



ESPERANCE ANGLICAN COMMUNITY SCHOOL

A school of the Anglican Schools Commission Inc

School Performance Report

For the period 1st January 2017 to 31st December 2017

Esperance Anglican Community School

2017 STAFF & TEACHING AREAS

PRINCIPAL

Mr. P. Kerr Fulton-Peebles (Geography)

TEACHING STAFF

Mrs Amanda Abbott (Childcare, Food Science & Health)

Mr Nathan Abbott (IT Manager & Computer Science)

Ms Cheryl Bottrell (Chemistry, Biology & Science)

Mr Nicholas Boucher (Mathematics)

Mr Blair Castelli (Physical & Health Education, Outdoor Education, Aquatics & Science)

Mr Iain Clark (Deputy Principal, Mathematics & Business Studies)

Mr Kim Clayton (History & HASS)

Miss Andrea Collins (English & Art)

Mrs Melinda Ford (Mathematics)

Mrs Alison Grabowski (Accounting & Mathematics)

Miss Amelia Green (Geography & HASS)

Miss Georgia Gregory (English & Psychology)

Mr Peter Grobler (Design & Technology)

Mrs Julie Hall (Human Biology, Integrated Science & Science)

Mrs Nicole Harris (Italian & Big Picture)

Dr Damien Igoe (Physics, Science & Mathematics)

Mrs Marcia Leonard (Media Studies & Visual Art)

Mrs Lisa Marquis (Big Picture, Italian, Food Science & Carer & Enterprise)

Miss Laura Salomone (Health & Physical Education, Outdoor Education)

Mrs Gail Saunders (Music)

Mr Philip Shelton (Design & Technology, Craft & Visual Art)

Mrs Natalie Shipp (Living Independently, Craft, Food Science, Health & Physical Education, Big Picture)

Ms Lyndel Taylor (Drama, English)

Mr Geoffrey Usher (Religion)

Mrs Sharelle Walter (Business Studies, English, Information Technology & Health & Physical Education)

Mrs Lara Williams (HASS & Science)

CHAPLAIN

The Revd. Robert Day

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 (Head of Boarding)

Mrs Amanda Abbott (Head of Boarding)

Miss Amelia Green (Boarding Supervisor)

Mr Kim Clayton (Boarding Supervisor)

Mr Jesse Hall (Boarding Supervisor)

Miss Brodeine Bratten (Boarding Supervisor)

Mrs Rosemary Weckert (Canteen and Boarding House Catering)

Mrs Sharon Spain (Boarding House Catering)

Mrs Delcia Hubble (Boarding House Catering)

SCHOOL COUNCIL

Mrs. Victoria Brown (*Chair*)

Mr. David Rigney

Mr. Douglas Swingler

Mr. Peter Fox (*Treasurer*)

Mr. Mark Biven

Mrs. Monica Kerr

Ms. Renae Poot

Mr Philip Goldsworthy

STAFFING

1. Staff Attendance

Overall there were 212 days of staff absence, which for all staff over a full teaching year of 40 weeks produces an absentee rate of 4.8% which indicates the high level of commitment from staff despite a higher level of unavoidable illnesses.

Leave	Days
Personal Leave	168.9
Bereavement	0
Unpaid Leave	42.9
Workers Compensation	0
Total	211.8

2. Staff Employment

In 2017 Esperance Anglican Community School employed a full-time Principal, 13 full-time teachers, and 13 part-time teachers. The total staffing Full Time Equivalent in 2017 was 21.925 FTE.

In addition four casual Instrumental Music Specialists were employed for 24 hours per week and we benefited from the service of a counsellor for one morning per week

3. Teaching Staff, Academic Qualifications

Qualification	%
Doctorate	4
Masters	13
Post Graduate Diploma	95
Bachelor	85
Advanced Diploma and Diploma	24

4. Expenditure on Teacher Professional Development and Learning

In 2017 there was 100% teacher participation in professional development and learning. A total of approximately \$32,869 was spent in this area. This represents an approximate average expenditure of \$1500 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. We also began training on the *Big Picture* programme a new initiative, which promotes a highly personalised, student-centred education that complements our philosophy so well.

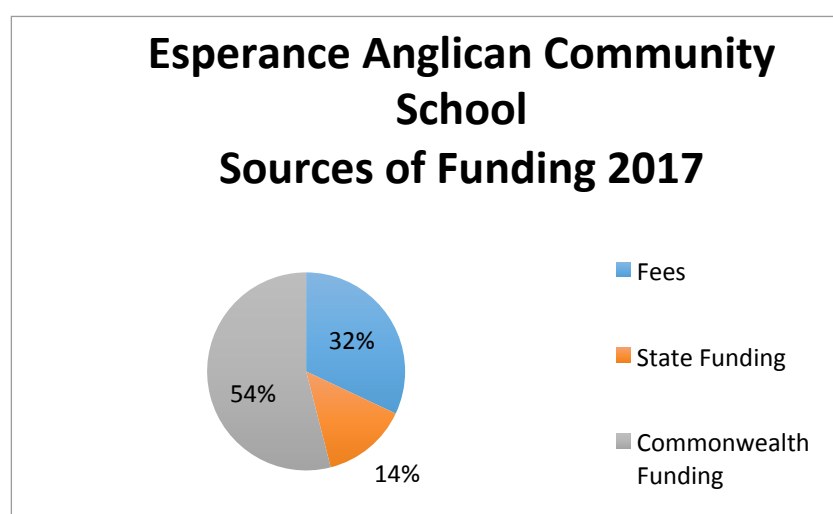
This was in addition to a school-based professional development programme delivered in the work place. The School had six professional development days allocated in the 2017 school year:

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.

