



Esperance Anglican Community School

A school of The Anglican Schools Commission Inc

School Performance Report

For the period 1st January 2013 to 31st December 2013

Esperance Anglican Community School
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Esperance Anglican Community School

2013 STAFF

PRINCIPAL

Ms. Rensche Diggeden (Term 1)

Mr. P. Kerr Fulton-Peebles M.A., Cert. Ed. (Term 2 onwards)

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)*

Mrs. Alison Grasbowski *DipEd*

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

Mrs. Julie Hall *B.Sci., DipEd*

Mrs. Nicole Harris *B.A., DipEd*

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

Ms. Chanel March *B.Psych, 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. Gail Saunders *DipMus (Instrumental Music Teaching)*

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 Sharlene Smith (Administrative Assistant) until September replaced by

Mrs. Michelle Fissioli

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 2013 school year was 43 days for 40 teaching weeks giving an absentee rate 98.4% for the year. A total of 43 days were lost due to the following:

Leave	Days
Paid sick	28
Family	14
Bereavement	1
Personal Leave	0
Workers	0
Total	43

2. Staff Employment

In 2013 Esperance Anglican Community School employed a Principal *Locum Tenens* for Term 1 and then appointed a full-time Principal from Term 2, 11 full-time teachers, and seven part-time teachers. The total staffing Full Time Equivalent in 2013 was 13.27 FTE.

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

3. Teaching Staff, Highest Academic Qualification

Qualification	%
Doctorate	5.5
Masters	11
Post Graduate Diploma	72
Bachelor	83
Advanced Diploma and Diploma	22

4. Expenditure on Teacher Professional Development and Learning

In 2013 there was 100.00% teacher participation in professional development and learning. A total of approximately \$4,300 was spent in this area. This represents an approximate average expenditure of \$240 per full time FTE on professional development provided to the School by external providers.

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 94% for the four terms of 2013. The school considers an average absentee rate of 94% to be very good especially given the small size of the School and the consequent distorting effect, on percentage figures, of a few absences. It is also encouraging to see that senior students have maintained a high level of attendance as these years can often show a growth in absenteeism.

Year Level	Average %
Year 8	94.17
Year 9	91.34
Year 10	94.54
Year 11	94.98
Year 12	93.79

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. 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. This was strengthened in the year by the appointment of a full-time Learning Support Co-ordinator and the introduction of Documented Plans for those students requiring specialist assistance. The School also had the benefit of a student trainee acting as a source of additional in-class support complementing the work of the Learning Assistant
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. Such a provision is generous but considered a fundamental part of the holistic education provided.
4. A growing co-curricular programme which extends students' knowledge, skills, understanding and experiences allowing them to discover and enhance their talents. This also provides them with a range of interests to sustain them in their lives. A summary of the events and programmes featured in 2103 gives a striking picture of the breadth of opportunity available to our students

Table-tennis
 Surfing
 Swimming
 Lifesaving
 Beach fitness
 Drama
 Homework Club
 Individual music lessons
 Band
 Choir
 Cross-country
 Football
 Athletics

Soccer
 Metalwork
 Chess
 Tournament of the Minds
 Camps for Years 8-10
 Leadership retreat for Year 11/12
 Science week
 Maths club
 University seminars
Leeuwin Adventure Voyages
 UWA Huntington's Disease Forum
 Dr. Yes medical seminar

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. The principal events and programme activities are published each year in the School's Calendar.

3. Historical analysis of the summary of NAPLAN Test Results

The performance of students will vary from year to year depending on the make-up of the particular cohort. In addition the number of students in the School up to the present has been small with correspondingly small Year 9 cohorts. As the School has grown so too has the size of the Year 9 cohort which means there will be smaller fluctuations in the average data; the ability profile has also broadened with more high-performing students balanced by those of lower ability. The School does not select by ability and so has a wide range of ability in its student body; the School uses a variety of diagnostic tests to assess ability and provides direct intervention assistance for students with identified learning difficulties, and for those who require remedial attention and extension.

A more detailed analysis of the 2013 NAPLAN results for our Year 9 cohort are provided below.

