



Esperance Anglican Community School

A school of The Anglican Schools Commission Inc

School Performance Report

For the period January 1 2011 to December 31 2011

**Esperance Anglican Community School
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Esperance Anglican Community School

2011 STAFF

PRINCIPAL

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

TEACHING STAFF and QUALIFICATIONS

Mr Andrew Perry *DipFoundationStud B.A. (Hons) PGCSecEd*

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

Mrs Ruth Lawson *B.A. (Hons) Bachelor of Teaching (English/History)*

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

Mrs Leah Bartell *B.Ed.(Primary)*

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

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

CHAPLAIN

The Revd Sally Buckley *tssf DepThS*

EDUCATION ASSISTANTS

Mrs Linda Bosworth

Mrs Anita Swart

ADMINISTRATION

Mrs Lisa Stokes (Administrative Officer)

Mrs Leonore Colgan (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 2011 school year was 98.76% for 40 teaching weeks giving an absentee rate of 1.24% for the year. A total of 12 days were lost due to the following:

Leave	Days
Paid sick	1.5
Family	9.5
Bereavement	1
Personal Leave	0
Workers Compensation	0
Total	12

2. Staff Employment

In 2011, Esperance Anglican Community School employed a Principal, 2 full-time teachers, and 5 part-time teachers. The total staffing Full Time Equivalent in 2011 was 4.85FTE.

In addition two casual Instrumental Music Specialists were employed for 7 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 2011 there was 100.00% teacher participation in professional development and learning. A total of approximately \$5190 was spent in this area. This represents an approximate average expenditure of \$1070 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.

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 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 94.64% for the four terms of 2011. The school considers an average absentee rate of 94.64% 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	97.45%	93.98%	95.70%
Year 9	94.46%	93.56%	94.01%
Year 10	94.25%	94.19%	94.22%

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.
2. Learning support resources available to students who require it across all learning areas.
3. A comprehensive pastoral care program, incorporating study skills, anti bullying and resilience programs for all students.
4. A growing co-curricular program which extends students' knowledge, skills, understandings and experiences.

The program includes:

- Music (Peripatetic Teacher - Music Program)
- 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 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 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 2011 NAPLAN results for our Year 9 cohort are provided below.

4. Executive Summary

The EACS 2011 NAPLAN results indicate average scores for the assessed Year 9 students that were higher than the State and National figures in all domains. The Writing results were particularly strong but, pleasingly, there were no particularly weak domains. Unusually, the scores for male students were on average higher than their female counterparts, except in the Writing domain. This indicates particularly strong performances from the male students, who historically perform less well than females in all domains except for Numeracy. Overall, students performed at or above the national minimum standard in all domains, and only one student was deemed to have achieved below the national minimum standard for Writing at the Year 9 level. Student performance in Writing and Grammar & Punctuation fared best when compared to the National and State averages.

Analysis Notes

Data from the 12 students at the School in Year 9 in 2011 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 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: NAPLAN Summary Report. Preliminary results for achievement in Reading, Writing, Language Conventions and Numeracy. Summary Report for 2011."

(http://www.nap.edu.au/_Documents/PDF/2011%20NAPLAN%20Summary%20Report.pdf).