5. Sources of Funding



KEY STUDENT OUTCOMES

1. Student Attendance

The average student attendance rate for Esperance Anglican Community School was approximately 90.91% for the four terms of 2017. The school considers an average absentee rate of 90.91% 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	94%
Year 8	92.5%
Year 9	91%
Year 10	89%
Year 11	91%
Year 12	88%

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 2017 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

Robotics

Italian Club

Bible Study

Fieldwork – biology & geography

Assistance with Anglican Church Fete

Assistance with Anglican Wildflower Festival

Participation in community art projects

Participation in film-making for road safety

Environmental projects – weeding, planting and
litter collection

Athletics

Soccer

Metalwork

Chess

Camps for Years 7-11

Leadership retreat for Year 11/12

Science week

Mathematics club

University seminars

Leeuwin Adventure Voyages

Duke of Edinburgh Award

Information regarding the School's extensive co-curricular and pastoral care programmes are provided routinely through the publication of '*The Community Insight*', the School's weekly newsletter and through the school website 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). The School also developed a Facebook page and associated on-line presence.

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 7 and 9 cohorts. As the School has grown so too has the size of the Year 7 and 9 cohorts 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 consolidation and improvements in the achievement of students in the Year 7 and 9 cohorts of 2017.

A more detailed analysis of the 2017 NAPLAN results for our Years 7 and 9 cohorts is provided below.

4. Executive Summary

The EACS 2017 NAPLAN results indicate that the School continues to demonstrate steady improvement with our students achieving standards at or just above the mean level. This is gratifying as the School is non selective in its intake and has spent much time and resources on working with students to allow them to achieve to the highest level possible, often above expectations.

The graphs and tables that follow illustrate the detail which lies behind this summary.

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

Means Comparison (national, state, school)

Numeracy	Year 7 2017	Year 9 2017	Reading	Year 7 2017	Year 9 2017	Spelling	Year 7 2017	Year 9 2017
National mean:	554	592	National mean:	545	581	National mean:	550	582
State mean:	551	595	State mean:	539	583	State mean:	547	583
School mean:	545	605	School mean:	549	586	School mean:	548	574
	ON PAR	ABOVE		ON PAR	ON PAR		ON PAR	ON PAR

Grammar & Punctuation	Year 7 2017	Year 9 2017	Writing	Year 7 2017	Year 9 2017
National mean:	542	575	National mean:	513	552
State mean:	537	572	State mean:	509	556
School mean:	556	575	School mean:	508	554
	ABOVE	ON PAR		ON PAR	ON PAR

Assessment Area: Numeracy

	Year 7	Year 9
Number of students below National Minimum Standard (band 6)	9	2
Percentage of students below National Minimum Standard (band 6)	21%	6%
Number of students below OLNA pre-qualification benchmark (band 8)		12
Percentage of students below OLNA pre-qualification benchmark (band 8)		39%

Assessment Area: Reading

	Year 7	Year 9
Number of students below National Minimum Standard (band 6)	7	6
Percentage of students below National Minimum Standard (band 6)	16%	19%
Number of students below OLNA pre-qualification benchmark (band 8)		16
Percentage of students below OLNA pre-qualification benchmark (band 8)		52%

Assessment Area: Writing

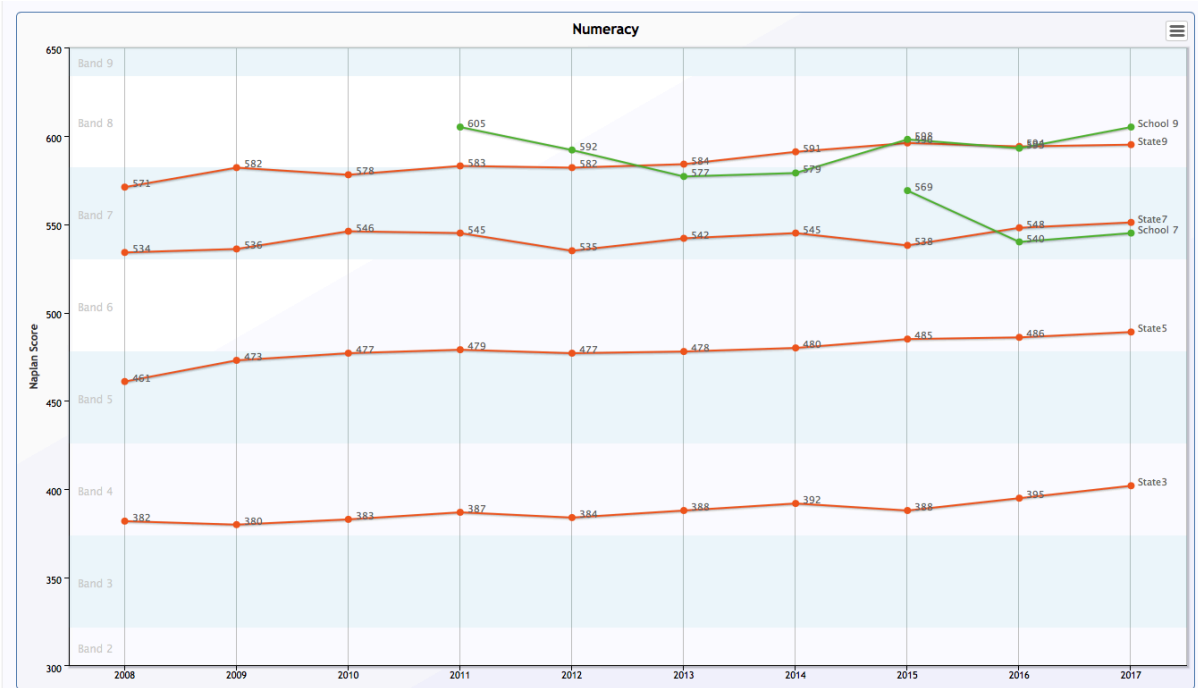
	Year 7	Year 9
Number of students borderline or below National Minimum Standard (band 6)	15	6
Percentage of students below National Minimum Standard (band 6)	35%	19%
Number of students below OLNA pre-qualification benchmark (band 8)		16
Percentage of students below OLNA pre-qualification benchmark (band 8)		52%

