



# Esperance Anglican Community School

A school of The Anglican Schools Commission Inc

## School Performance Report

For the period 1<sup>st</sup> January 2014 to 31<sup>st</sup> December 2014

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

## **2014 STAFF & TEACHING AREAS**

### **PRINCIPAL**

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

### **TEACHING STAFF**

Mrs. Amanda Abbott (Dance and Food Technology)  
Mrs. Jenny Biscoe (Art and Japanese)  
Ms. Cheryl Bottrell (Science)  
Mr. Iain Clark (Mathematics)  
Mr. Peter Grobler (Technology – wood)  
Mrs. Julie Hall (Science and Mathematics)  
Mrs. Nicole Harris (English)  
Ms. Marcia Leonard (Art & Media Studies)  
Mrs. Lisa Marquis (Food Technology and Children, Family & Community)  
Mr. Liam Newton (Science and Mathematics)  
Dr. Kate Riley English&History)  
Ms. Laura Salomone (PE, Outdoor Ed, Health & Mathematics)  
Mrs. Gail Saunders (Music)  
Mr. Phil Shelton (Technology – metals)  
Ms. Elizabeth Simes (English)  
Mrs. Beverley Stewart (SOSE, Science, Textiles)  
Mrs. Lyndel Taylor (English and Performing Arts)  
Mr. Geoffrey Usher (Religious Education)  
Ms. Fleta Walsh (PE, Outdoor Ed, Health & Art)  
Mrs. Sharelle Walter (English)  
Miss Esther Welsh (Mathematics)

### **CHAPLAIN**

The Revd Sally Buckley

### **EDUCATION ASSISTANTS**

Mrs. Christine Dowell (Learning Support Co-ordinator)  
Mrs Linda Bosworth (Learning Support and Technical Support)

### **ADMINISTRATION**

Mrs Lisa Stokes (Administrative Officer)  
Mrs. Michelle Fissioli (Administrative Assistant)

## SCHOOL COUNCIL

Mr. Peter Mead (*Chairman*)  
Mrs. Victoria Brown (*Deputy Chair*)  
Reverend Sally Buckley  
Mrs. Mary Hawkey  
Mr. David Rigney (*Treasurer*)  
Mr. Douglas Swingler

## STAFFING

### 1. Staff Attendance

Overall there were 46 days of staff absence which for all staff over a full teaching year of 40 weeks produces an absentee rate of 1.2% which indicates the high level of commitment from staff. In addition the loss of days to sickness fell by a third compared to 2013 although, sadly, bereavement contributed more days to absence.

Leave	Days
Paid sick	18
Family	13
Bereavement	11
Personal Leave	4
Workers Compensation	0
Total	46

### 2. Staff Employment

In 2013 Esperance Anglican Community School employed a full-time Principal, 12 full-time teachers, and nine part-time teachers. The total staffing Full Time Equivalent in 2014 was of the order of 19 FTE.

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

### 3. Teaching Staff, Academic Qualifications

Qualification	%
Doctorate	5
Masters	10
Post Graduate Diploma	95
Bachelor	85
Advanced Diploma and Diploma	20

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

In 2014 there was 100% teacher participation in professional development and learning. A total of approximately \$8,500 was spent in this area representing a doubling of expenditure on this aspect. This represents an approximate average expenditure of \$450 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 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 2014 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 94% for the four terms of 2014. 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	94.76
Year 9	92.76
Year 10	94.54
Year 11	94.52
Year 12	96.04

### 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. Documented 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 2014 gives a striking picture of the breadth of opportunity available to our students

Table-tennis	Assistance with Anglican Church Fete
Surfing	Assistance with Anglican Wildflower Festival
Swimming	Participation in community art projects
Lifesaving	Participation in film-making for road safety
Beach fitness	Environmental projects – weeding, planting and litter collection
Drama	Athletics
Homework Club	Soccer
Individual music lessons	Metalwork
Band	Chess
Choir	Camps for Years 8-11
Cross-country	Leadership retreat for Year 11/12
Football	Science week
Robotics	Mathematics club
Italian Club	University seminars
Bible Study	<i>Leeuwin</i> Adventure Voyages
Fieldwork – biology & geography	

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 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 2014. A more detailed analysis of the 2014 NAPLAN results for our Year 9 cohort is provided below.