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

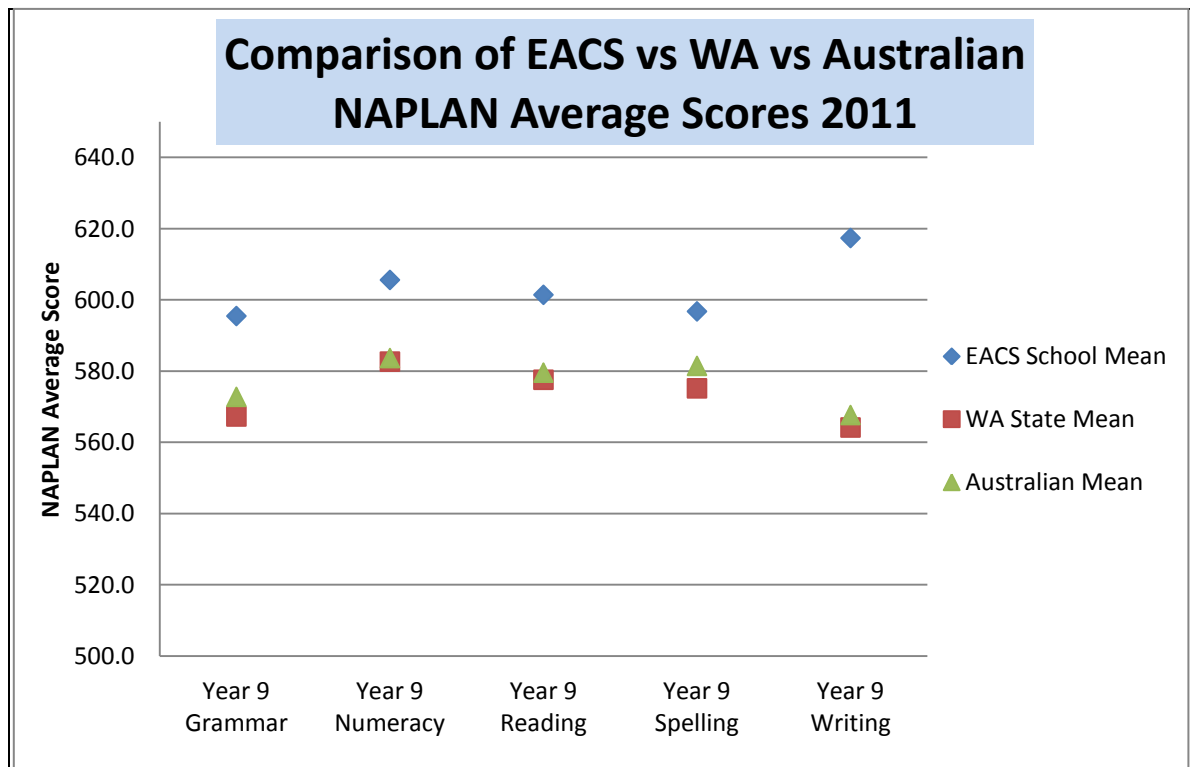
Overall results from the Year 9 students are outlined below and compared with the WA State and Australian-wide results.

Year 9	EACS School Mean	WA State Mean	Australian Mean
Grammar & Punctuation	595.5 (49.1)	567.3 (68.8)	572.8 (69.1)
Numeracy	605.6 (61.0)	582.7 (71.8)	583.7 (72.2)
Reading	601.5 (60.9)	577.6 (67.6)	579.6 (66.4)
Spelling	596.8 (53.5)	575.2 (72.4)	581.5 (72.9)
Writing	617.4 (78.2)	564.2 (89.2)	567.7 (88.5)

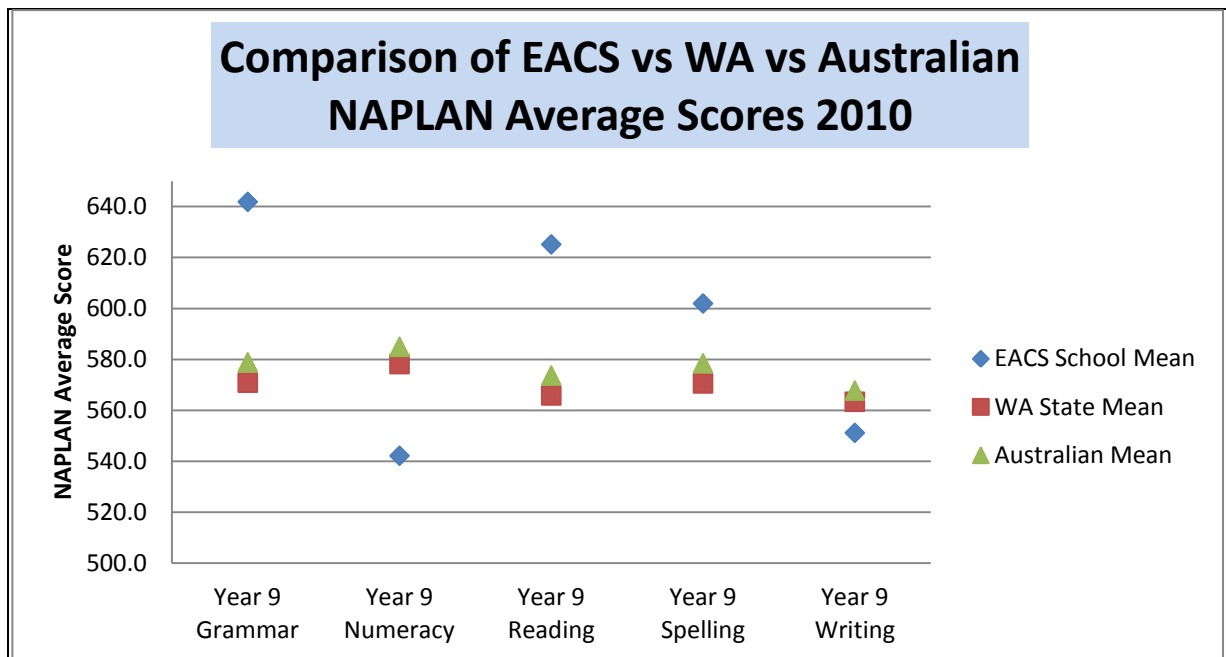
*Each result reports the mean scaled NAPLAN score followed by the standard deviation.