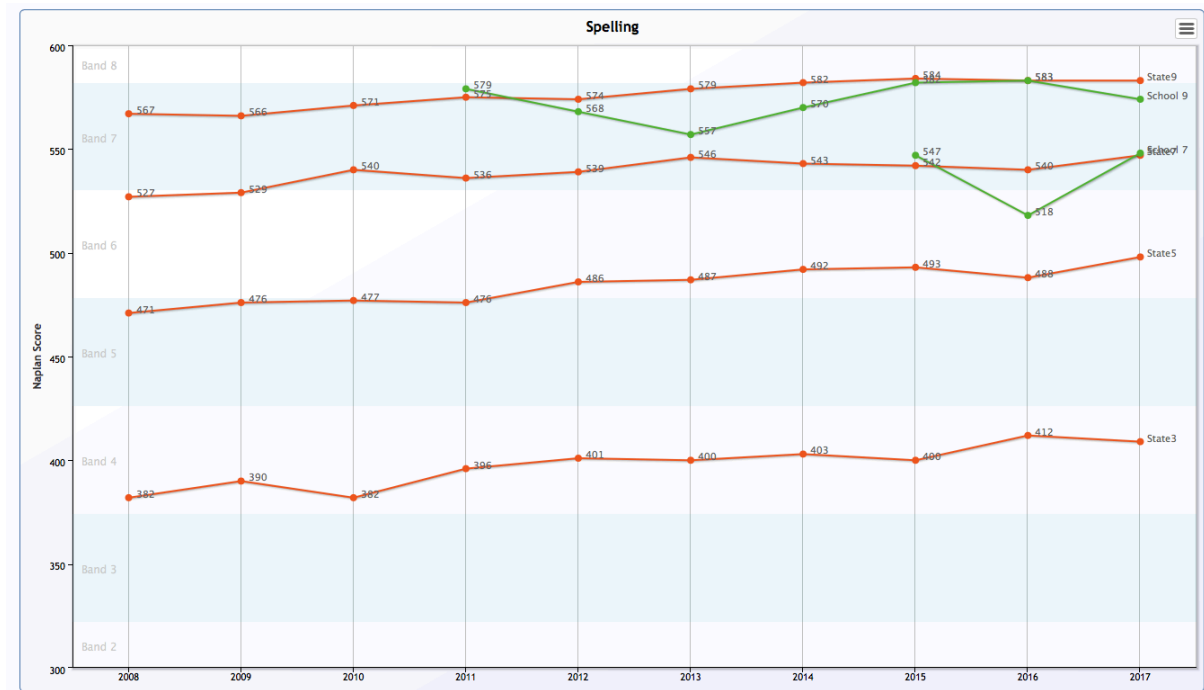
Assessment Area: Spelling

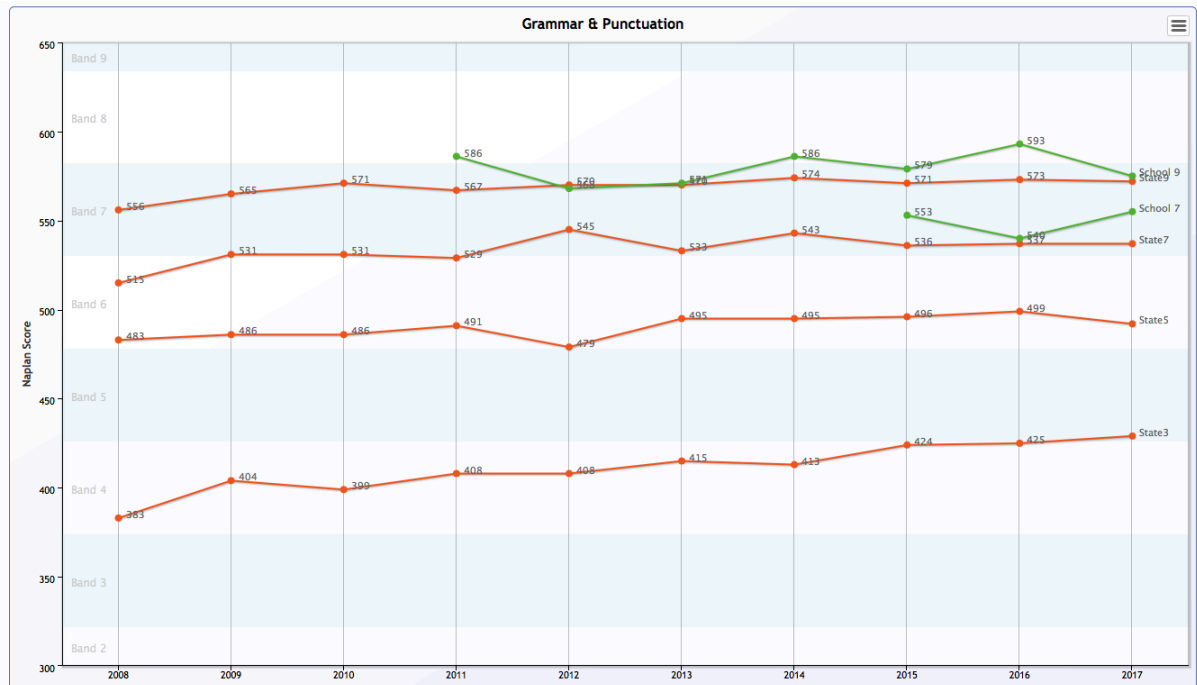
	Year 7	Year 9
Number of students below National Minimum Standard (band 6)	7	9
Percentage of students below National Minimum Standard (band 6)	16%	29%