4. Executive Summary

The EACS 2013 NAPLAN results indicate average scores for the assessed Year 9 students that were on or close to the averages for State and nation in all domains other than spelling which was lower. Unusually, the scores for male students were on average slightly higher than their female counterparts in numeracy and reading, except in the writing domain; otherwise performances were similar across the genders. Interestingly a feature of the larger cohort, and correspondingly wider range of ability, was a higher percentage of students achieving above the national minimum standard, particularly noticeable in reading, writing and grammar & punctuation. There was, however, also a rise in the proportion of students below the national minimum standard which explains the overall average level of attainment across the board. This data supports the knowledge of those who teach them and who recognise a wider range of ability, and a bigger 'tail' of lower-ability students. This was one of the motivations behind the introduction of the enhanced provision of learning support referred to above.

Several key statistics and observations contained within this report were sourced from the 'Ping Jia' website which provides the NAPLAN data for independent schools in WA and is accessed via <https://pingjia.ais.wa.edu.au/login/?next=/>

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

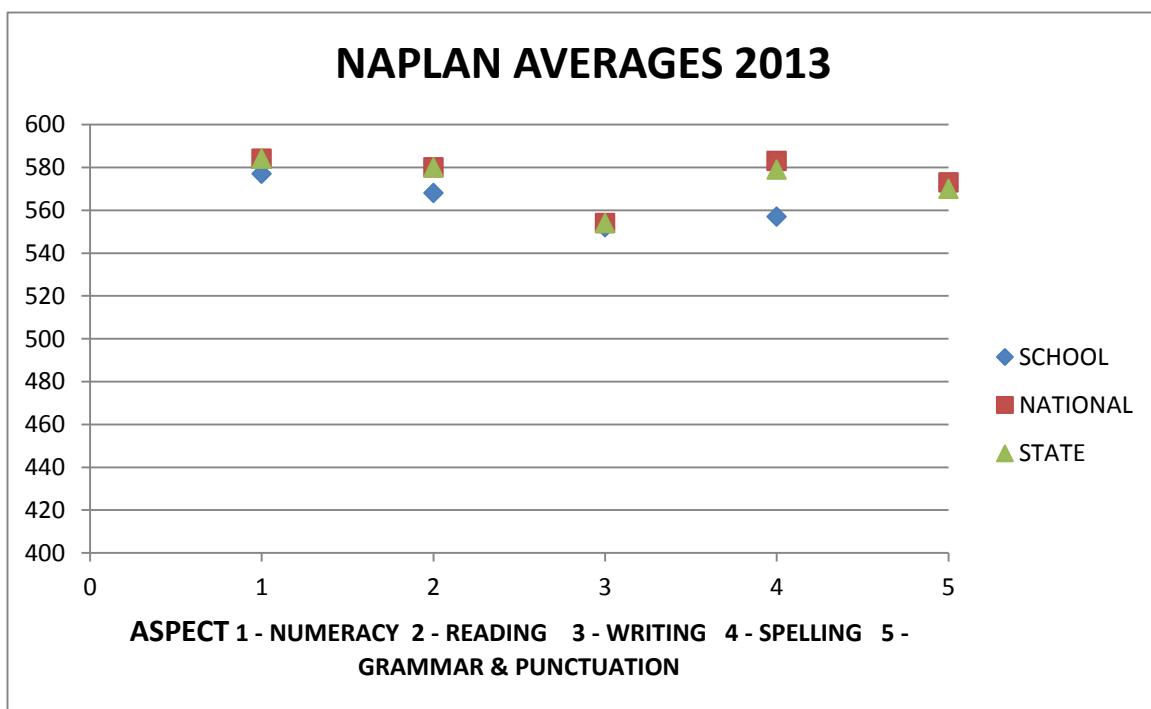
Overall results from the Year 9 students are outlined below and compared with the WA State and Australian-wide results.

