



# Esperance Anglican Community School

A school of The Anglican Schools Commission Inc

## School Performance Report

For the period 1<sup>st</sup> January 2016 to 31<sup>st</sup> December 2016

**Esperance Anglican Community School**  
(A School of the Anglican Schools Commission)  
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# Esperance Anglican Community School

## 2016 STAFF & TEACHING AREAS

### **PRINCIPAL**

Mr P. Kerr Fulton-Peebles (Geography and Critical Thinking)

### **TEACHING STAFF**

Mrs Amanda Abbott (Children Family & Community, Textiles, Food)  
Mr Nathan Abbott (IT Network Manager, Multimedia, Information Technology)  
Ms Cheryl Bottrell (Science)  
Mr Nicholas Boucher (Mathematics)  
Mrs Alysha Castelli (Health, Physical Education)  
Mr Blair Castelli (Health, Physical Education, Science, Aquatics)  
Mr Iain Clark (Deputy Principal, Mathematics)  
Mr Kim Clayton (SOSE, History)  
Mrs Alison Grabowski (Accounting, Mathematics)  
Miss Georgia Gregory (Psychology, English)  
Mr Peter Grobler (Design & Technology)  
Mrs Julie Hall (Science)  
Mrs Nicole Harris (Italian)  
Mrs Anne Jardine (English, Religion)  
Mrs Marcia Leonard (Visual Art, Multimedia)  
Mrs Lisa Marquis (Food, Children, Family & Community, LAPD)  
Mr Liam Newton (Science)  
Mr Joel Olsder (Geography, SOSE)  
Miss Laura Salomone (Physical Education, Health, Outdoor Education, Phys Ed Studies)  
Mrs Gail Saunders (Music)  
Mr Philip Shelton (Design & Technology, Visual Art)  
Mrs Natalie Shipp (Food, Textiles, Children, Family & Community)  
Ms Lyndel Taylor (Drama, English)  
Mr Geoffrey Usher (Religion)  
Mrs Sharelle Walter (Business Studies, English, Health, Physical Education)  
Mrs Chelsea Warren (Physical Education, Health)  
Miss Claire Wilson (Mathematics)  
Mrs Lara Williams (Health, Science, SOSE)

### **CHAPLAIN**

The Revd. Bob Booth

## **EDUCATION ASSISTANTS**

Mrs Christine Dowell (Learning Support Co-ordinator)

Mrs Linda Bosworth (Learning Support and Technical Support)

Mrs Leonie Watts (Learning Support)

## **ADMINISTRATION**

Mrs Lisa Stokes (Administrative Officer)

Mrs Michelle Fissioli (Administrative Assistant)

Mrs Renae Ratcliffe (Administrative Assistant)

## **BOARDING**

Mr Nathan Abbott (House Parent)

Mrs Amanda Abbott (House Parent)

Mrs Karen Hatton (House Mother)

Miss Jessica Knight (Boarding Supervisor)

Miss Susan Bertola (Boarding Supervisor)

Miss Brodeine Bratten (Boarding Supervisor)

## **SCHOOL COUNCIL**

Mrs Victoria Brown (*Chair*)

Reverend Sally Buckley

Mrs Mary Hawkey

Mr David Rigney (*Treasurer*)

Mr Douglas Swingler

Mr Peter Fox

Mr Mark Biven

Mrs Monica Kerr

## **STAFFING**

### **1. Staff Attendance**

Overall there were 185 days of staff absence which for all staff over a full teaching year of 40 weeks produces an absentee rate of 4% which indicates the high level of commitment from staff.

<b>Leave</b>	<b>Days</b>
Personal Leave	135
Bereavement	0
Unpaid Leave	49
Workers Compensation	1
Total	185

### **2. Staff Employment**

In 2016 Esperance Anglican Community School employed a full-time Principal, 14 full-time teachers, and 12 part-time teachers. The total staffing Full Time Equivalent in 2016 was 22.40 FTE.