Assessment Area: Grammar & Punctuation

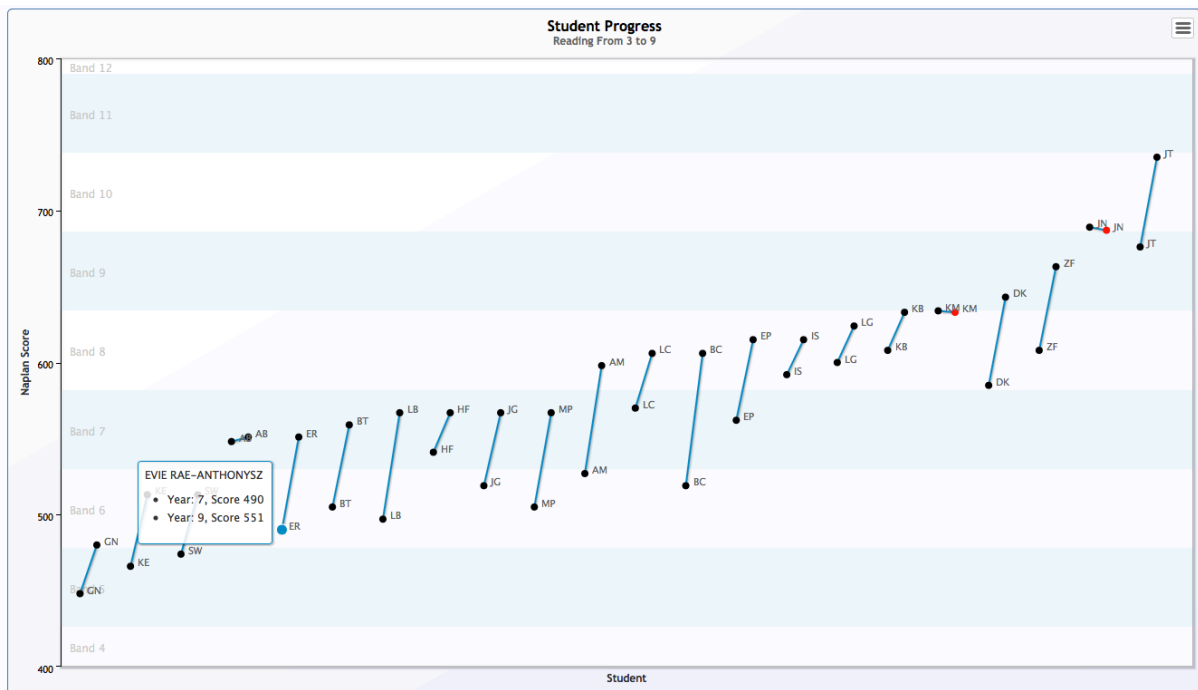
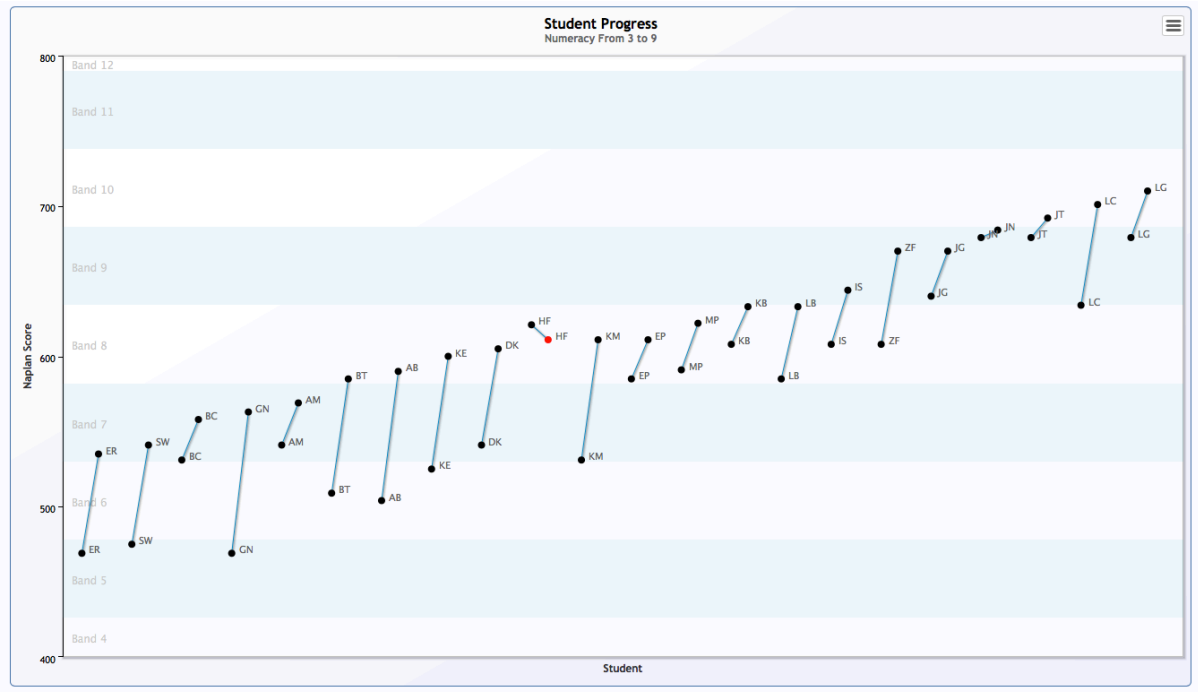
	Year 7	Year 9
Number of students below National Minimum Standard (band 6)	4	5
Percentage of students below National Minimum Standard (band 6)	9%	16%