YEAR 9	EACS SCHOOL MEAN	WA STATE MEAN	AUSTRALIAN MEAN
Grammar & Punctuation	571	570	573

Numeracy	577	584	584
Reading	568	580	580
Spelling	557	579	583
Writing	552	554	554
Science	481	480	n/a
SOSE	504	494	n/a

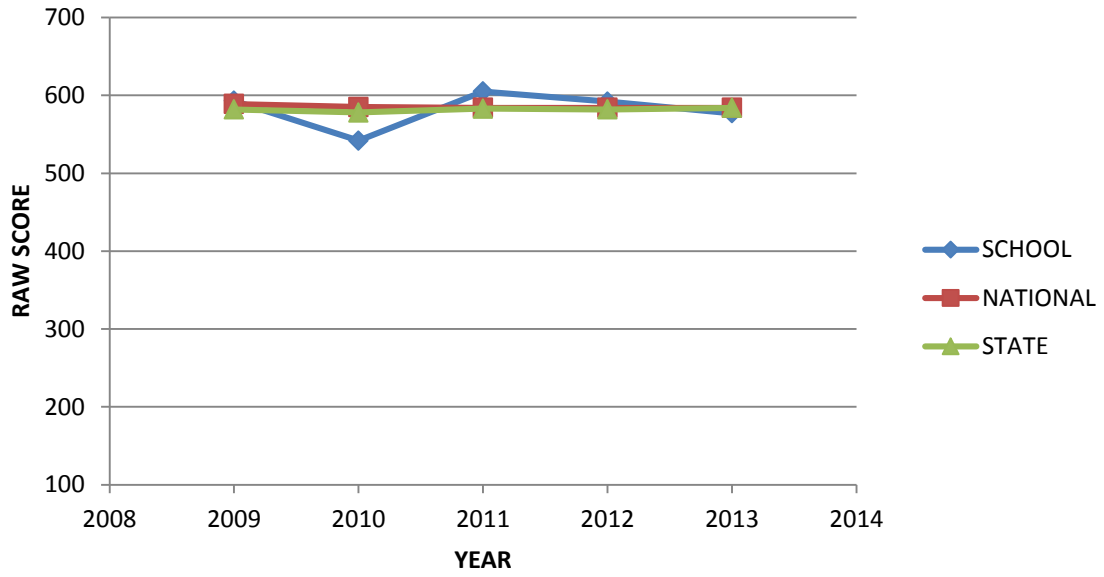
*Each result reports the mean scaled NAPLAN score

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

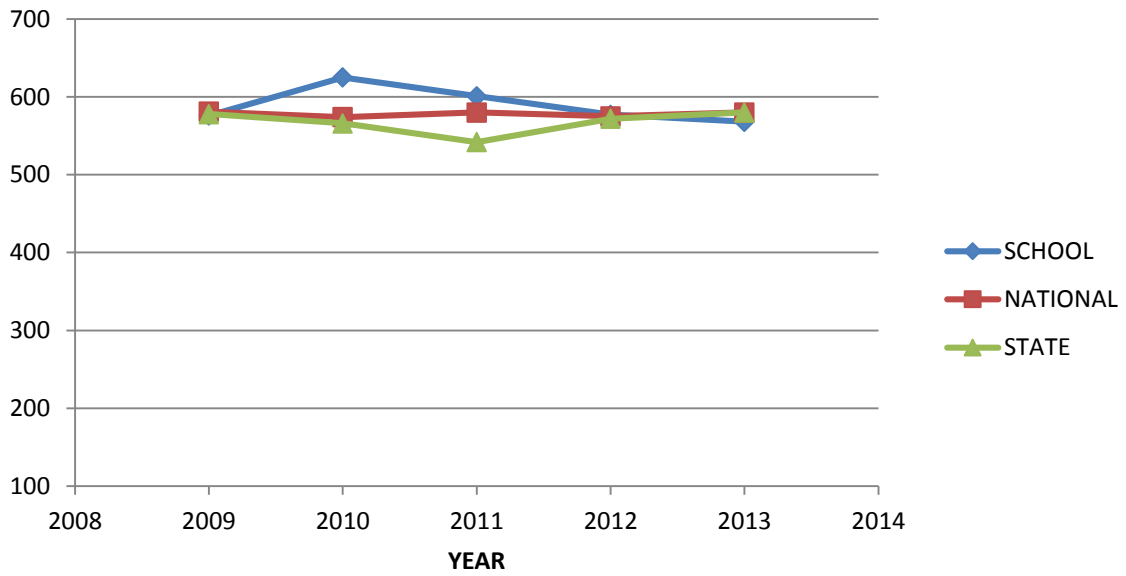


Looking at the trends over the years it is clear that the School has approached the averages for state and nation. To recap this can be explained in large part by the increasing size of the Year 9 group as the School has grown: average data is therefore less likely to be affected by extreme results or 'outliers'. In addition the School has admitted students of a wider range of ability reflecting more accurately the environment from which the students are drawn. All of this said the planning process which the School has gone through has identified a clear need to raise standards of numeracy and literacy, and a variety of programmes have been put in-place to achieve this end. Details are in the School Plan, available on the School's website. The provision of enhanced learning support is one of the initiatives already introduced and, with the attendant document plans, should help to raise the achievement of lower-ability students.

