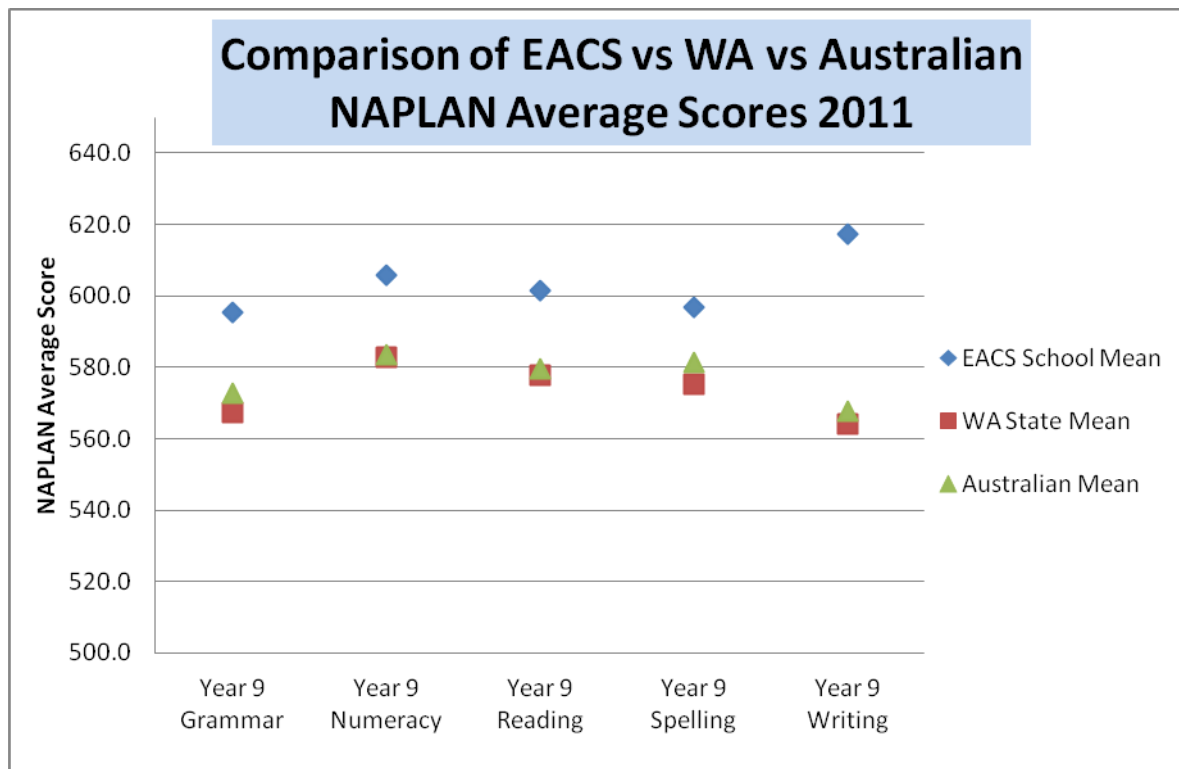
\*Each result reports the mean, scaled NAPLAN score

The data in the table above contains pleasing results with all domains (except spelling) showing results at or above the State and National averages. With a larger cohort of wider ability it is to be expected that the results would not show the higher levels of 2011. This said the inaugural test in science and SOSE showed our students performing at high levels which is very heartening.