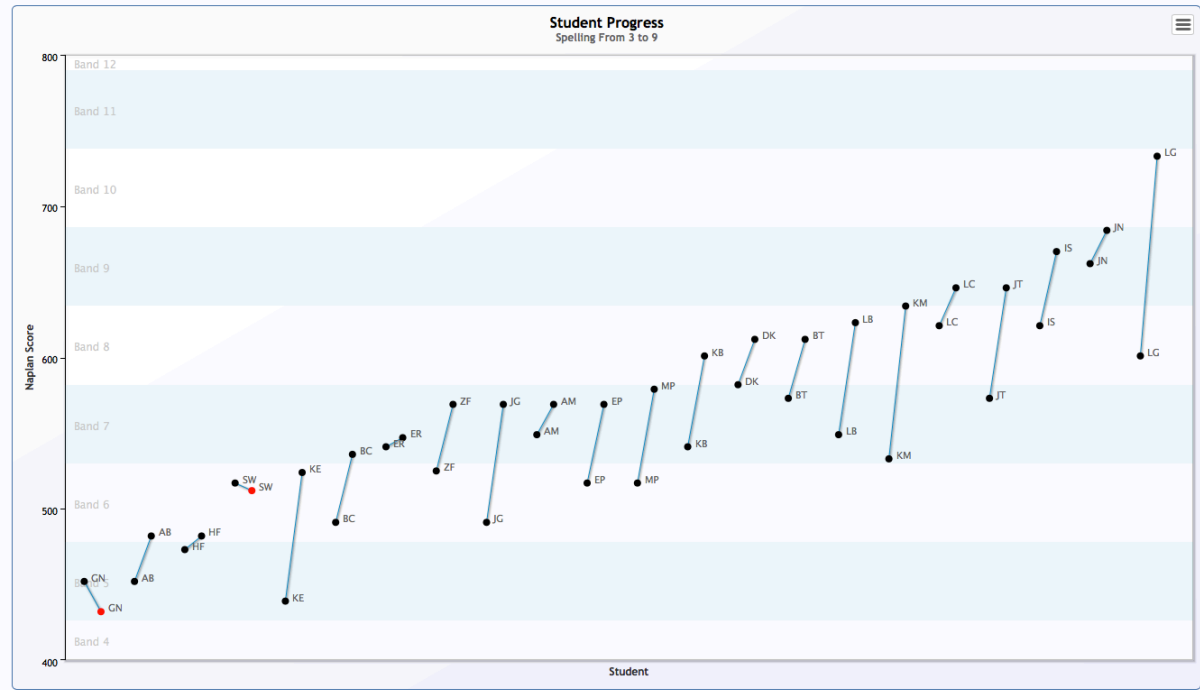
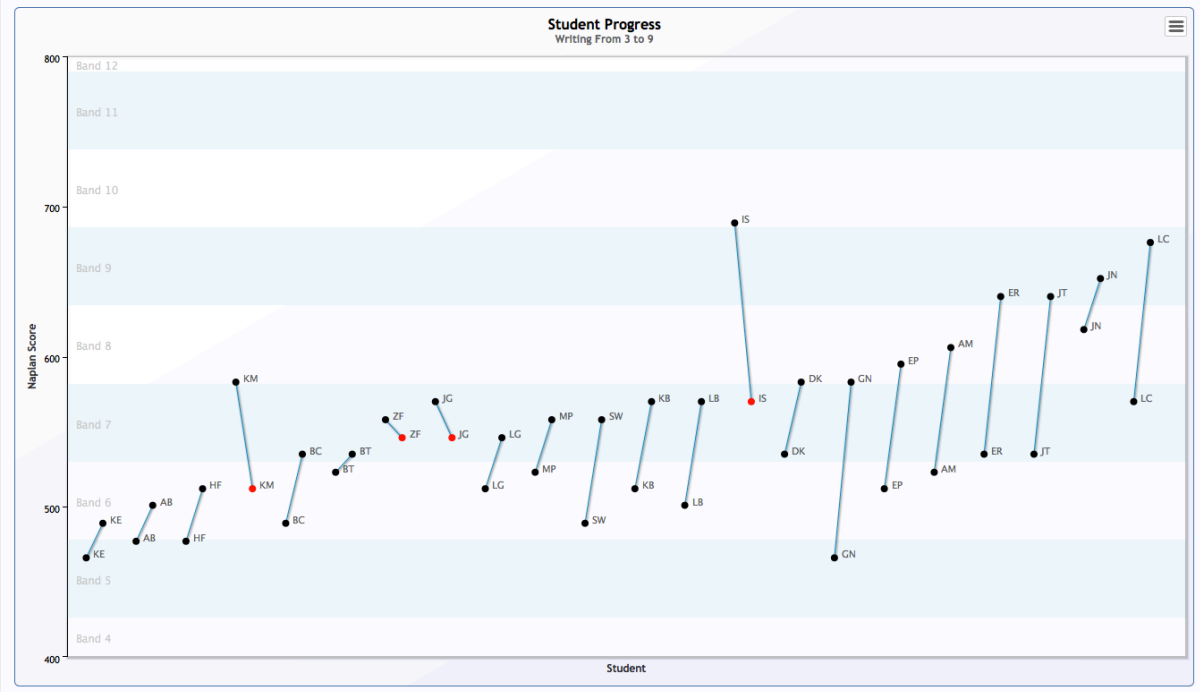


