

Version Two June 2017



# Esperance Anglican Community School

School Plan 2017

## ESPERANCE ANGLICAN COMMUNITY SCHOOL

### THE SCHOOL PLAN 2017

#### THE SETTING

Esperance Anglican Community School (EACS) opened in January 2008, as the ninth school of the Anglican Schools Commission, to provide an alternative private option for high-school education in the remote and rural shire of Esperance. There was a strongly held belief - in both the Shire and within the Anglican Schools Commission - that there was a need for such an educational enterprise. Evidence showed there was a supportive population for an Independent School, based on the traditions of the Anglican Church.

After a relatively modest beginning the School has grown rapidly over the last few years. A balanced and realistic ten-year planning process has ensured that facilities have kept pace with the School's growth and it is now equipped with a range of general and specialist learning areas. There are spacious and attractive grounds with ovals, tennis courts and a basketball/netball court. The advent of boarding in 2015, and its subsequent growth, has added an extra, significant dimension to the School's provision.

The curriculum is intentionally broad and balanced with a range of academic and vocational courses open to all; there is no early specialisation or selection on to different pathways.. The curriculum offerings allow Year 12 students to graduate with a WACE Certificate before they proceed on to university, further training or apprenticeships. Supporting the curriculum is a strong system of pastoral care founded firmly in the Christian Faith and based on the well-tried house system. This ensures there is a strong sense of community bringing together students, staff, parents, Council members and the local community in a powerful alliance which nurtures the young people within it and supports the School in its endeavours. The local community values the School, takes pride in its achievements and wishes to see it grow and develop.

Staff and students provide much rich input into the planning process and their feedback has provided targets which have been integrated into the Plan.

Parents, too, have been given the opportunity, through an annual on-line survey, to voice their thoughts about the School: the results, especially those aspects identified as less positive, have provided ideas which have been incorporated into the Plan.

The School Council held, in late 2015, a strategy meeting to provide an opportunity to assess how far the School had come on its journey since formation in 2008 and to identify broad themes for its continued development.

## **THE PHILOSOPHY OF AN ANGLICAN EDUCATION**

The core purpose of the Anglican Schools Commission (Inc.) is to establish and support low-fee Anglican systemic schools which provide a high-quality, inclusive, caring Christian education. The values are:

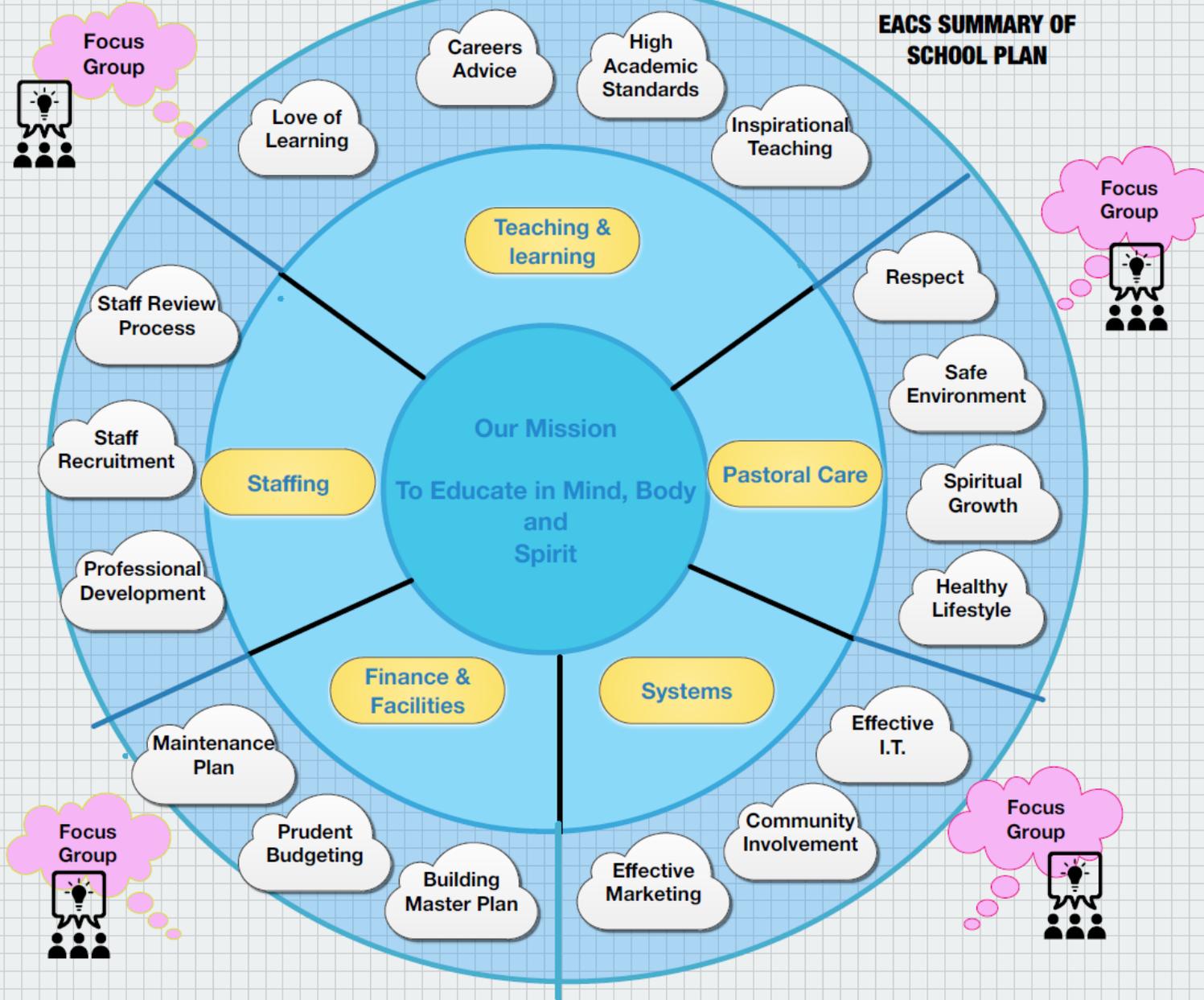
FAITH	Living by Gospel values
EXCELLENCE	Pursuing high standards in all things
JUSTICE	Demonstrating fairness, compassion and conviction, advocating for the educationally disadvantaged
RESPECT	Respecting self, others and our planet
INTEGRITY	Acting with honesty and openness
DIVERSITY	Promoting social inclusion and celebrating difference

This philosophy provides the strong and secure foundation upon which the mission and goals of Esperance Anglican Community School are built according to our specific needs.

## **THE SCHOOL PLAN – SUMMARY**

The essence of the School plan can be enshrined in the diagram; the detail it summarises follows in the subsequent text.

**EACS SUMMARY OF SCHOOL PLAN**



## **OUR MISSION**

*'At Esperance Anglican Community School we aim to educate the whole person – in mind, body and spirit – as a unique individual each with their own talents and capabilities.'*

This mission is expressed in more specific goals which provide the basis for the detailed strategies which allow the School to provide the education it espouses.

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### OUR GOALS

At Esperance Anglican Community School we believe that:

Our School should be a safe place where people can grow and develop without fear or ridicule

We should nurture spiritual growth in all members of our community through the development of Christian belief and practice as enshrined in the traditions of the Anglican Communion *Consistent with the Australian Curriculum General Capability of Ethical Understanding*

All activities must be pursued to the highest possible standard to allow for the fulfilment of the talents with which we have been blessed

Our students are encouraged to develop an appreciation of the need to understand, respect, serve and care for others and for our environment *Consistent with the Australian Curriculum General Capability of Inter-Cultural Understanding*

Students are encouraged to adopt a healthy lifestyle to promote their well-being through their participation in a range of activities

A commitment to high standards of behaviour, self-discipline and resilience will contribute to the quality of life in the School community *Consistent with the Australian Curriculum General Capability of Personal & Social Capability*