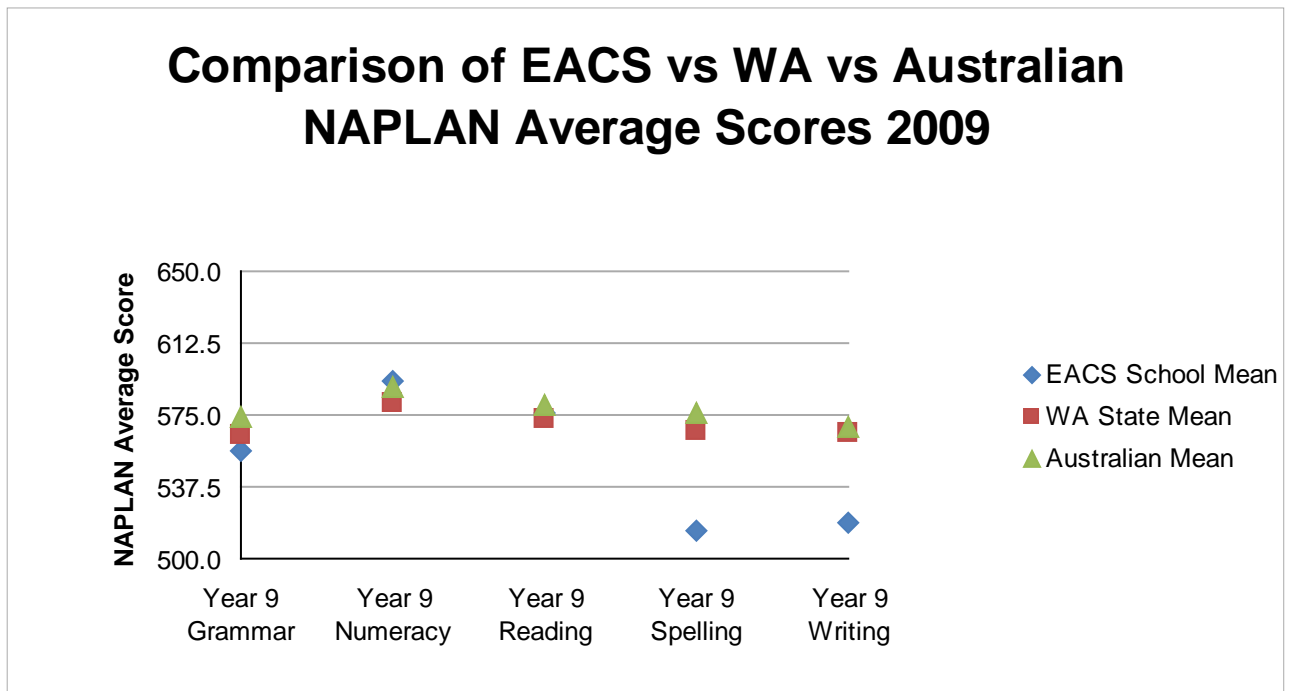
These observations and comparisons can also be seen clearly in the graph below.



Comparable data from 2009 is shown in the graphs below. In these, it can be clearly seen that the 2009 cohort performed particularly poorly in Spelling and Writing, and in 2010 the Numeracy and Writing results were relatively poor. The strong Writing results in 2011 were due in part to a greater focus on Writing by EACS staff as a result of these previous NAPLAN results. 2012 shows a more even pattern of achievement in-line with State and National levels but it would be good to have a pattern similar to 2011 as the norm: the School will seek to continue to develop the talents of our students to the full taking account of the fact that our ability profile is wide and varied.



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 partially attributed to a change in the 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 worst on average.



#### 6. EACS NAPLAN Gender Scores

	EACS Male Mean	EACS Female Mean
<b>Grammar &amp; Punctuation</b>	555	582
<b>Numeracy</b>	594	591
<b>Reading</b>	569	585
<b>Spelling</b>	542	594
<b>Writing</b>	511	604
<b>Science</b>	518	497