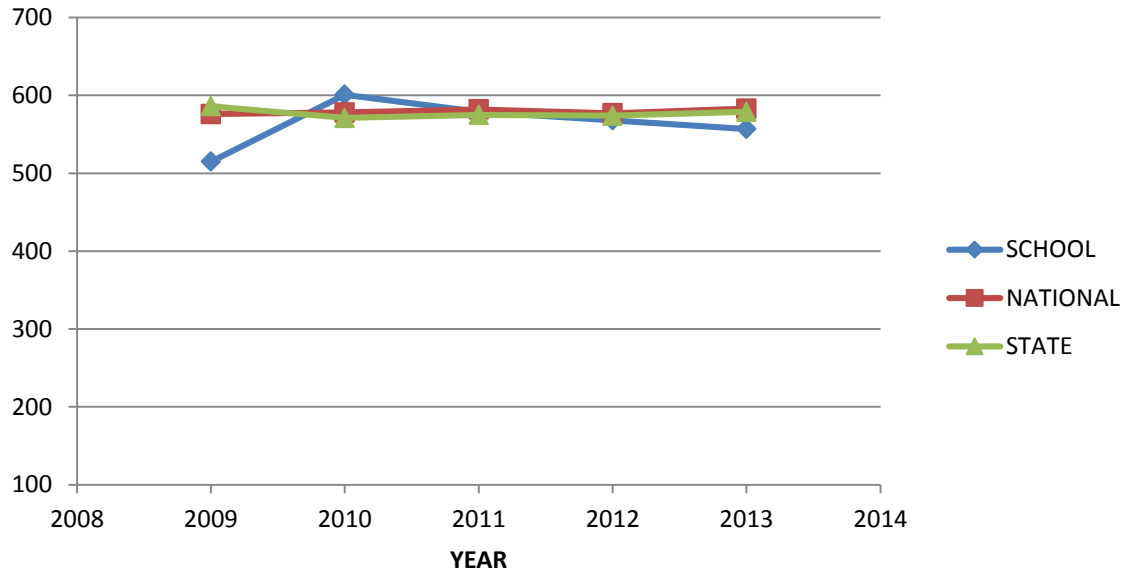
NAPLAN NUMERACY 2013



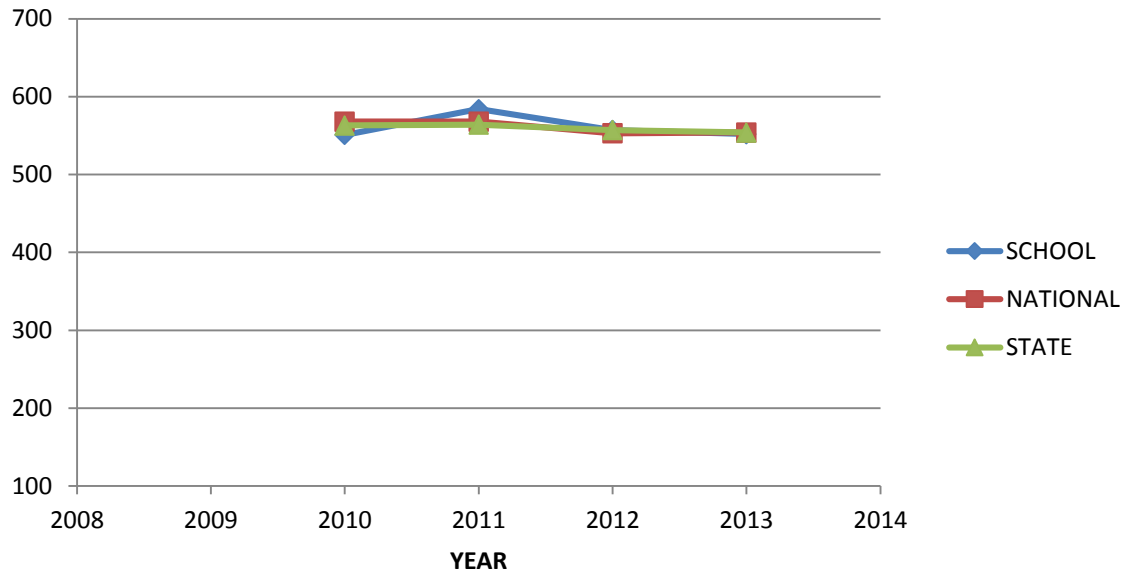
NAPLAN READING 2013

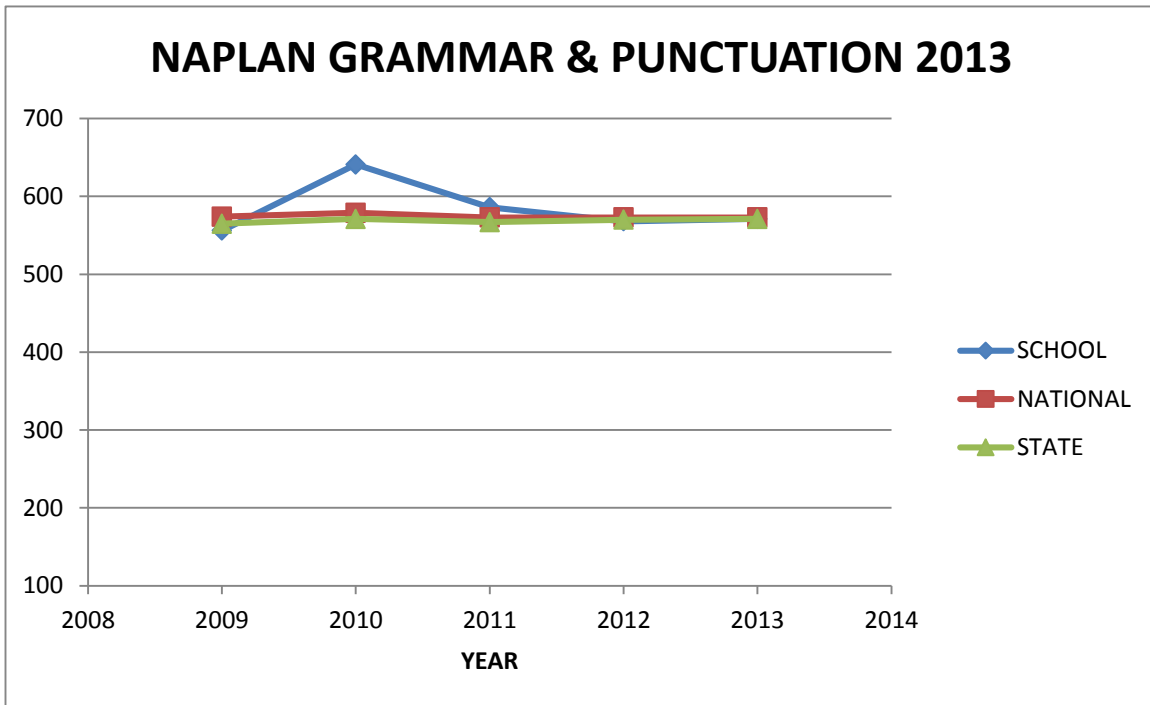


NAPLAN SPELLING 2013



NAPLAN WRITING 2013





There is no consistent data available for science or SOSE to allow meaningful comparison over time.