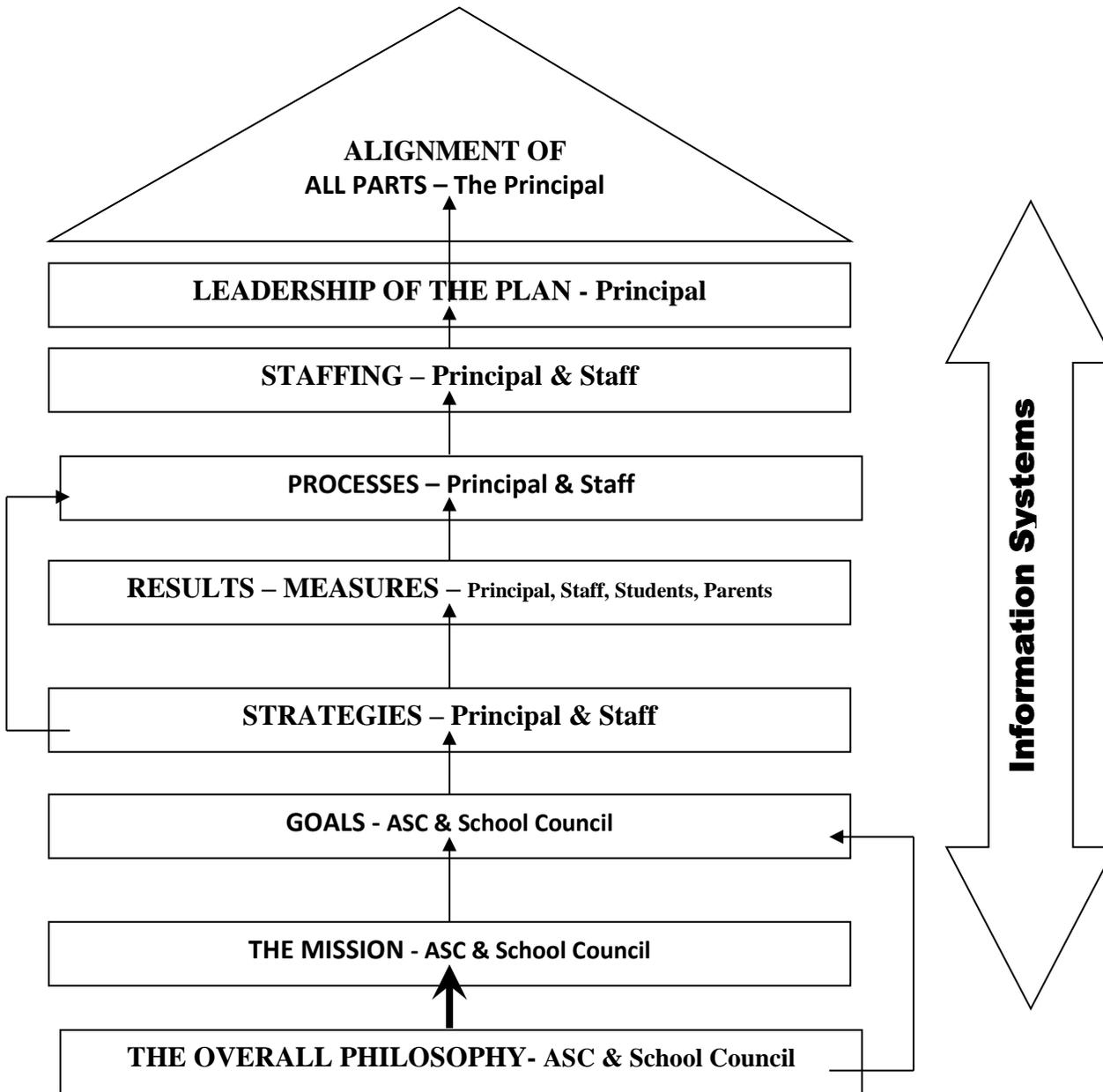
Students will learn most effectively when a love of learning is promoted and where creative, critical and reflective learning is encouraged *Consistent with the Australian Curriculum General Capability of Critical & Creative Thinking*

All students should be able to leave the School with the highest level of academic achievement consistent with their capabilities *Consistent with the Australian Curriculum General Capabilities of Literacy, Numeracy and ICT*