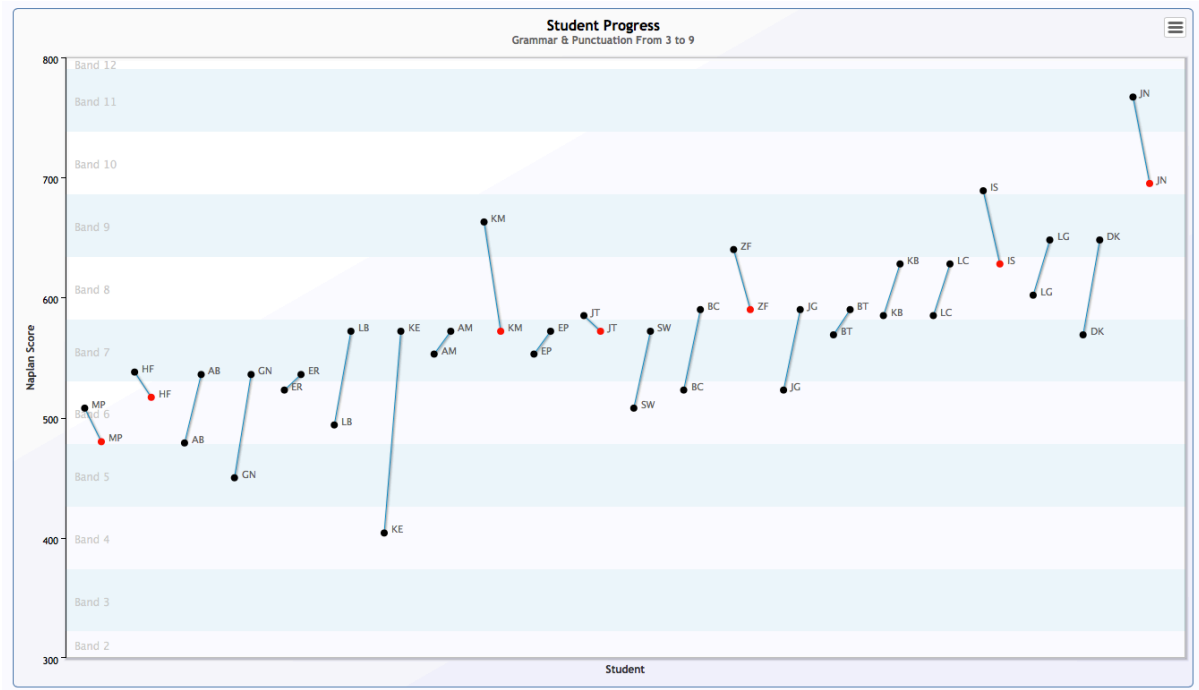




It is also interesting to observe how individual students have progressed between Years 7 and 9 as this is the first year we have this data available to us. Students would be expected to improve by the order of 0.75 of a band between Years 7 and 9 in the period 2015-2017. As the graphs show we do seem to have 'added' value as students have often gained more than this in most of the aspects. Changes in high performing students may be less significant as the range of questions available to test their skills is limited: making an error on one question would have a disproportionate effect.