In addition 4 casual Instrumental Music Specialists were employed for 12 hours per week and we benefited from the service of a counsellor for one morning per week

### 3. Teaching Staff, Academic Qualifications

Qualification	%
Doctorate	0
Masters	13
Post Graduate Diploma	95
Bachelor	85
Advanced Diploma and Diploma	20

### 4. Expenditure on Teacher Professional Development and Learning

In 2016 there was 100% teacher participation in professional development and learning. A total of approximately \$33487 was spent in this area representing a significant amount of expenditure on this aspect. This represents an approximate average expenditure of \$1494.95 per full time FTE on professional development provided to the School by external providers. The School Plan saw a focus for professional development on assessment for learning, feedback and learning support, but training was also conducted in child mental-health first aid and first aid – all staff are trained in both areas of first aid.

This was in addition to a school-based professional development programme delivered in the work place. The School had six professional development days allocated in the 2016 school year:

Professional development and learning operates at four levels:

- School Initiated Professional Development and Learning dealing with school-wide systems, approaches and programmes;
- Involvement in the devising, implementation and monitoring of the School Plan
- Key Learning Area Initiated Professional Development and Learning.
- Individual Teacher Initiated Professional Development and Learning.

The increased emphasis on professional development indicates the importance the School attaches to the professional competence and development of its staff.

## KEY STUDENT OUTCOMES

### 1. Student Attendance

The average student attendance rate for Esperance Anglican Community School was approximately 91.08% for the four terms of 2016. The school considers an average absentee rate of 9% 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 7	93.51
Year 8	90.43
Year 9	89.56

Year 10	93.21
Year 11	90.71
Year 12	89.07

## 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 through a comprehensive pastoral-care programme. 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 further strengthened in-year by the addition of volunteer classroom assistance working under the direction of the Learning Support Co-ordinator. Individual Educational Plans were firmly embedded and benefited from the input of staff, students and parents; help was also available from the inclusive education staff at AISWA.

Our co-curricular programme was developed further 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 2016 gives a striking picture of the breadth of opportunity available to our students

Table-tennis	Participation in community art projects
Surfing	Participation in film-making for community
Swimming	Environmental projects – weeding, planting and litter collection
Lifesaving	Athletics
Beach fitness	Soccer
Drama	Metalwork
Homework Club	Chess
Individual music lessons	Camps for Years 7-11
Band	Leadership retreat for Year 11/12
Choir	Science week
Cross-country	Mathematics club
Football	University seminars
Robotics	<i>Leeuwin</i> Adventure Voyages
Italian Club	
Bible Study	
Fieldwork – biology & geography	
Assistance with Anglican Church Fete	
Assistance with Anglican Wildflower Festival	Strings ensemble

Information regarding the School's extensive co-curricular and pastoral care programmes are provided routinely through the publication of *'The Comment from the Principal'* the School newsletter '@ EACS' and through the school website [www.eacs.wa.edu.au](http://www.eacs.wa.edu.au). The principle events and programme activities are published each year in the School's Calendar which is available through the website and the School's database (SEQTA).

## 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. Greater attention to literacy and numeracy, and the use of learning support staff at an enhanced level, as enshrined in the School Plan, led to improvements in the achievement of students in the Year 9 cohort of 2016. A more detailed analysis of the 2016 NAPLAN results for our Year 7 and Year 9 cohort is provided below.

#### 4. Executive Summary

The EACS 2016 NAPLAN results indicate average scores for the assessed Year 9 students which show a general level of improvement across the board both in absolute terms, and when compared to other schools in both state and nation. Girls showed a more sustained improvement but both genders demonstrated higher levels of competence: there was a marked reduction in the number of students who were below the national minimum standard in all areas, and a pleasing rise in the number performing above the standard. This is gratifying especially given the emphasis and resources put into improving teaching and learning.

*Several key statistics and observations contained within this report were sourced from the 'Valuate' website which provides the NAPLAN data for independent schools in WA and is accessed via <https://valuate.ais.wa.edu.au>*

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

Overall results from the Year 7 and 9 students are outlined below and compared with the WA State, Australian-wide and similar-school results.