Staff appointed to the School should be well-qualified and trained, and committed fully to the philosophy of the education provided here

Our facilities should be of the highest quality and developed with environmental sustainability as a key feature *Consistent with The Australian Curriculum General capability of Ethical Understanding*

Systems, including information technology, must be efficient and effective to facilitate the smooth operation of the School *Consistent with the Australian Curriculum General capability of ICT*



**THE PLANNING PROCESS**

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### SPECIFIC TARGETS WITHIN EACH GOAL

Each goal is subdivided into specific targets – this is done at School, learning area and individual levels as appropriate. Specific strategies or actions to achieve these are then identified along with personnel responsible, time-scale, funding and resource implications according to the following scheme:

TIME-SCALE	FUNDING	RESOURCE-SCALE
Now i.e. Immediate	Existing budgets	Minor
Short-term (1-2 years)	Future budgets	Significant
Medium-term (3-5 years)	Fund-raising	Major
Long-term (6+ years)	No funding required	
Started & on-going		

A ‘Balanced Scorecard’ approach is also used in the plan schematic to highlight the key elements of the School’s operation within the context of these strategic goals: these cover the perspectives of the students and their parents, the financial and capital aspects, the School’s internal processes, and innovation in learning. In line with this approach, the goals are consolidated in to the following groups:

- Teaching and Learning
- Pastoral care
- Staffing
- Finance and Facilities
- Systems

#### Progress with the Plan

This is shown in colour in the final column entitled *Measures and Progress*

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### 1. TEACHING & LEARNING GOAL

All activities must be pursued to the highest possible standard to allow for the fulfilment of the talents with which we have been blessed

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All students should be able to leave the School with the highest level of academic achievement consistent with their capabilities *Consistent with the Australian Curriculum General Capabilities of Literacy, Numeracy and ICT*

Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress
1.1.Restructuring of curriculum to allow development of the <i>Big Picture</i> programme	Iain Clark/Principal/Lisa Marquis/Nicole Harris	Now	Existing minor	Development from Year 10 started in 2017	Incorporate BP into Years 9 & 11 <i>Preliminary work completed on timetable and budget implications</i> <i>Weekly tactical meetings with relevant staff</i>
1.1.1 Big Picture  Need to get all Staff invested in the programme via professional learning opportunities and home-room visits  Feedback from the students themselves to enhance programme outcomes	Iain Clark/Principal/Lisa Marquis/Nicole Harris	Now	Future Significant	New initiatives	Meet with Big Picture leadership to agree best way forward

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1.2 Investigation of alternative timetabling arrangements to meet requirements of ASC model	Iain Clark/ Principal	Now	Existing minor	Development from Year 10 started in 2017	<p>Consideration of BP as a significant curricular development</p> <p><b>In progress</b></p> <p><b>Monthly strategic meetings with relevant staff</b></p> <p>Review of class structures and sizes as per the ASC model</p> <p><b>Preliminary work completed on timetable and budget implication</b></p>
1.3 Develop programmes of collaboration for staff on T&L initiatives; sharing of rescs. (1)	All staff	Now	Existing minor	Continue with existing progress	<b>Regular opportunities for learning area collaboration and professional development now in termly calendar</b>
1.4 Develop programmes of collaboration for staff on T&L initiatives; sharing of rescs. (2)	Principal	Now to Short-term	Existing minor	New structures	<p>Develop a structure of leadership to focus on learning areas and structures</p> <p><b>Staff now working through the NESLI Leading Teachers' Colloquium</b></p>
1.5 Develop a Core Skills Enhancement programme	Christine Dowell	Now	New – funding from ASC	Change because of low literacy and numeracy in Year 7 intake	<p>Provide specialised individual and small-group teaching for those students significantly below age-group standards in literacy and numeracy</p> <p><b>Focus Group identified students and programme started</b></p>
1.6 Develop programme for the gifted and talented	Christine Dowell	Now	Existing minor	Next stage of development of learning support	<p>Provide a programme within learning areas for those most able students</p> <p><b>Initial training from AISWA conducted</b></p>
1.7 Extensive and effective use of the SEQTA database to aid teaching and learning	Iain Clark  All staff	Now	Existing minor	Continue progress made in 2016	<p>Develop refinements of the reporting format to reflect more aspects of student assessment</p> <p><b>Initial investigations completed</b></p>