### 4. Executive Summary

The EACS 2014 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](https://valuate.ais.wa.edu.au)*

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

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

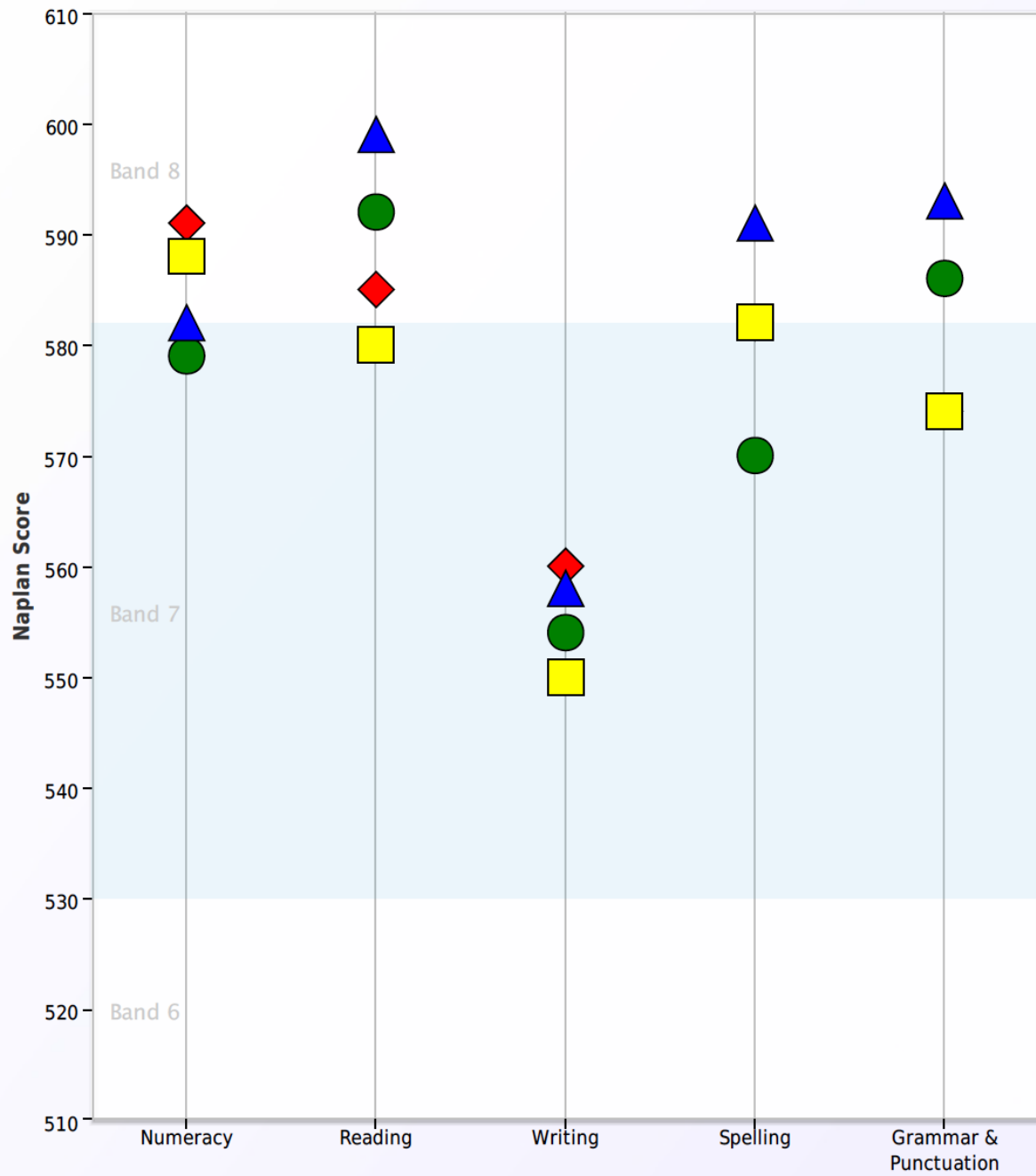
YEAR 9	EACS SCHOOL MEAN	WA STATE MEAN	AUSTRALIAN MEAN	SIMILAR SCHOOLS
Numeracy	579	591	588	599
Reading	592	585	580	591
Writing	554	560	550	558
Spelling	570	582	582	591
Grammar & Punctuation	586	574	574	593