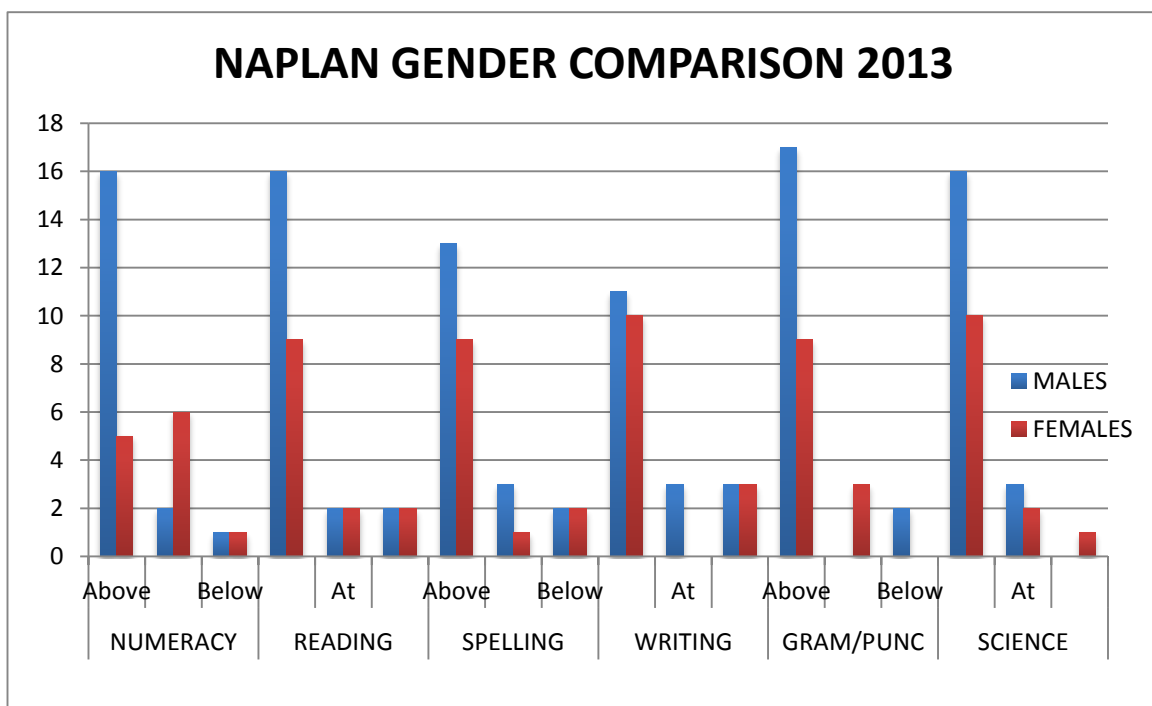
6. EACS NAPLAN Gender Scores

	EACS Male Mean	EACS Female Mean
Grammar & Punctuation	570	572
Numeracy	595	549
Reading	569	567
Spelling	556	560
Writing	533	583

Note that at the time of writing, WA State gender results were not available.

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	%
Numeracy	Above	16	5	21	68
	At	2	6	8	26
	Below	1	1	2	6
Reading	Above	16	9	25	76
	At	2	2	4	12
	Below	2	2	4	12
Spelling	Above	13	9	22	74
	At	3	1	4	13
	Below	2	2	4	13
Writing	Above	11	10	21	70
	At	3	0	3	10
	Below	3	3	6	20
Grammar & Punctuation	Above	17	9	26	84
	At	0	3	3	10
	Below	2	0	2	6
Science	Above	16	10	26	81
	At	3	2	5	16
	Below	0	1	1	3



The graph and table above show a notable advantage to the males in achieving above the national minimum standard except in writing where females achieve at a similar level. The figures are skewed a little by the presence of a group of particularly able males in the cohort. It is particularly pleasing that a greater percentage of students are achieving above the national minimum standard; this is not immediately apparent within the average data for reasons already explained.

7. WACE RESULTS

2013 saw the graduation of the School's first group of Year 12 students.

I think we were all anxious about the prospects for this pioneering cohort but I am very pleased to report that of the ten students who attempted to gain their WACE, nine were successful in achieving this important qualification. The one candidate who did not achieve success did not complete his vocational training, or gain his TAFE qualification and was therefore ineligible. Such a success rate is, I believe, very heartening indeed. So, too, are the results achieved by our ATAR students who comprised 50% of our cohort a participation rate worthy of a new school; however we would, I think, seek to raise this rate in future years. An ATAR of 55 is usually regarded as the minimum required for entry to university and 60% of our students exceeded this comfortably as the summary table shows:

ATAR SCORE	NUMBER OF STUDENTS	% OF COHORT
90-99.99	0	0
80-89.99	1	20
70-79.99	2	40
60-69.99	0	0
55-59.99	0	0
0-54.99	2	20

The School median ATAR was 72.05 which is a little below the State median of 79.10. This said our students do benefit from access schemes operated by the universities which recognise the effect of remoteness and small school size on student achievement so we should see our students gaining the places they wish. The two students who fell into the lowest ATAR band will have the opportunity to gain a place at ECU or Curtin through their portfolio and enabling entry schemes should they so wish.