YEAR 7	EACS SCHOOL MEAN	WA STATE MEAN	AUSTRALIAN MEAN	SIMILAR SCHOOLS
Numeracy	540	548	550	552
Reading	540	537	541	549
Writing	506	512	515	516

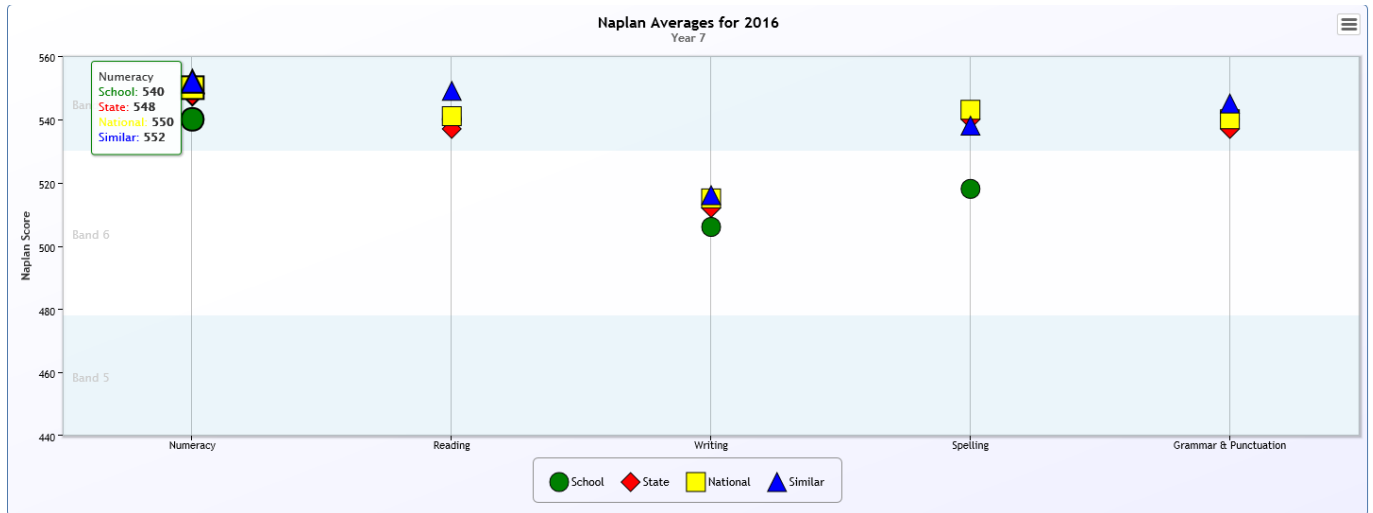
Spelling	518	540	543	538
Grammar & Punctuation	540	537	540	545

YEAR 9	EACS SCHOOL MEAN	WA STATE MEAN	AUSTRALIAN MEAN	SIMILAR SCHOOLS
Numeracy	593	594	589	587
Reading	614	585	581	592
Writing	574	554	548	555
Spelling	583	583	580	580
Grammar & Punctuation	593	573	570	579

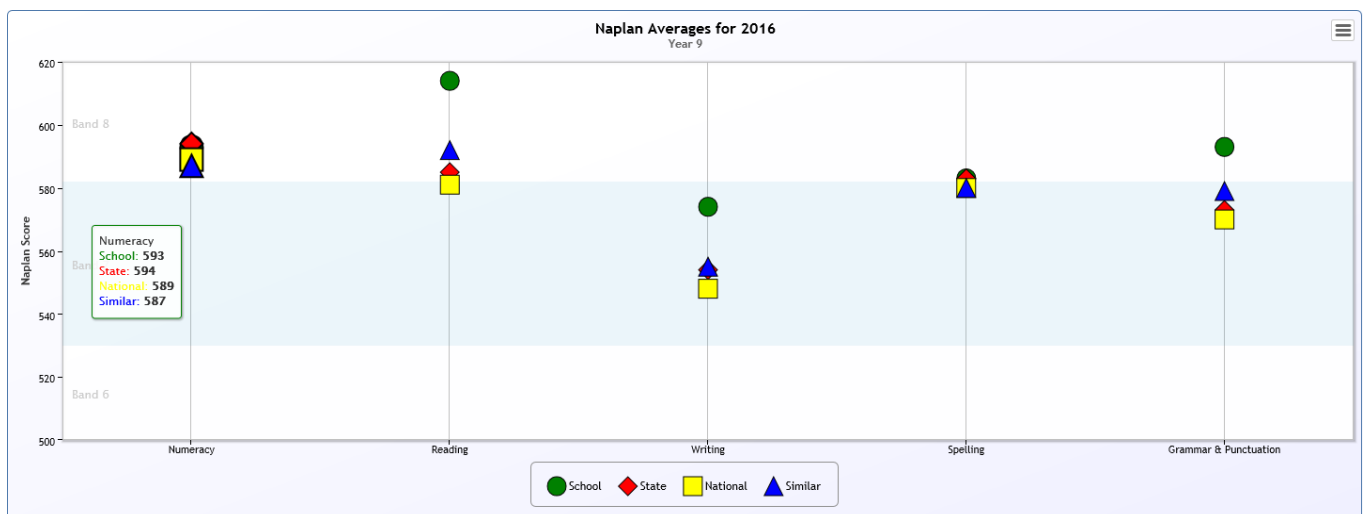
\*Each result reports the mean scaled NAPLAN score