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					Investigate the uploading of NAPLAN/OLNA/ACER results  <b>No progress to date</b>
1.7.1 SEQTA – Develop the use of SEQTA for feedback	Principal/Iain Clark	Now	Existing minor		How effectively are we utilising existing resources to maximise feedback to students and parents?  Making visible coursework and assessment results on Seqta Learn / Engage  Individual feedback on assessments through Seqta Learn / Engage  Summative data is being increased via the Reports to maximise feedback potential (exam mark, course mark, course average)  Reporting on the curriculum strands still <i>ad hoc</i> and unreliable - this needs to be developed further
1.8 Improve results at ATAR level	Principal and year 11/12 teachers  Iain Clark/Lisa Marquis	Now	Existing minor	Follows from performance of 2016 cohort	Refine the processes developed in 2016  <b>Study skills programme introduced in February 2017</b>  <b>Earlier parent-teacher meetings in Term 1</b>
1.9 Promote authentic learning	All staff	Now to short term	Existing minor	On-going	Staff to incorporate more practical activities in lessons; use of relevant field work to be encouraged; use of guest speakers  Explanation of purpose of courses/lessons at start of each programme
1.10 Help develop academic resilience	All staff	Now	Existing minor	New initiative	Need to teach students how to fail and deal with failure as a normal part of life from which to learn

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### 2. PASTORAL CARE GOAL

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*Consistent with the Australian Curriculum General Capability of Inter-Cultural Understanding*

Students should be encouraged to adopt a healthy lifestyle to promote their well-being through their participation in a range of activities

A commitment to high standards of behaviour, self-discipline and resilience will contribute to the quality of life in the School community *Consistent with the Australian Curriculum General Capability of Personal & Social Capability*

Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress Progress check 1 May 2017  Progress check date tbc
2.1 Work with Parish and Diocese to appoint a dedicated full-time Chaplain	Principal	Now	Future significant	Continue to seek this target	Follow ASC Policy on Appointment of Chaplains  Principal and Council to identify and interview possible candidate  <i>Interim solution of part-time (one day per week) Chaplain in association with Parish</i>
2.2 Continue to develop an improved communications procedure	Principal  Focus Group	Now	Existing minor	On-going	Review the use of SEQTA messaging  Develop a clearer protocol to assist staff and parents in communicating with each other

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2.3 Leadership and teamwork programme	Principal Iain Clark House Co-ords	Now	Existing minor	Build on work done in 2015-16	Leadership training as part of the curriculum in Year 11  <b>Initiated</b>
2.4 Refine the community service programme at local national and international scale	Principal Focus Group	Now to short term	Existing minor	Build on work done in 2016	Clarify expectations for community service  <b>Completed</b>  Develop recording and reporting protocols in SEQTA  <b>Recording now in-place</b>
2.5 Develop Boarding	Heads of Boarding Focus Group	Now to medium term	Existing significant	Ongoing	Appraisal process for Heads of Boarding and the the operation of boarding  <b>Process completed</b>  New structure of marketing of Boarding – information sessions to be conducted in key locations such as Ravensthorpe, Condingup, Scaddan, Salmon Gums, Norseman, Kalgoorlie  <b>Two events organised so far</b>  Work with ASC International to recruit overseas boarders  <b>Japanese exchange organised for July 2017</b>
2.6 Year Book	Student group	Now	Existing minor	New idea	Produce a Year Book  <b>In progress</b>
2.7 Develop the pastoral care programme	Iain Clark and AG Tutors  Parents	Now	Existing minor	On-going development	Dealing with emotions and what to do when things go wrong - Advisory programmes to deal with this aspect  Motivating students to learn. Offering them hope.