The data in the table above contains very pleasing results. In stark contrast to previous years, the 2011 Year 9 EACS students' average NAPLAN results were higher in all domains than both the WA State and National average scores, which is a very commendable achievement. In particular, the students' average results in Writing were especially strong, with scores significantly above the WA State and National averages.

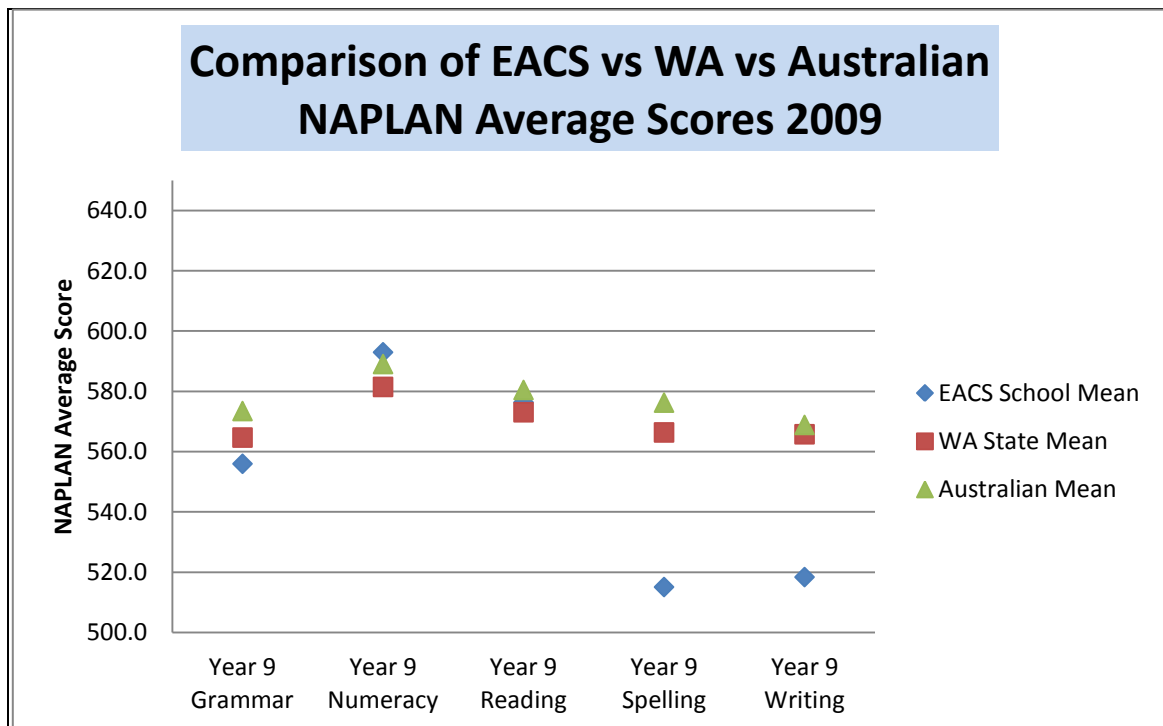
These observations and comparisons can also be clearly seen in the graph below.



Comparable data from 2009 and 2010 is shown in the two 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.



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
Grammar & Punctuation	609.6 (30.1)	585.4 (57.0)
Numeracy	650.0 (45.4)	568.7 (45.8)
Reading	629.6 (49.1)	578.0 (59.8)
Spelling	609.0 (70.5)	588.0 (34.2)
Writing	609.0 (81.5)	623.4 (75.1)