Overall, therefore, we should feel more than satisfied with the results achieved by our students. They were very much pioneers and worked with their teachers in a positive manner coping with a range of new challenges; my colleagues, too, deserve much praise for the way they coped with the demands of new courses and assessment arrangements, not least the need to work in partnership with colleagues at John Septimus Roe ACS. We can look forward to building on this success just as our sister schools have done over the years.

8. COMMUNITY INVOLVEMENT

The School see itself as a vital part of the local Esperance community and the participation in a range of charitable and other activities shows that this is played out in reality. A summary indicates the wide variety of this involvement over the course of the year.

Support three children in less developed countries - one per house
 Support for Cancer Care through *Biggest Morning Tea and Daffodil Day*
 Support for *Canteen*
 Support for *RFDS*
 Regular beach-clean activity
 Participation in Esperance Music Festival
 Public exhibition of students' artwork

Active involvement in NAIDOC week
 Participation in the Rotary National Youth Science Forum
 One student on Rotary Youth Exchange to Siberia
 Students involved in Cliffs Mining's work experience week at an iron-ore mine
 Participation in APEX teen fashion show
 Participation in Anglican Wildflower Festival - music and artwork
 Students involved in town's production of *Wizard of Oz*

9. SATISFACTION LEVELS

We receive a great deal of positive feedback regarding the education our students receive. This comes verbally and through correspondence from parents, students and staff members. The positive school tone is also evident from the students' spirit, their enthusiasm to be involved in school life and to become actively involved in co-curricular activities organised by the School. The School undertook a major exercise during the year to ascertain its strengths and areas which might do with improvement. This involved surveying all stakeholders and helped to inform the development of the School Plan. This charts the way ahead to yield the improvements we seek in all aspects of the education we provide and which is consistent with a school moving from its foundation to a more mature state. There was a remarkable degree of consistency across all stakeholders: a summary of the views of is presented below.

WHAT MAKES US PROUD OF EACS?

STUDENTS	Friendly Happy and smiling Confident Enjoyment Closeness – united community
STAFF	Approachable Dedicated Develop the whole person Good communication
FACILITIES	Modern Pioneering
PASTORAL CARE	Supportive through difficult times Religion allowed Safety for students Sense of belonging Acceptance of difference
COMMUNITY	Alternative choice in education Perseverance Community spirit Pride in how we are seen Good reputation Parents involved
WHOLE SCHOOL	Uniforms Good community Small size Uniformity Ethos/values High expectations

WHAT HAS INSPIRED US ABOUT EACS?

VALUES	Appreciation of a high standard of values, morals and teachings by the School and staying true to its mission statement
PATORAL CARE	The care, attitude and foundations of teachers and students in relationships with each other. No tolerance of bullying and unacceptable behaviour
PARENTS	Parents are encouraged to be involved with the School, staff and each other
EDUCATION	Love the technology and iPad side of learning
SCHOOL	Size of buildings and class sizes. Positive reputation within the community and the 'can-do' attitude. Being visible and viable in the local community. Safe environment producing happy teenagers.

WHAT WAS EXPECTED ABOUT EACS?

Development of the School is on-track
Excellent pastoral care, communications, high expectations, level of homework
Building good community based on values and self-discipline
Uniformity through uniform and the values taught
Level of teaching and high expectations
Use of technology

WHAT DO YOU REGRET MOST ABOUT EACS?

iPads not used to full capacity and problems policing their non-educational use
More limited use of technology
Attitudes of some of the teachers
School not founded sooner nor a realisation of its quality
School is not thought of as 'cool' to attract more students and parents

WHAT FRUSTRATES US ABOUT EACS?