As can be deduced the results for Year 7 indicate that the intake of students in to the School is of average or below average ability with most of the indicators falling on or below the various averages. In year 9, however, the position changes dramatically with the sustained improvement over the last few years continuing to be demonstrated in results which are largely above the various averages. These observations and comparisons can also be clearly seen in the graphs below although the graph does not show the improvements referred to above.

#### **Year 7 NAPLAN Averages for 2016**

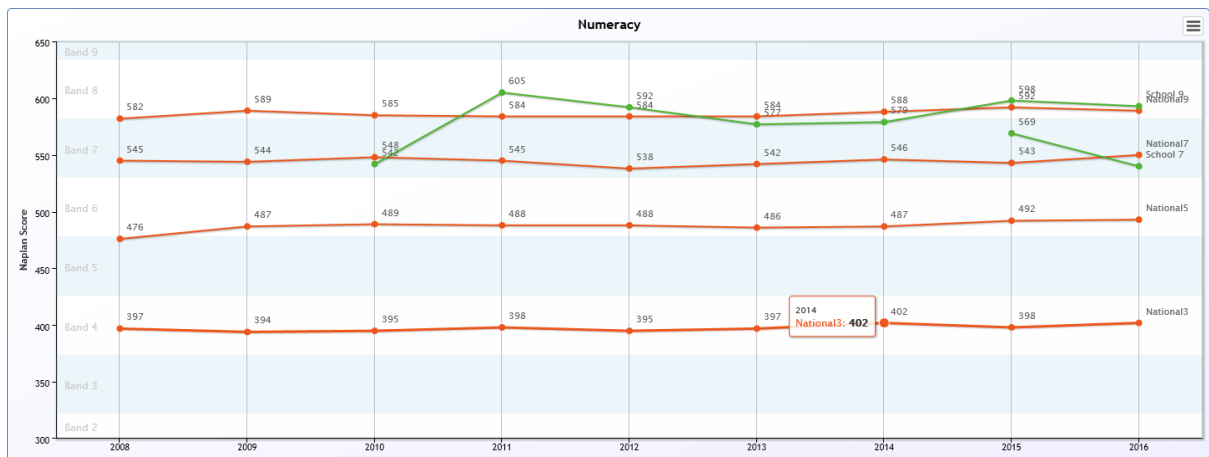


## Year 9 NAPLAN Averages for 2016





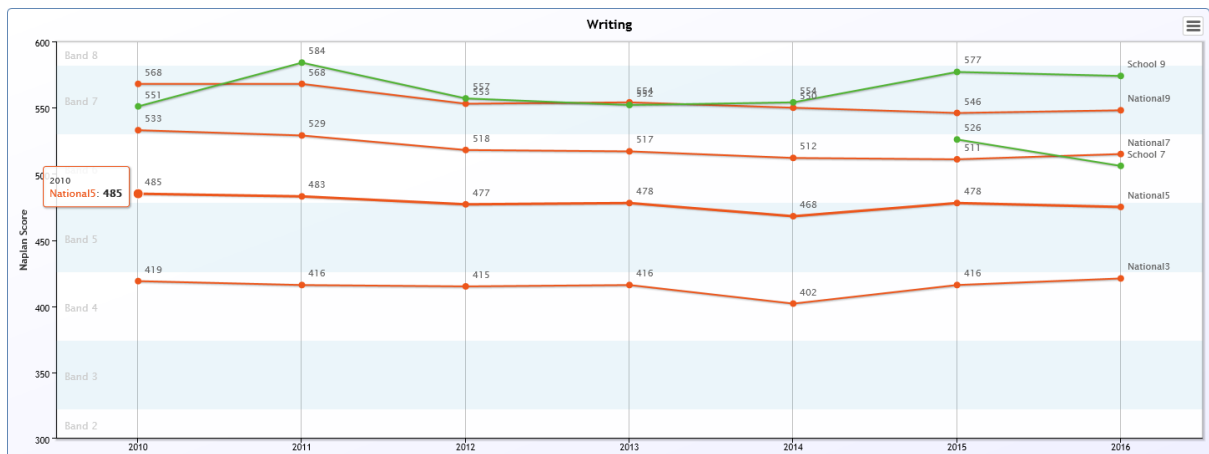
## Year 7 and 9 NAPLAN Over Time – Numeracy



