

Version Three August 2018



Esperance Anglican Community School

School Plan 2018

Endorsed and approved by the EACS School Council June 2018

ESPERANCE ANGLICAN COMMUNITY SCHOOL

THE SCHOOL PLAN 2018

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, low-fee 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 and has now stabilised around the 180 to 200-students mark. 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, with the advent of the *Big Picture* design enhancing opportunities for learning. There is, deliberately, 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-trying 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. This has been cemented by reviews on a regular basis in School Council meetings throughout the year. As part of the 10th Anniversary a seminar was held to review all aspects of the Plan – this sought the views of students, parents, staff and Council members and the ideas developed have been incorporated into this latest iteration of the plan.

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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

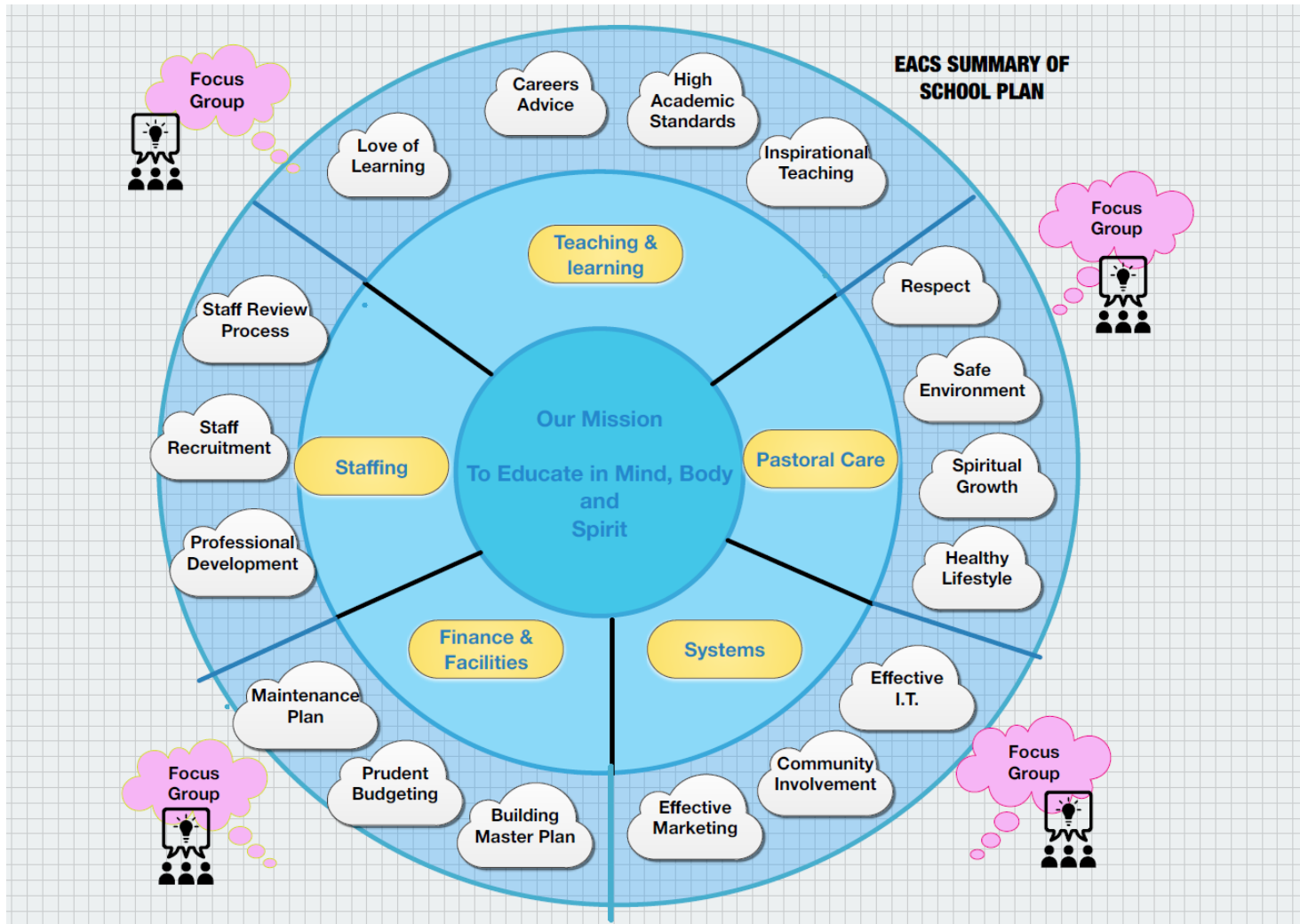
At an ASC retreat led by Dr Dan Heischmann, Executive Director of Episcopal Schools USA, he identified how our schools are particularly distinctive:

- ✚ **We gather** as a group of like-minded people, in worship, within a tradition which is world-wide in scale and older than ourselves. Gathering is a skill which is nurtured so that it becomes innate and special.
- ✚ **We learn** with a particular attitude, as an expression of God's will and how we can be true to our Anglican tradition. There is ignorance in our society about the practices, terminology and traditions of the Church; we have this tradition and so can teach a genuine and long-established world view. We do not teach and learn with those who already have fixed views but with those who have not yet decided on their path in faith.
- ✚ **We love** through our pastoral care and concern, which pervades every aspect of our schools. We dare to love.
- ✚ **We serve**, as do other schools, but uniquely we do so because this is what Jesus taught us.

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.



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*

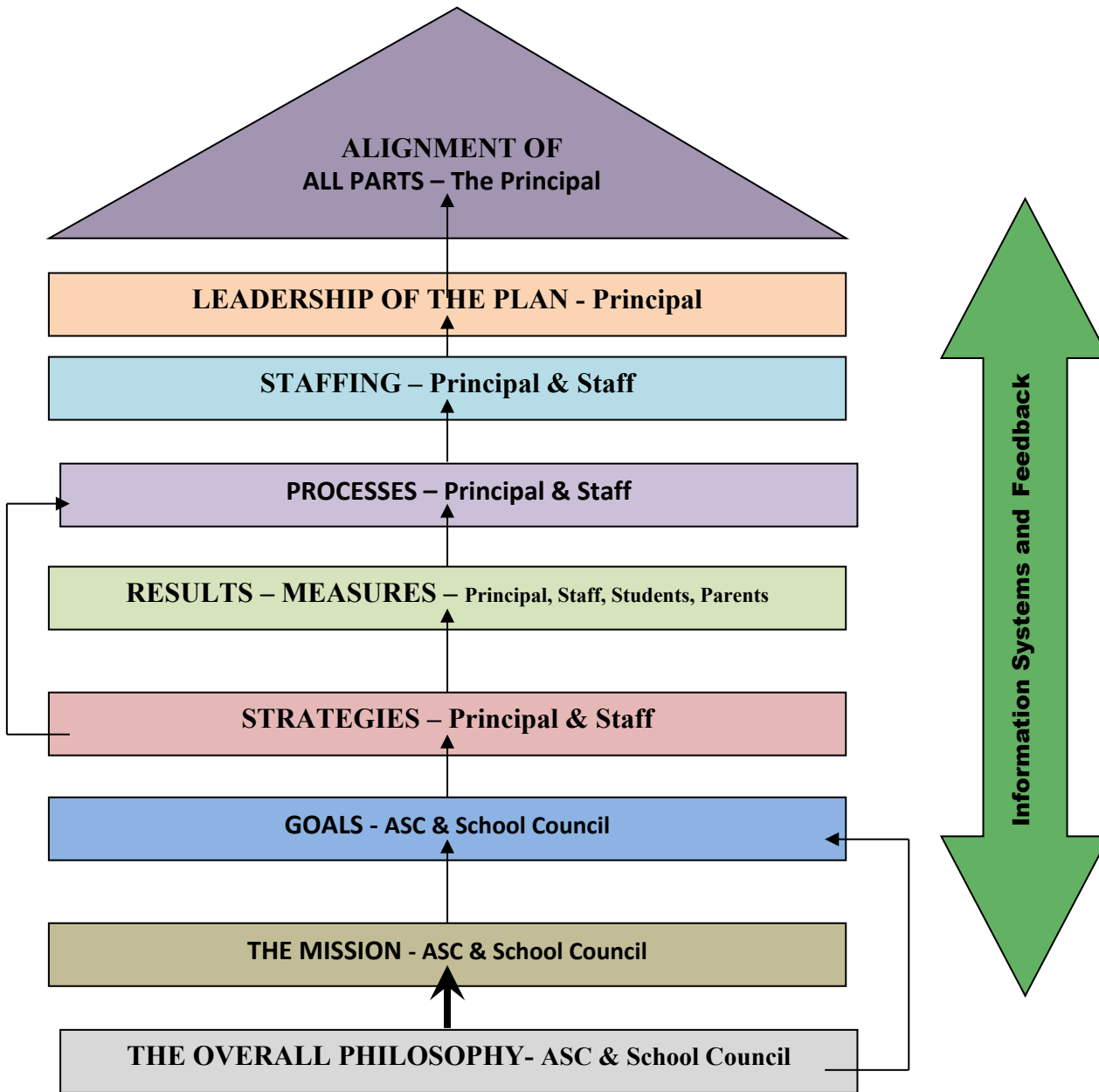
Students will learn most effectively when a love of learning is promoted and where creative, critical and reflective learning is encouraged *Consistent with the Australian Curriculum General Capability of Critical & Creative Thinking*