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					<p>Development of resilience, self motivation and responsibility.</p> <p>Work with parents, advisory programs, workshops, communication.</p>
2.8 Further improve student acceptance of expectations	Focus group	Now	Existing minor		Focus group to review the management of student behaviour to lead to a revised and more effective policy.
2.9 Develop House and Leadership systems	Principal/House Co-ordinators/Tutors	Now	Existing minor	On-going	House and school culture needs to be added to, using banners, honour boards and giving students leadership visible roles (e.g. welcoming students on buses, putting up flags) .

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### 3. STAFFING GOAL

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Staff appointed to the School should be well-qualified and trained, and committed fully to the philosophy of the education provided here

Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress
3.1 Enhance mentoring programme for all staff	Principal	Now	Existing minor	Ongoing	Initiate dedicated sessions for new staff in Term 1  <b>Completed</b>  Continue use of <i>Educator Impact</i> to appraise new staff in a Term 1 and Develop goal setting  <b>Feedback process completed in Term 1</b>
3.2 Staff professional development programme	All staff	Now	Existing minor	Ongoing	Build staff skills and competencies in personal and School leadership  <b>School using NESLI Leading Teachers' Colloquium in 2017 to enhance staff competencies in all aspects of leadership</b>

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					<p>Tie-in with the use of <i>Educator Impact</i> goals and ensure PD links to School Plan – ideas include feedback, assessment, positive education</p> <p>Link with the vision of truth, knowledge, wisdom</p>
3.3 PD focus on learning support needs	Christine Dowell	Now	Existing minor	Ongoing	<p>Build on work for gifted and talented started in 2016</p> <p><b>One PD session conducted to date</b></p>
3.4 Develop staff leadership roles and structures as school grows	Principal	Now to short term	Future significant	As budgets permit	<p>Plan for a team structure to retain the ‘flat’ management style</p> <p><b>School using NESLI Leading Teachers’ Colloquium in 2017 to enhance staff competencies in all aspects of leadership</b></p> <p>Structure to support the teaching and learning goal</p>
3.5 Continue with focus group when considering changes in school routines, procedures etc.	All staff	Now to short term	Existing minor	Ongoing	<p>Groups formed on a short-term basis to research and plan for initiatives identified in the School Plan</p>
3.6 Develop social events	Staff Social Committee	Now to short term	Existing minor	Build on success of 2015	<p>Further events to include families</p> <p><b>Termly such events now planned and first one held in early Term 2</b></p> <p>Consider the establishment of staff activities – games, yoga etc.</p>

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### 4. FINANCE & FACILITIES GOAL

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Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress
4.1 Develop a new financial plan	ASC and School Finance Committee	Now	None	Continue initial work started in 2016	<p>To be agreed following research and review of ASC system-wide targets for finances</p> <p><b>Initial meetings held with ASC representatives</b></p> <p><b>Initial report produced</b></p>
4.2 Weekly budget review meetings	Chair of Finance Committee, Principal and Finance and Administration Officer	Now	None	Started in late 2016	<p>Weekly meetings to review status of account lines in the annual budget and to review cash reserves</p> <p><b>Meetings held and timings confirmed for the future</b></p>

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4.3 Establish regular meetings of the Finance Committee	Chair of Finance Committee, Principal and Finance and Administration Officer	Now	None	Part of the ASC review process	Meetings monthly to review monthly management accounts before full Council meetings  <b>Meetings organised</b>  Minutes to be produced as part of regular reporting to full Council  <b>First set of minutes produced and circulated</b>
4.4 Promote the hire of School facilities	Principal and Finance and Administration Officer	Now	Existing minor	Attempt to raise revenue	Increase use of surplus boarding space  <b>One major let (Rotary) in April 2017</b>  Develop a flier to promote use of of boarding house  <b>In progress</b>
4.5 Establish honours boards for DMP	Principal	Now	Future minor	Continue	Boards for Principal, School Captain, House Champions, Dux etc  <b>No progress yet but Men-in-Sheds will provide for us</b>
4.6 Landscaping of area between Dempster and McVay	Principal & Council	Now to short term	Now significant  Major  Fundraising	Builds on work done in 2016	Begin construction in mid 2017  <b>Quotes obtained and contract agreed</b>  <b>Funding from Building Fund and ERF grant</b>
4.7 Build a Chapel-cum-auditorium with parking area	Principal & Council	Long term	Future/Fund raising significant	Aspirational	Chapel seen as the core of the School and provide a space for major events. A visible manifestation of our Christian witness. Part of Master Plan
4.8 Build a multi-use sports hall with parking area	Principal and Council	Medium Term	Future/Fund raising significant	Aspirational	Site identified on Master Plan and provisional plans to be drawn-up