## Year 7 and 9 NAPLAN Over Time – Reading



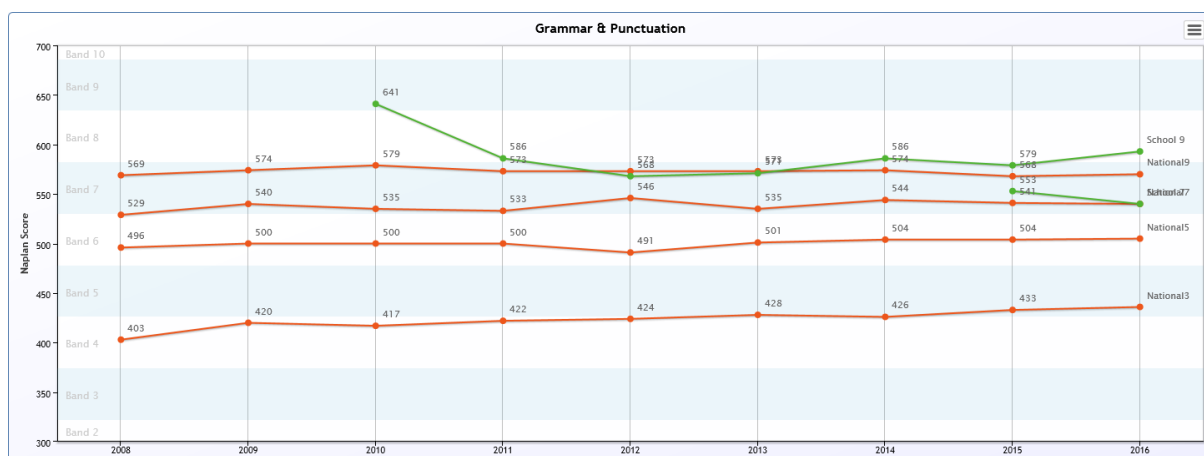
## Year 7 and 9 NAPLAN Over Time – Writing



## Year 7 and 9 NAPLAN Over Time – Spelling



## Year 7 and 9 NAPLAN Over Time – Grammar and Punctuation



What stands out from the graphs of performance over time is the improvement in performance of the Year 9 cohort and the fall in standard of students being admitted to the School in Year 7. The careful attention to students with learning difficulties and a focus on basic numeracy and literacy will address the issue of lower levels of ability on intake. The improvements in performance in Year 9 over the years also shows the efficacy of these approaches, and the value of investment in staff appraisal and professional development.

## 6. EACS NAPLAN Gender Scores

Year 7	EACS Male Mean	EACS Female Mean
Numeracy	543	537
Reading	544	538

Writing	489	524
Spelling	513	524
Grammar & Punctuation	532	550

<b>Year 9</b>	EACS Male Mean	EACS Female Mean
Numeracy	605	579
Reading	625	603
Writing	565	586
Spelling	586	583
Grammar & Punctuation	598	587

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>Year 7</b>		<b>MALES</b>	<b>FEMALES</b>	<b>TOTAL</b>	<b>%</b>
<b>Numeracy</b>	Above	10	10	20	49
	At	2	2	4	10
	Below	9	8	17	41
<b>Reading</b>	Above	9	10	19	48
	At	3	1	4	10
	Below	9	8	17	42
<b>Writing</b>	Above	6	10	16	40
	At	5	3	8	20
	Below	9	7	16	40
<b>Spelling</b>	Above	7	9	16	42

	At	1	0	1	3
	Below	2	9	21	55
<b>Grammar &amp;</b>	Above	10	10	20	49
<b>Punctuation</b>	At	3	4	7	17
	Below	8	6	14	34

The wide spread of ability of the Year 7 intake is, again, shown clearly with a significant proportion of students falling below the national minimum standard. There is no significant difference in the performance of boys and girls with the exception, perhaps, of girls being a little stronger at writing and weaker in spelling.