\*Each result reports the mean scaled NAPLAN score

These observations and comparisons can also be clearly seen in the graph below although the graph does not show the improvements referred to above.

## Naplan Averages for 2014

Year 9



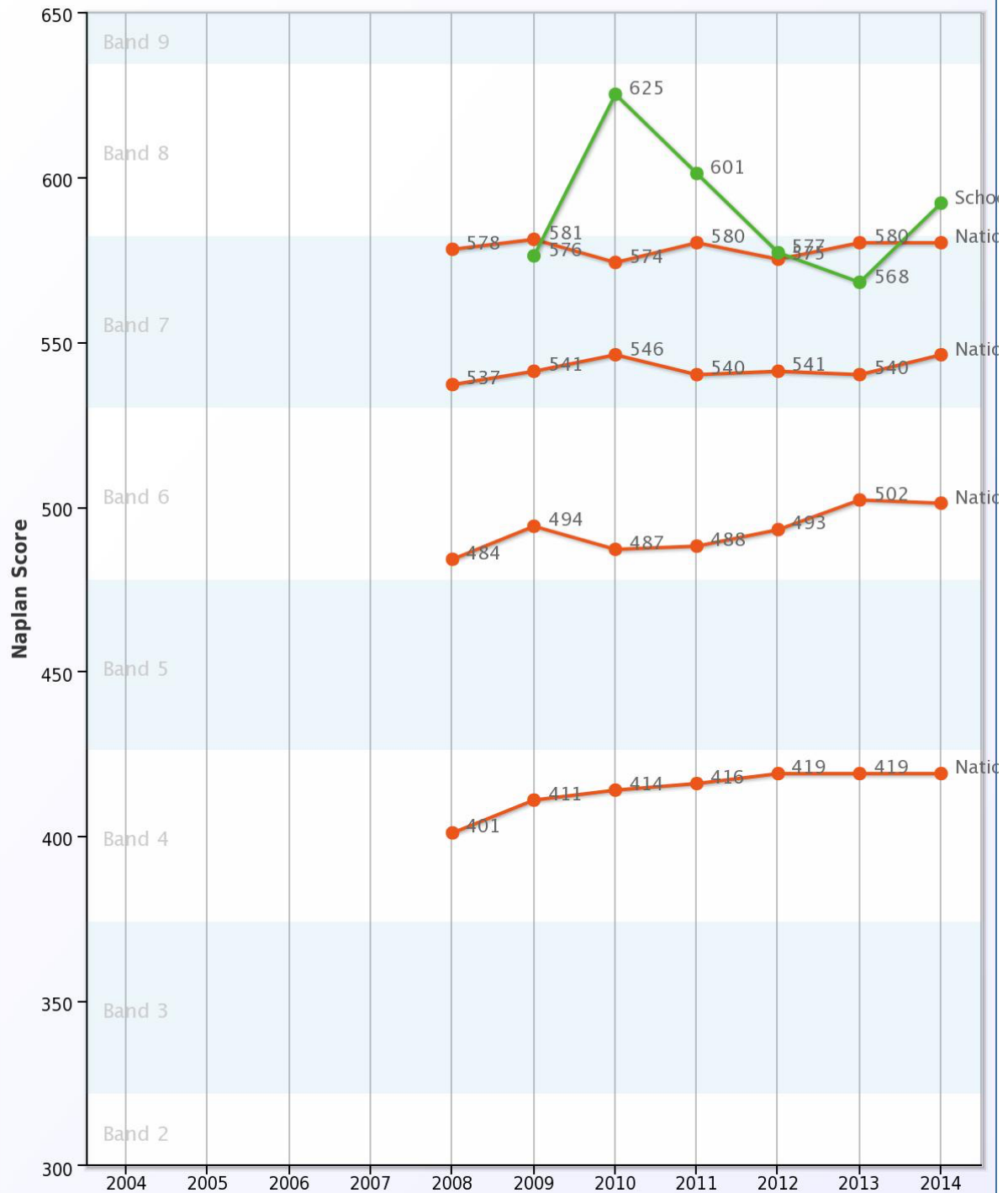
● School    ◆ State    □ National    ▲ Similar