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

Targets carried forward from the previous year are shown in orange lettering

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

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*

Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress
					<p>Progress check 1</p> <p>Progress check 2</p>
1.1. Restructuring of curriculum to allow development of the <i>Big Picture</i> programme	Iain Clark/Principal/Lisa Marquis/Nicole Harris and BP staff	Now	Existing significant	Development into Years 9-12	<p>Incorporate BP into Years 9-11</p> <p><i>Big Picture now incorporated</i></p>
1.1.1 Big Picture Encourage alignment of staff thinking to support Big Picture	Iain Clark/Principal/Lisa Marquis/Nicole Harris and BP staff	Now	Existing significant	New initiative	<p>At least 10 staff trained throughout the year</p> <p><i>Ten staff undergoing training</i></p>
1.1.2 Big Picture Embed the design	Principal/ Iain Clark Nicole Harris and BP staff	Now	Existing minor	Mentor programme	<p>Use of Big Picture staff to provide training and mentorship for BP teachers</p> <p><i>One staff member has been trained in BP Graduation Portfolio design</i></p>

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1.2 Develop programmes of collaboration for staff on T&L initiatives; sharing of rescs. (1)	All staff	Now	Existing minor	Continue with existing progress	Regular opportunities for learning area collaboration and professional development in termly calendar Further initiatives in more bespoke PD e.g. AISWA, Big Picture Developing bespoke programmes
1.3 Develop programmes of collaboration for staff on T&L initiatives; sharing of rescs. (2)	Principal	Now to Short-term	Existing minor	New structures of leadership	Head of Teaching and Learning appointed together with Heads of Faculty Appointments made and structure working
1.4 Continue with the development programme for the gifted and talented	Christine Dowell	Now	Existing minor Future significant	Next stage of development of learning support	Provide a programme within learning areas for those most able students Maths enrichment through MCYA – perhaps via a Maths Club
1.5 Further refinement of effective use of the SEQTA database to aid teaching and learning	Iain Clark/HOTL HOFs	Now	Existing minor	Continue progress made in 2017	All programmes to be uploaded in a consistent SCSA-style format and all lesson outlines and homework to be included Completed
1.5.1 SEQTA – Develop the use of SEQTA for feedback	Principal/Iain Clark/HOTL/ HOFs	Now	Existing minor	New initiative	Use of regular feedback through SEQTA replaces written subject reports to provide timely and effective information to parents and students First set of reports issued in-line with new approach
1.6 Improve results at ATAR level	Principal and year 11/12 teachers Iain Clark/HOTL	Now	Existing minor	A development of the progress made in 2017	Refine the processes developed in 2017 Staff moderation process – analysis of Year 12 WACE results SCDSA Moderation on-going