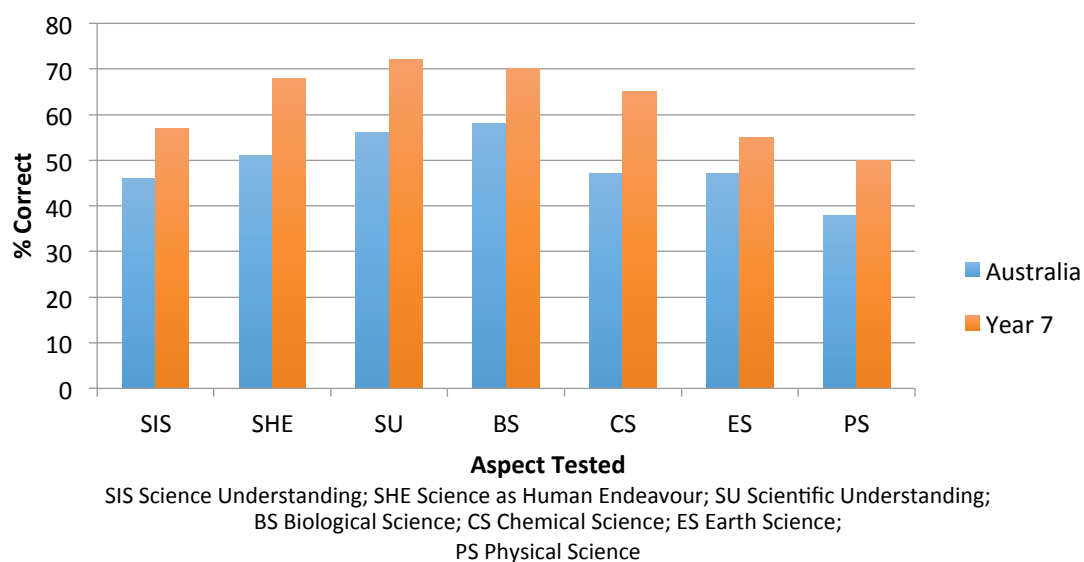




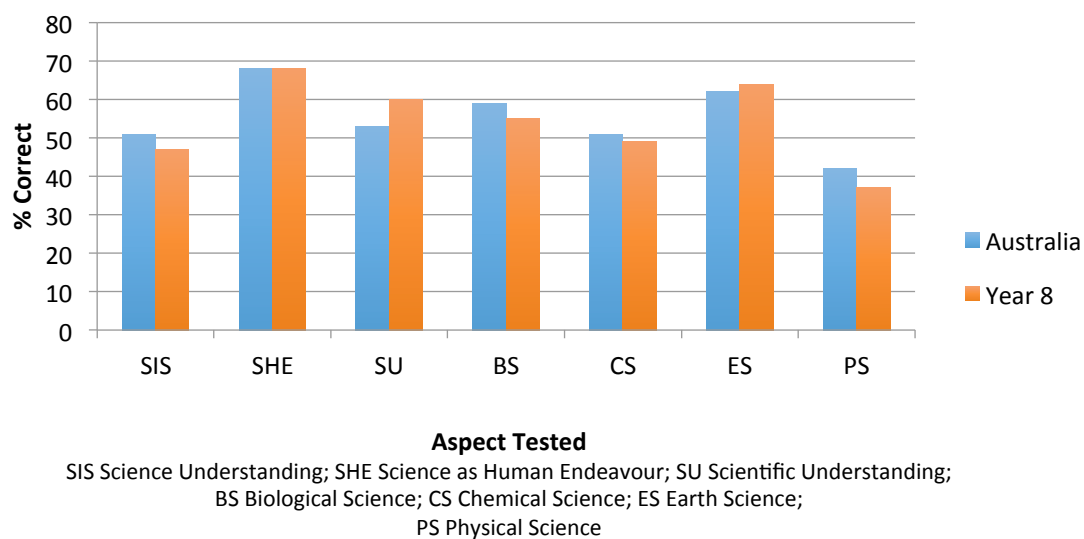
6. AUSTRALIAN SCIENCE COMPETITION

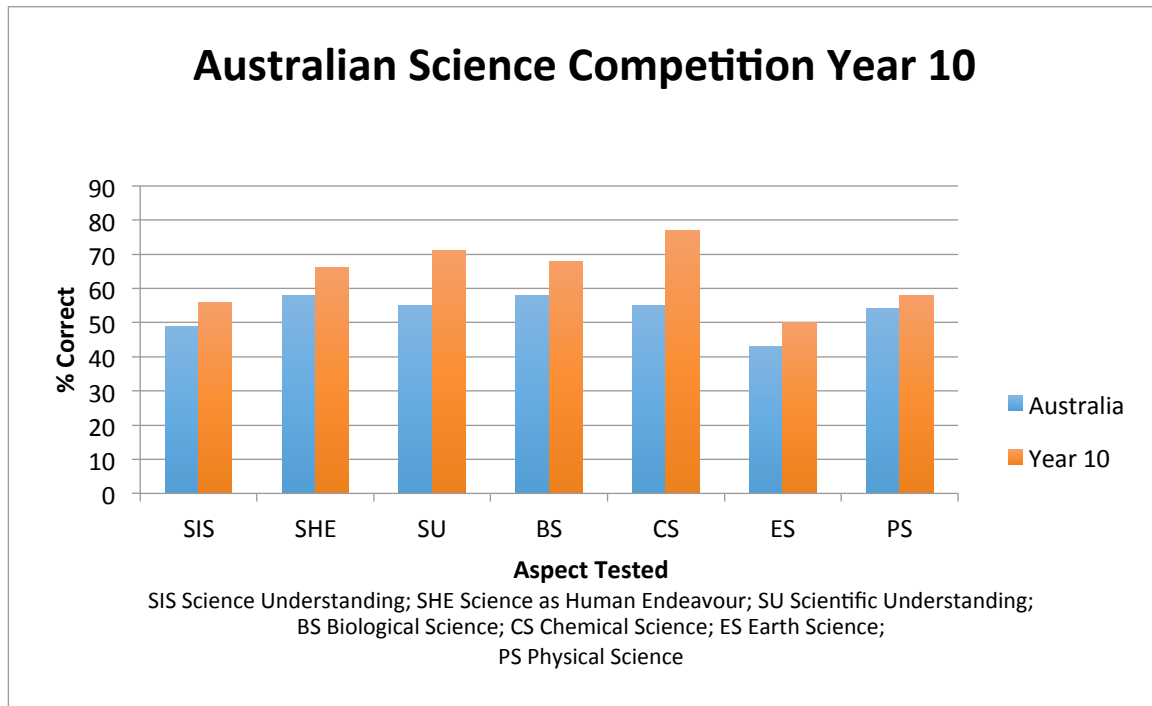
We also hear a lot about the woeful state of science education but I venture that we are making significant inroads in to the apparent lack of interest and success in such subjects. For example: we run two science clubs, a robotics activity and ensure that fieldwork is an integral part of our science programmes. A recent national science competition also showed that our students are faring well compared to national standards, as the graphs below indicate.

Australian Science Competition Year 7



Australian Science Competition Year 8





7. WACE RESULTS

The class of 2017 had much to be pleased about: they achieved the School's best-ever ATAR results, with one student gaining a score of 94.55 and another 91.10; one more was close behind, in the high 80s. Nearly a fifth of the mixed-ability cohort gained scores above 80 and the overall mean score has risen again. In addition, and prior to the release of the results, four students had gained offers of places from Notre Dame University based on the quality of their portfolio work. Yet others will attend through introductory courses accessible to ATAR candidates. EACS does not select its ATAR candidates on ability, preferring to give them the chance of gaining a place at university if they are motivated to do so. This approach continues to work well for our students: all of those who made an application to university will have the opportunity to attend next year, and two will do so at UWA. Complementing the application of these students our ATAR teachers have also undergone professional development and have gained impressive expertise in the delivery and assessment of the courses.

Our small cohorts are at some disadvantage when the results are standardised and moderated by SCSA. This is a matter that 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, although some changes in practice have helped.

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. Indeed, service learning became established more formally as part of the education we provide. 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

One student on Rotary Youth Exchange from Belgium