## Numeracy

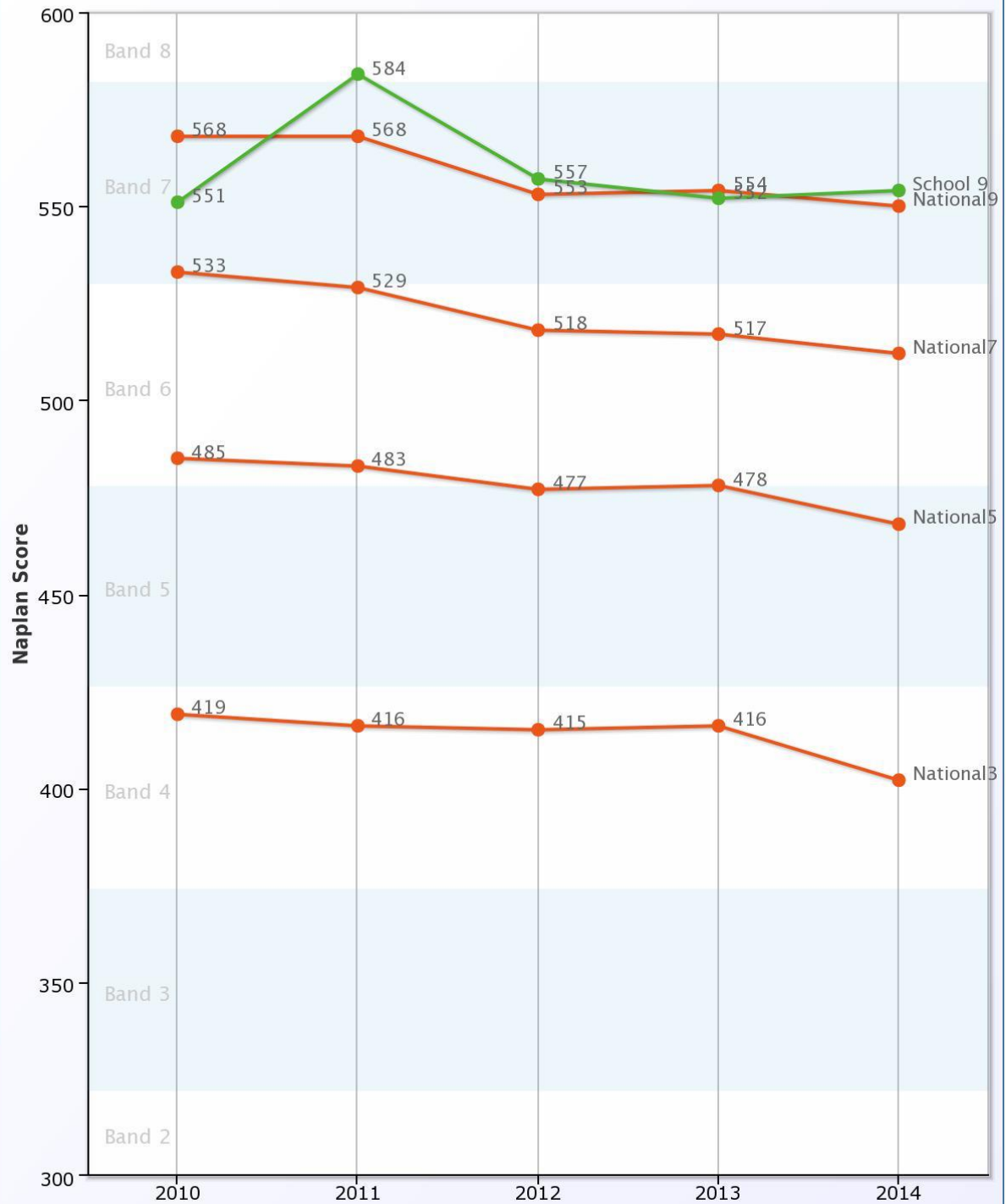




## Reading



## Writing





## Grammar & Punctuation

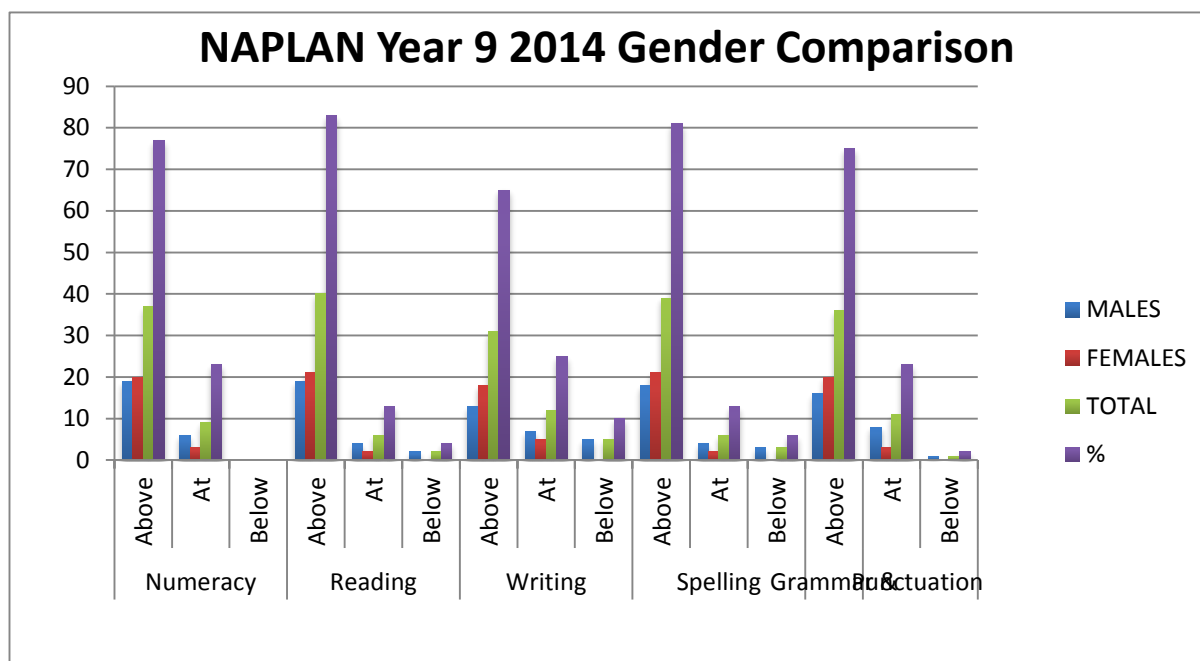


## 6. EACS NAPLAN Gender Scores

	EACS Male Mean	EACS Female Mean
Numeracy	577	582
Reading	581	605
Writing	534	577
Spelling	544	599
Grammar & Punctuation	566	608

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	%
<b>Numeracy</b>	Above	19	20	37	77
	At	6	3	9	23
	Below	0	0	0	0
<b>Reading</b>	Above	19	21	40	83
	At	4	2	6	13
	Below	2	0	2	4
<b>Writing</b>	Above	13	18	31	65
	At	7	5	12	25
	Below	5	0	5	10
<b>Spelling</b>	Above	18	21	39	81
	At	4	2	6	13
	Below	3	0	3	6
<b>Grammar &amp; Punctuation</b>	Above	16	20	36	75
	At	8	3	11	23
	Below	1	0	1	2



The graph and table above show high percentages of students achieving above the national standard; it is also encouraging to see very low numbers of students below the minimum standard. Girls and boys are showing similar patterns of achievement with girls slightly ahead in literacy components. Overall 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

All nine Year 12 students achieved their WACE – a 100% pass rate which was encouraging. Eight students sat ATAR courses representing a high level of participation at 89%. In hindsight the ability level of the group was not strong enough to warrant such a level of participation as the ATAR results for all candidates were well below the State average. This notwithstanding it was encouraging to see seven of the ATAR students gaining places at the universities of their choice with the various access schemes assisting in the process.