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					Facilities to include sports hall-cum-assembly area, dining area, commercial kitchen, amenities block, storage
4.9 Environmental awareness to be raised through recycling	All staff	Short term	Existing minor	Ongoing	<p>Part of House and community service programmes</p> <p><b>Prefect portfolio established and programme functioning</b></p> <p>Composting to be established</p> <p>McVay garden to be established</p> <p><b>Landscaping completed</b></p> <p><b>Students now gardening</b></p>
4.10 Involvement of staff in financial planning	Principal and all staff	Now	Existing minor	New ideas	<p>Levy a fee for any additional resources required eg Art, Sports, at start of year. Students can then be responsible and not waste materials.</p> <p>Textbooks – school can purchase “ used “ textbooks from students for nominal amount and be kept as a reference library in classrooms. The money saved can then be spent on other materials.</p>

## 5. SYSTEMS GOAL

All activities must be pursued to the highest possible standard to allow for the fulfilment of the talents with which we have been blessed

Our facilities should be of the highest quality and developed with environmental sustainability as a key feature **Consistent with The Australian Curriculum General capability of Ethical Understanding**

Systems, including information technology, must be efficient and effective to facilitate the smooth operation of the School **Consistent with the Australian Curriculum General capability of ICT**

Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress
5.1 Marketing – Continue to market the School	Principal All staff	Now to short term	Existing minor	SMI the main driver	Use the <i>Schools Marketing Institute</i> (SMI) as the main structure for all marketing and publicity  <b>Engaged and regular mentoring sessions in-place</b>  Re-tasking of admin staff to assist with marketing and publicity  <b>In progress</b>

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5.2 Promotion of boarding	Principal and Heads of Boarding	Now to short term	Existing minor	New initiatives	New structure of marketing of Boarding – information sessions to be conducted in key locations such as Ravensthorpe, Condingup, Scaddan, Salmon Gums, Norseman, Kalgoorlie  <b>Two events organised so far</b>
5.3 Publicity - general	Principal	Now to short term	Existing minor	SMI the main driver	Use the <i>Schools Marketing Institute</i> (SMI) as the main structure for all marketing and publicity  <b>Development of automated marketing is developing</b>  Re-tasking of admin staff to assist with marketing and publicity as part of the ASC review  <b>In progress</b>
5.4 Publicity – social media	Renaë	Now	Existing minor	Part of a review of existing methods	Develop new forms of publicity using social media  <b>Facebook use developing</b>  <b>Regular monitoring of social media through SMI</b>
5.5 Establish more formal links with feeder schools	Principal and staff	Now to short term	Future minor	Ongoing	Visits to feeder primaries to continue for assemblies and P&C meetings    Special events – drama/music/D&T/sport days. Boarding ‘sleep-overs’
5.6 Social events for parents, families and staff	PFA	Now to short term	Future minor	Started 2015 and continuing	Use links with PFA to further develop

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5.7 Establish/develop partnerships with key organisations and people	All staff	Now to short term	Future minor	Ongoing	Possibilities include local primary schools, ESHS, Goldfields Institute, Shire, ASC schools, Rotary etc.  <i>On-going</i>
5.8 Website	Principal and Renae	Now	Existing minor	Ongoing	Ensure website is an effective means of promoting the School  <i>Website redesigned early 2017</i>  Develop website to link with marketing automation software  <i>In progress</i>
5.9 Prepare for re-registration in 2017	Principal, Deputy Principal and Focus Groups	Now and short-term	Existing minor	Forward planning	Review standards (including National Boarding Standards)  Attend AISWA training
5.10 Prepare for tenth anniversary in 2018	Principal and Focus Group	Now and short-term	Future Minor	Forward planning	Plan for a programme of celebrations