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 2017 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 32% 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. Indeed, we also showed improvements in each of the key areas. 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

Web: www.schools-surveys.com.au

Esperance Anglican Community School's Results (N=59) 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 2017 results and the benchmarks. Green percentage scores indicate that your school is higher than the benchmark.

Key Area	Benchmark	2017 EACS Mean	Difference between 2017 and 2016 EACS Mean
1. Guidance and Support	72.3%	77.6%	+5.3%
2. School Environment	73.3%	85.0%	+11.7%
3. Teacher Quality	68.4%	72.2%	+3.8%
4. School Curriculum	70.3%	72.7%	+2.4%
5. Learning Opportunities	71.7%	80.3%	+8.6%
6. Personal Development	70.6%	78.9%	+8.3%
7. Parent Communication	67.6%	73.9%	+6.3%
8. Technology and Resources	74.3%	81.6%	+7.3%
9. Leadership and Management	69.3%	79.3%	+10.0%
OVERALL	70.9%	77.9%	+7.0%

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	2017 Esperance Anglican Community School Mean	Difference between EACS Mean and Independent Schools Mean
1. Guidance and Support	74.8%	77.6%	+2.8%
2. School Environment	75.9%	85.0%	+9.1%
3. Teacher Quality	69.9%	72.2%	+2.3%
4. School Curriculum	70.4%	72.7%	+2.3%
5. Learning Opportunities	72.8%	80.3%	+7.5%
6. Personal Development	72.4%	78.9%	+6.5%
7. Parent Communication	66.9%	73.9%	+7.0%
8. Technology and Resources	75.8%	81.6%	+5.8%
9. Leadership and Management	69.7%	79.3%	+9.6%
OVERALL	72.1%	77.9%	+5.8%

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.	Parent Communication	The staff who work in the front office are friendly and helpful towards parents.	+14.8%

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 maintained its progress and established a strong pattern of consistent recruitment into Year 7, where a two-form entry is the norm. A new ten-year financial plan has established the financial security of the School as it approaches its tenth anniversary.

The boarding operation moved into its third full year with a rise in students boarding from 12 to 16 – an increase of some 33%. 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. It really is the place to live, learn and grow.