Nothing!
Facilities not keeping pace with growth of School
Lack of results
Lack of educational opportunities e.g. courses, students leaving for ESHS, streaming, extension, and differentiation
iPads
Teacher availability and feedback
Wednesday-night meetings
Music fees
Misinformation about the School in the local community

WHAT WAS UNEXPECTED ABOUT EACS?

Fee increases and extra costs such as camps
No IT courses in a school which is technology rich
Lack of quality in teaching – some students fail to meet levels for the next year
Principals only staying on a short-term basis
Slower growth of the School
Lack of courses in the curriculum
Lack of personal attention
Tragedy united the School

WHERE WOULD WE LIKE TO BE?

CHRISTIAN VALUES

Continue to create opportunities for students to develop values that create openness, compassion and respect

TEACHING

Teacher assistants in every class
Continuity of School Principals
Teacher development to a high standard including meeting the needs of the students' individual learning styles
Innovative teaching
Accountability of teachers
Passionate teachers and teaching

LEARNING

Recognise individual potential
More facilities e.g. gym, performing arts centre, library
More understanding of teenagers by teachers
Improve level of feedback to parents about progress of their children
Extra help for students who need help e.g. homework club for specific subjects
Differentiation in the curriculum
Clear expectations of students through the use of rubrics
Some appetite for streaming
Catering for all learning abilities

CURRICULUM

Retain quality staff
Broad choice of subjects of quality
Use of technology to broaden experiences
Multi-level teaching to access abilities of students to the full
A better way of testing than NAPLAN
In-house vocational studies
Develop teaching of other languages
Pathways - opportunities

USE OF I.T.

Use IT to its full extent whilst maintaining traditional methods which are useful
Using all aspects of iPad learning
And keeping up-to-date (for students, staff and parents)
Minimising glitches

THE CO-CURRICULUM

The Band need to be out more in the community
Develop a choir for all members of the community
More parental involvement in clubs
More sports fixtures against other schools
Other choices for students who do not like sport so much
Develop volunteering opportunities

PASTORAL CARE AND WELL-BEING

Keep the same Christian values and continue as we are going
Continue to accept difference in others
Continue with the approach to well-being

Male and female teachers for each pastoral care group
Full-time Chaplain needed
Want confident children
Develop careers opportunities earlier to raise awareness of what is out there
Updating of the girls' uniform – less box pleats etc.

FULFILLING POTENTIAL

Ensuring a safe environment
Teachers need to identify and develop individual's talents
Providing good feedback to parents and students to raise expectations
Promoting success in the chosen area of each student
Students can leave school with a clear direction in life

COMMUNITY

Better profile from the perspective of the students
More positivity in the local community
Be seen to be involved in the community
Continue to have a strong school community
To be highly sought-after and respected in the community
All sections of the community represented in the School
Belief in our values
Out-front striving
Participate in town events e.g. Christmas pageant
School band could be more involved in community events e.g. Wildflower festival
Be more recognised in the community

DISTINCTIVE FEATURES OF EACS

Things of God are spoken of freely
Christian values
Students are valued
Discipline is good
Caring school with moral code and pride in itself
A school which is going places
Care of students
Relationship with John Holland Group has been very beneficial
Surfing
Use of iPads
Parents are welcomed by the students
An approachable place
Friendships
High quality
Involvement of parents
Pride
Acceptance of others and their differences

10. School Growth and Development

The School has continued to grow in-line with the expectations contained in the Ten-Year Financial Plan. The Year 8 cohort showed a welcome increase to 50 students in two classes and the School is therefore on-track with its forecast growth which should see it rise to around 300 within two to three years. Encouragingly the School is seen as a realistic and viable alternative for high-school education with a profile of students reflecting the socio-economic features of the local environment. The recognition by the Anglican Schools Commission that boarding will play an important part in the future of the School has led to approval for the construction of a 40-bed boarding house to be opened in early 2015. The construction of nine new general learning areas has also been approved and these will also be

ready early in 2015 to accommodate the increase in students consequent upon the move of Year 7s into high school.

There is no question that EACS is now well-established and recognised within the local community. It has grown strongly in recent years and provides a genuinely nurturing environment in which students can benefit from a holistic education in the Anglican tradition, which allows students to develop in mind, body and spirit.