More rigorous selection of courses and a focus on the whole process of teaching, learning and assessment in Year 12 should see improvements in the results in 2015. This whole process is a refinement of best practice based on the School's growing experience with Year 11 and 12 courses.

## 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, 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 to Italy

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 APEX teen fashion show

Participation in Anglican Wildflower Festival - music and artwork  
Students involved in the inaugural drama production of *Lockie Leonard* produced in the local theatre

## 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 in surveying its parent body at the end of 2014 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 42% 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,  
East Melbourne, VIC, 3002  
Ph: (03) 9419 7172  
Email: [info@schools-surveys.com.au](mailto:info@schools-surveys.com.au)  
Web: [www.schools-surveys.com.au](http://www.schools-surveys.com.au)

## Esperance Anglican Community School's Results (N=44) 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 results and the National Benchmark. Green percentage scores indicate that your school is higher than the benchmark.

Key Area	Benchmark	Esperance Anglican Community School Mean	Difference between Esperance Anglican Community School Mean and Benchmark
1. Guidance and Support	72.3%	81.4%	+9.1%
2. School Environment	73.3%	85.4%	+12.1%
3. Teacher Quality	68.4%	71.9%	+3.5%
4. School Curriculum	70.3%	72.1%	+1.8%
5. Learning Opportunities	71.7%	81.4%	+9.7%
6. Personal Development	70.6%	78.3%	+7.7%
7. Parent Communication	67.6%	74.2%	+6.6%
8. Technology and Resources	74.3%	82.8%	+8.5%
9. Leadership and Management	69.3%	82.0%	+12.7%
OVERALL	70.9%	78.8%	7.9%

## Esperance Anglican Community School's Results (N=44) 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	Esperance Anglican Community School Mean	Difference between Esperance Anglican Community School Mean and Independent Schools Mean
1. Guidance and Support	74.8%	81.4%	+6.6%
2. School Environment	75.9%	85.4%	+9.5%
3. Teacher Quality	69.9%	71.9%	+2.0%
4. School Curriculum	70.4%	72.1%	+1.7%
5. Learning Opportunities	72.8%	81.4%	+8.6%
6. Personal Development	72.4%	78.3%	+5.9%
7. Parent Communication	66.9%	74.2%	+7.3%
8. Technology and Resources	75.8%	82.8%	+7.0%
9. Leadership and Management	69.7%	82.0%	+12.3%
OVERALL	72.1%	78.8%	+6.7%

## Executive Summary

Parents at Esperance Anglican Community School showed the highest levels of satisfaction with the areas of School Environment and Technology and Resources and the lowest levels with the areas of Teacher Quality and School Curriculum.

Compared with the overall benchmark which consisted of a representative sample across Australia of 10,000 parents' responses, your school was:

- Considerably higher than the overall benchmark for each of the key areas
- Overall, your school was 7.9% higher than the national benchmark

Esperance Anglican Community School was compared with specific benchmarks which consisted of a representative sample across Australia of 5,000 parents' responses, who had children attending Independent Schools across Australia. Your school was:

- Considerably higher than the Independent Schools benchmark for each of the key areas
- Overall, your school was 6.7% higher than the selected benchmark of Independent Schools within Australia.



## **10. School Growth and Development**

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

Construction started during the year on a new 40-bed boarding house which will cement the ethos of the School as well as attract students from a wider area hitherto not open to the School. A new nine-classroom and amenities block was also begun. The support of the Anglican Schools Commission and the governments of State and Federation is gratefully acknowledged for without this these projects would not have been feasible.

The School also went through the re-registration process with DES and was granted four more years of registration with no conditions attached – an endorsement of the standing of the School, and its continued growth and development.

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.