<b>Year 9</b>		<b>MALES</b>	<b>FEMALES</b>	<b>TOTAL</b>	<b>%</b>
<b>Numeracy</b>	Above	11	18	29	91
	At	1	2	3	9
	Below	0	0	0	0
<b>Reading</b>	Above	12	16	28	91
	At	0	2	2	6
	Below	0	1	1	3
<b>Writing</b>	Above	8	16	24	75
	At	4	4	8	25
	Below	0	0	0	0
<b>Spelling</b>	Above	10	16	26	87
10	At	1	2	3	10
	Below	1	0	1	3
<b>Grammar &amp;</b>	Above	10	16	26	81
<b>Punctuation</b>	At	2	4	6	19
	Below	0	0	0	0

The strength of the cohort can, again, be seen clearly with no real difference between girls and boys.

## 7. WACE RESULTS

In the 2015 diet of examinations our students fared better overall (and individually) than the previous year's cohort. Of the 12 students in Year 12 all achieved their WACE qualification. The median ATAR score also rose to 55.2% from 51% which is, however, still some way sort of the State median of 79.10%. More pleasingly more of our students did perform at notably higher levels than last year with half the ATAR cohort scoring above 55 compared with last year's 11%. Three students scored 60 or above, the level usually associated with university entrance; only one student managed this last year. One student achieved the highest score of 75.65 (last year's highest was 59.45) and can access a place at UWA; all other students who sat ATAR courses will be able to access courses at university should they wish.

Unusually, perhaps, we had, again, a very high percentage of the Year 12 cohort completing ATAR courses as part of their WACE qualification: some 83% of our students did so. This is consistent with our approach to date of encouraging such participation. The downside of this approach has been a number of students completing such courses who might, in other schools, have been following a non-ATAR path. We have, therefore, made some progress on the path towards higher levels of achievement in Year 12 consistent with the State mean, and realistic course selection.

Our small cohorts are at some disadvantage when the results are standardised and moderated by SCSA. This is a matter which is being raised at the highest levels of SCSA and State government as the system is not treating our students as fairly as they should be.

## **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 which has been enhanced by the introduction of our community service programme.

Support three children in less developed countries - one per house

Support for Cancer Care through *Biggest Morning Tea, National Bandana Day and Daffodil Day*

Support for *Canteen*

Support for *RFDS*

Regular beach-clean activity

Tree planting in the local community

Participation in Esperance Music Festival

Public exhibition of students' artwork

Active involvement in NAIDOC week

One student on Rotary Youth Exchange from Brazil

The School welcomed some 15 Japanese students and teachers for a ten-day exchange

Students involved in Cliffs Mining's work experience week at an iron-ore mine

Participation in Anglican Wildflower Festival - music and artwork

Participation in the Anglican Parish Fete

Students involved in a student-written review produced in the local theatre

Participation in the Perth International Arts Festival

Running a breakfast club in a local primary school

Coaching cricket to primary school students

Participation in Country Week in Perth

## **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 again undertook a major exercise in surveying its parent body in mid 2016 and a copy of this report is available on the website and a summary presented below. We had an excellent (well above the average) rate of response of around 40% which revealed a very positive picture indeed: the School scored well above the national norms for both government and private schools in all respects which was really inspiring. Of course we do not want to be conceited or complacent about this for there are still areas where we feel we can improve. To this end the views of students, parents and staff have been garnered, and have been incorporated in this year's School Plan which provides our road map for the year ahead and, indeed, beyond.

## **SUMMARY OF PARENT SURVEY**

Data obtained from report produced by:

National School Surveys

62 Wellington Pde,

## Esperance Anglican Community School's Results (N=61) compared with National Representative Sample (N=10,000)

Your school's results have been compared with the National Benchmark Means, which are derived from a representative sample of parents within schools in Australia. The final column shows the difference between Esperance Anglican Community School's 2016 results and the benchmark. Green percentage scores indicate that your school is higher than the benchmark.