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1.7 Ensure a consistent delivery of learning programmes	HOTL	Now	Existing minor	New initiative	<p>All programmes to be uploaded in a consistent SCSA-style format and all lesson outlines and homework to be included.</p> <p>Completed</p> <p>Lesson observation and monitoring of SEQTA</p> <p>Developing during Terms 2 AND 3</p>
1.8 Develop specialist programmes	Iain Clark/Sharelle Walter/Blair Castelli/Marcia ILeonard	Now and short-term	Existing and future minor	New initiative	<p>Programmes in netball, tennis and volleyball</p> <p>Netball and tennis running; investigation of volleyball and technologies</p>
1.9 Ensure all teachers aware of capabilities of new students	Christine Dowell	Now and short term	Existing minor	Continue process established in 2016/17	Use of incoming student profile forms, reporting, testing and SEQTA

2. PASTORAL CARE GOAL

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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 should be 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 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 Progress check date 2
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

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2.2 Produce a communications protocol	Principal	Now	Existing minor	Follows-on from focus group discussions	Protocol developed Completed and parents advised
2.3 New service learning programme to be initiated	Principal/CSL (Natalie Shipp)	Now	Existing minor	Development of trial programme	Appoint a Head of Faculty to run programme Appointment made Service learning log book created and students briefed re its use Completed
2.3.1 Work with ASC on their overseas service learning project	Principal HoF	Short term	Future	New initiative run by ASC	HoF to run programme once established Principal involved in initial planning with ASC
2.7.1 Develop the pastoral care programme to align with the requirements of keeping children safe	Iain Clark and AG Tutors	Now	Existing minor	New structure and programme	Adoption of 'Keeping Safe' Child Protection Curriculum and programme being delivered in Advisories Completed
2.7.2 Develop the pastoral care programme to mirror the Advisory structure of Big Picture	Iain Clark and AG Tutors	Now	Existing minor	New structure	All pastoral care groups renamed Advisory Groups and adopt Big Picture style Completed
2.8 Implement the 'Good Standing' policy	Iain Clark	Now	Existing minor	Result of work done in 2017	New programme rolled-out and reviewed regularly Completed All aspects of reward and discipline are aligned with the new policy Developing

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2.9 Identify a 'big' project within the community which the School can participate in	HoF	Now	Existing minor	New initiative	Develop partnership with a local organisation(s)
2.10 Investigate options for more excursions, visits and trips	Focus Group	Short term	Future significant	Aspirational	Look at opportunities in curricular areas (geography, science, art, music etc.) and leadership such as World Challenge

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3. STAFFING 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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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
					<p>Progress check 1</p> <p>Progress check 2</p>
3.1 Enhance mentoring programme for all staff	Principal/HOTL	Now	Existing minor	Ongoing	<p>Initiate dedicated sessions for new staff in Term 1</p> <p>Completed</p> <p>Continue use of <i>Educator Impact</i> to appraise new staff in a Term 1 and Develop goal setting</p> <p>Rolling out Term 3 for teaching and support staff</p>
3.2 Enhance the process of appraisal	Principal	Now	Existing minor	Development of <i>Educator Impact</i> process	<p>Ensure all colleagues are appraised on an annual basis</p> <p>Rolling out Term 3 for teaching and support staff</p> <p>Provide opportunities for a range of thoughts and views to be expressed for the benefit of colleagues and the School</p>
3.3 Embed new staff leadership roles	Principal	Now to short term	Existing significant		<p>Head of Teaching and Learning/Heads of Faculties (including CCAs and service learning)</p> <p>Completed</p>