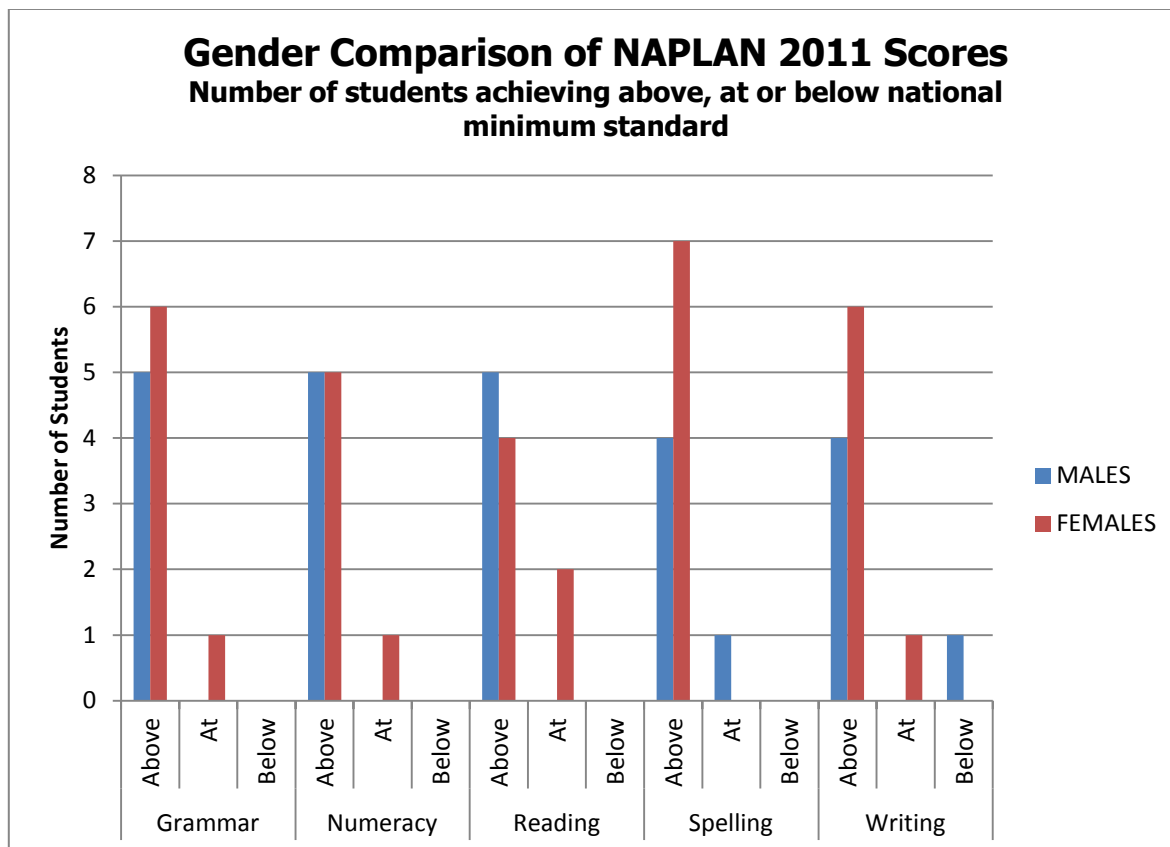
*Each result reports the mean scaled NAPLAN score followed by the standard deviation.

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

The gender comparison table above shows some similarities with national and state-wide observations from previous years. In Years 3, 5, 7 and 9, both nationally and locally, the Numeracy mean scores were consistently higher for male students than females (as seen here), 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 male students outshone their female counterparts in every domain except Writing (on average), and tremendously so in Numeracy.

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	5	6	11	92%
	At	0	1	1	8%
	Below	0	0	0	0%
Numeracy	Above	5	5	10	91%
	At	0	1	1	9%
	Below	0	0	0	0%
Reading	Above	5	4	9	82%
	At	0	2	2	18%
	Below	0	0	0	0%
Spelling	Above	4	7	11	92%
	At	1	0	1	8%
	Below	0	0	0	0%
Writing	Above	4	6	10	83%
	At	0	1	1	8%
	Below	1	0	1	8%



The graph and table above show a small advantage to the males in achieving above the national minimum standard. Only one student failed to meet the national minimum standard for Writing. All other students performed either at or above the national minimum standard in all domains.

7. 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' school spirit, their enthusiasm to be involved in school life and to become actively involved in co-curricular activities organised by the school.

School Growth and Development

With an intensive marketing campaign the school was able to attract a strong cohort of Year 8 students 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 interest registered 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 commencement of the Stage 2 development will also instill a new level of confidence within the Esperance community linked with the continuing development of the school's facilities. This development will commence in early 2012.

The Stage Two development will include two specialist Art, two specialist Science and two general learning classrooms. The stage two development will also include staff preparation areas for 9 staff and up to two technicians, a kiln room and green store, chemicals store and cleaners store. Stage 2

will also include a 5kw photovoltaic solar panel system, sun shade sails and rainwater tanks. Each classroom will be fitted out with the latest in interactive whiteboard technology ensuring that students have the technology to assist in their continuing education.

The School has engaged in local advertising promoting School activities with the local newspapers *The Esperance Express (Community Insight)*, and the *Kalgoorlie Miner*. EACS has a high standing and strong reputation within the school and 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.