Key Area	Benchmark	2016 Esperance Anglican Community School Mean	Difference between 2016 EACS Mean and benchmark
1. Guidance and Support	72.3%	81.6%	+9.3%
2. School Environment	73.3%	87.8%	+14.5%
3. Teacher Quality	68.4%	75.7%	+7.3%
4. School Curriculum	70.3%	76.7%	+6.4%
5. Learning Opportunities	71.7%	83.3%	+11.6%
6. Personal Development	70.6%	77.2%	+6.6%
7. Parent Communication	67.6%	77.2%	+9.6%
8. Technology and Resources	74.3%	83.7%	+9.4%
9. Leadership and Management	69.3%	86.8%	+17.5%
OVERALL	70.9%	81.1%	+10.2%

## Esperance Anglican Community School's Results (N=61) compared with National Representative Sample (N=5,000)

Your school has been compared with a sample of 5,000 parents who have completed the Parent Opinion Survey and are from the following school type:

- Independent Schools within Australia

The following table displays your school in comparison to the selected National School Surveys benchmark data, which is a representative sample of 5,000 parents with children attending Independent Schools in Australia. The final column shows the difference between Esperance Anglican Community School's results and the Independent Schools Mean. Green percentage scores indicate that your school is higher than the benchmark.

Key Area	Independent Schools Mean	2016 Esperance Anglican Community School Mean	Difference between EACS Mean and Independent Schools Mean
1. Guidance and Support	74.8%	81.6%	+6.8%
2. School Environment	75.9%	87.8%	+11.9%
3. Teacher Quality	69.9%	75.7%	+5.8%
4. School Curriculum	70.4%	76.7%	+6.3%
5. Learning Opportunities	72.8%	83.3%	+10.5%
6. Personal Development	72.4%	77.2%	+4.8%
7. Parent Communication	66.9%	77.2%	+10.3%
8. Technology and Resources	75.8%	83.7%	+7.9%
9. Leadership and Management	69.7%	86.8%	+17.1%
OVERALL	72.1%	81.1%	+9.0%

### Your school's Top Strengths (compared with benchmark)

1.	Leadership and Management	There is effective leadership in the school.	+25.4%
2.	Leadership and Management	This school is well managed.	+23.7%
3.	Learning Opportunities	Class sizes are suitable for my child's learning needs.	+20.6%
4.	Parent Communication	I feel well-informed about school matters.	+19.8%
5.	School Environment	Students present themselves with pride.	+19.5%
6.	Learning Opportunities	This school provides plenty of opportunities for all students to participate in co-curricular activities.	+17.5%
7.	School Environment	This school provides an inviting atmosphere to family members.	+16.0%
8.	Teacher Quality	I have access to my child's teacher(s) when I feel the need to contact them.	+14.9%
9.	Leadership and Management	My concerns are taken seriously by the school's leaders.	+14.8%
10.	School Environment	This school is kept clean and tidy.	+14.5%

### Your school's Top Areas for Improvement (compared with benchmark)

The information below are suggestions by National School Surveys. Please note that your school was higher than the benchmark for **all** items. These results should be celebrated.

1.	Teacher Quality	My child's teachers are of a very high standard.	+1.7%
2.	Personal Development	The teachers help my child to be responsible for his/her own learning.	+1.8%
3.	Teacher Quality	Teachers recognise and reward my child's personal improvement.	+2.9%
4.	Learning Opportunities	My child is encouraged to achieve high results.	+3.6%
5.	School Curriculum	This school provides a wide variety of classwork that suits my child's needs.	+3.9%
6.	Personal Development	I have seen positive changes in my child as a result of the school's emphasis on character development.	+4.8%
7.	Teacher Quality	My child's learning needs are being met by teachers.	+5.0%
8.	Technology and Resources	Teachers appear to keep up with advancing technology.	+5.1%
9.	School Curriculum	The standard of schoolwork expected is appropriate for my child's age.	+5.2%
10.	Learning Opportunities	My child is motivated to learn at this school.	+5.3%

### 10. School Growth and Development

The School has continued to grow in-line with the expectations contained in the Ten-Year Financial Plan.

The boarding operation moved into its second full year with a rise in students boarding from three to 12 – an increase of 300%. This has allowed the School to recruit from a much wider area in the Goldfields/Wheatbelt/Esperance region and has extended its involvement and influence in the wider community.

There is no question that EACS is now well-established and regarded very highly within the local community and, indeed, wider region. 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.