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<p>3.4 Continue with focus group when considering changes in school routines, procedures etc.</p>	<p>All staff</p>	<p>Now to short term</p>	<p>Existing minor</p>	<p>Ongoing</p>	<p>Groups formed on a short-term basis to research and plan for initiatives identified in the School Plan</p> <p>Groups to form in Term 3 to look at homework, advocacy of the School, parent handbook</p>
<p>3.5 Develop social events</p>	<p>Staff Social Committee</p>	<p>Now to short term</p>	<p>Existing minor</p>	<p>Build on success of 2017</p>	<p>Further events to include families to establish a greater sense of community</p>

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4. FINANCE & FACILITIES 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 and financial sustainability as key features **Consistent with The Australian Curriculum**
General capability of Ethical Understanding

Target	Personnel	Time Scale	Budget & Resource Scale	Notes	Measures and Progress
4.1 Embed the new financial plan	ASC and School Finance Committee	Now	None	Monitoring of the plan approved in 2017	Finance Committee play a prime role in this, informing the School Council at each meeting Completed
4.2 Weekly budget review meetings	Principal and Finance and Administration Officer	Now	None	Continue good practice developed in 2017	Weekly meetings to review status of account lines in the annual budget and to review cash reserves Completed
4.3 Finance Committee advises and directs Principal and School Council on financial affairs	Chair of Finance Committee, Principal and Finance and	Now	None	Part of the ASC review process	Meetings monthly to review monthly management accounts, the financial plan, deboris, bursaries etc. before full Council meetings Completed

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	Administration Officer				Minutes to be produced as part of regular reporting to full Council Completed
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
4.5 Establish honours boards for DMP	Principal	Now	Future minor	Continue	Boards for Principal, School Captain, House Champions, Dux etc
4.6 Complete landscape project	Principal and PFA	Now	Existing significant	Continue work completed in 2017	Building of gazebo and laying of 10 th Anniversary pavers Planning phase
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 Facilities to include sports hall-cum-assembly area, dining area, commercial kitchen, amenities block, storage

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4.9 Environmental awareness to be raised through recycling	All staff	Short term	Existing minor	Ongoing	Part of House and community service programmes Composting to be established Completed
4.10 Involvement of staff in financial planning	Principal and all staff	Now	Existing minor	New ideas	Staff produce costed budgets for approval Completed Monitoring by HOFs
4.11 Seek local benefactors	Principal and all staff/PFA/Council	Short term	Future	Aspirational	Financial assistance for art, music, sport perhaps through scholarships or equipment
4.12 Plan for activity spaces outside	Focus Group	Short term	Future Significant	New idea	Provide a range of activity equipment and spaces for student exercise

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 Completed Refine the Strategy on a Page (SOAP) Completed

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					Re-tasking of admin staff to assist with marketing and publicity
5.1.2 Marketing – carefully targeted on-line initiatives to recruit students	Principal	Now	Existing significant	SMI	Use of on-line blogs, social media Completed
5.1.3 Develop advocacy to promote the School	All EACS community	Now	Existing minor	New initiative	Reinforce key messages PD Completed Training for all people involved
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, Kalgoorlie School of the Air Social events held at Ravensthorpe, and planned for Condingup and Salmon Gums
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 Completed Re-tasking of admin staff to assist with marketing and publicity as part of the ASC review
5.4 Publicity – new forms of social media	Renaë	Now	Existing minor	Development of success with Facebook in 2017	Develop new forms of publicity using social media In hand

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5.5 Improve retention of students	Focus Group	Now	Existing minor	New initiative	Use data from surveys and ideas from colleagues to keep students at EACS In process
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
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.
5.8 Website	Principal and Renae	Now	Existing minor	Ongoing	Ensure website is an effective means of promoting the School On-going
5.9 Prepare for re-registration in 2018	Principal, Deputy Principal and Focus Groups	Now and short-term	Existing minor	Scheduled for Term 3	Attend briefings and training Completed Complete all policies, procedures, documentation Completed
5.10 Run 10 th Anniversary events	Principal and all staff	Now	Existing Minor	Build on work of Focus Group	Run events – garden opening, Founders’ Day, Community dinner, alumni database, production In process