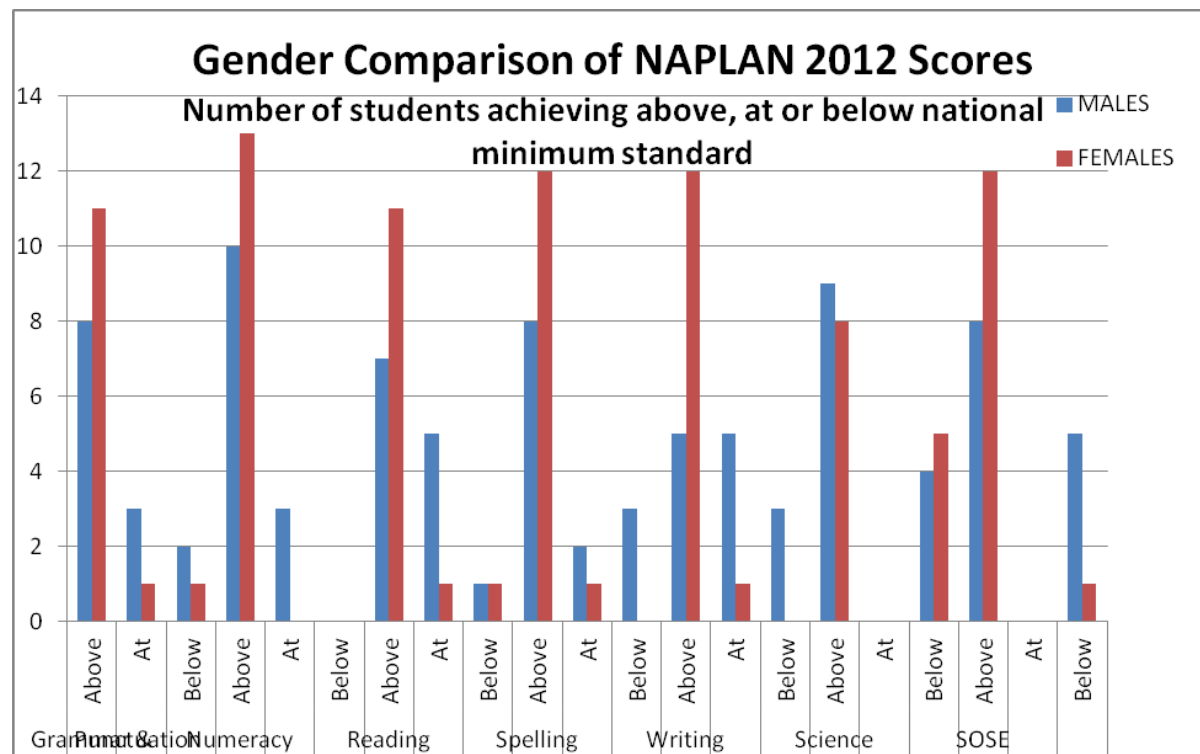
<b>SOSE</b>	525	544
-------------	-----	-----

\*Each result reports the mean scaled NAPLAN score.

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.

		<b>MALES</b>	<b>FEMALES</b>	<b>TOTAL</b>	<b>%</b>
<b>Grammar &amp; Punctuation</b>	Above	8	11	19	73
	At	3	1	4	15
	Below	2	1	3	12
<b>Numeracy</b>	Above	10	13	23	88
	At	3	0	3	12
	Below	0	0	0	0
<b>Reading</b>	Above	7	11	18	69
	At	5	1	6	23
	Below	1	1	2	8
<b>Spelling</b>	Above	8	12	20	76
	At	2	1	3	12
	Below	3	0	3	12
<b>Writing</b>	Above	5	12	17	65
	At	5	1	6	23
	Below	3	0	3	12
<b>Science</b>	Above	9	8	17	65
	At	0	0	0	0
	Below	4	5	9	35

<b>SOSE</b>	Above	8	12	20	77
	At	0	0	0	0
	Below	5	1	6	23



It is interesting to note that girls outperform their male counterparts at the highest level of achievement in every subject apart from science. Boys perform satisfactorily but the data seems to suggest that this cohort – unlike their predecessors in 2011 – shows boys adopting a stereotypical more relaxed attitude to their studies. Care needs to be taken with such an interpretation in that ability levels on intake must also play a part. A handful of students performed at levels below expectations in all areas apart from numeracy reflecting the ‘tail’ of ability suggested earlier. Interestingly, although science and SOSE showed above-average scores, they also revealed greater numbers of students underperforming too.

## 7. SATISFACTION LEVELS

We receive a great deal of positive feedback regarding the education our students receive.

This comes from a range of sources: informal verbal feedback from parents, letters of thanks, comments from visitors and more formal opportunities at parent-teacher meetings and seminars. The School is most definitely seen as a viable alternative to the state provision and is valued because of its sense of community, the Christian values by which it lives and the high expectations of all members of the community. The growth of the School is a testament to this confidence and satisfaction in the School.

### School Growth and Development

The growth in numbers predicted last year has continued with a two-class intake into year 8 and the start of our Year 11 WACE courses. The development of Years 11 & 12 really marks a significant development in the School making it a fully-fledged high school.

The opening of the Stage 2 development has instilled a new level of confidence within the Esperance community linked with the continuing development of the school’s facilities. We

now have a full suite of specialist learning areas in art, science, multi-media and food technology with several general learning areas as well. Technology has played a key part of this new development with Apple TVs aiding the whole process of teaching and learning.

EACS has a high standing and strong reputation within the broader community for sensible discipline, sound and consistent pastoral care, excellent levels of academic achievement, a broad curriculum and well maintained facilities and grounds. It truly provides an education that allows students to develop their talents, have the opportunity to learn new things, and learn to become valuable members of the community.