



Esperance Anglican Community School

A school of The Anglican Schools Commission Inc

School Performance Report

For the period 1st January 2018 to 31st December 2018

Esperance Anglican Community School

(A School of the Anglican Schools Commission)

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Email info@eacs.wa.edu.au

Esperance Anglican Community School

2018 STAFF & TEACHING AREAS

PRINCIPAL

Mr. P. Kerr Fulton-Peebles (Geography and HASS)

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 Utso Chakaraborty (Physics and Mathematics)

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

Mr Kim Clayton (History & HASS)

Mrs Melinda Ford (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)

Mrs Marcia Leonard (Media Studies & Visual Art)

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

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)

Mrs Laura Thompson (Health & Physical Education, Outdoor Education)

Mr Geoffrey Usher (Religion)

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

Mrs Lara Williams (HASS & Science)

CHAPLAIN

No permanent Chaplain was available in 2018 because of ill-health we benefited from a number of visiting preachers and speakers.

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 (Finance and 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 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. Peter Fox (*Treasurer*)

Mr. Mark Biven

Mrs. Monica Kerr

Ms. Renae Poot

Mr Philip Goldsworthy

Mr Tony O'Brien

STAFFING

1. Staff Attendance

Overall there were 138 days of staff absence, which for all staff, over a full teaching year of 40 weeks, produces an absentee rate of 3.2% which indicates the high level of commitment from staff.

Leave	Days
Personal Leave	121.5
Bereavement	0
Unpaid Leave	16.5
Workers Compensation	0
Total	138

2. Staff Employment

In 2018 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 2018 was 20.775 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 day per fortnight.

3. Teaching Staff, Academic Qualifications

Qualification	%
Doctorate	0
Masters	13
Post Graduate Diploma	95
Bachelor	85
Advanced Diploma and Diploma	24

4. Expenditure on Teacher Professional Development and Learning

In 2018 there was 100% teacher participation in professional development and learning. A total of approximately \$29,000 was spent in this area. This represents an approximate average expenditure of \$1,400 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 further Big Picture development for 10 staff, boarding training and 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 2018 school year:

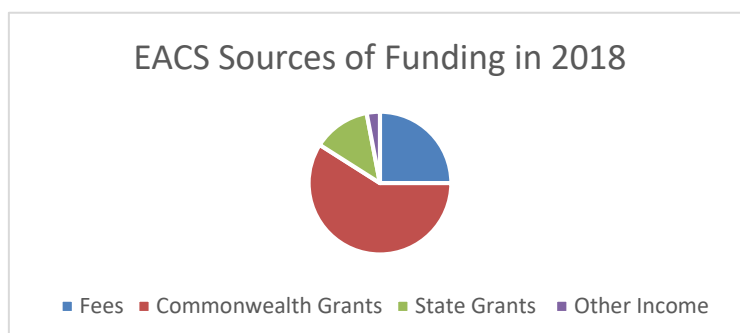
Professional development and learning operates at four levels:

- 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 continued emphasis on professional development indicates the importance the School attaches to the professional competence and development of its staff. This has had obvious effects in the improvement in achievement levels of students, enhanced pastoral care and better outcomes in terms of overall attitudes and behaviour.

5. Sources of Funding

The School is fortunate to receive per capita grants from State and Commonwealth, which allows it to levy low fees to allow wide access. It also offers a range of scholarships and bursaries to assist those who struggle to meet the costs of education at the School.



KEY STUDENT OUTCOMES

1. Student Attendance

The average student attendance rate for Esperance Anglican Community School was approximately 92.5% for the four terms of 2018. The school considers an average absentee rate 92.5% to be very good especially given the small size of the School and the consequent distorting effect, on percentage figures, of a few absences. Happily, the attendance record has also shown an improvement from the previous year. 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	91.5%
Year 9	93%
Year 10	92%
Year 11	93.5%
Year 12	91%

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 2018 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
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
School performance
Duke of Edinburgh Award

Information regarding the School's extensive co-curricular and pastoral care programmes are provided routinely through the publication of 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 relatively 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 2018.

A more detailed analysis of the 2018 NAPLAN results for our Years 7 and 9 cohorts is provided below.

4. Executive Summary

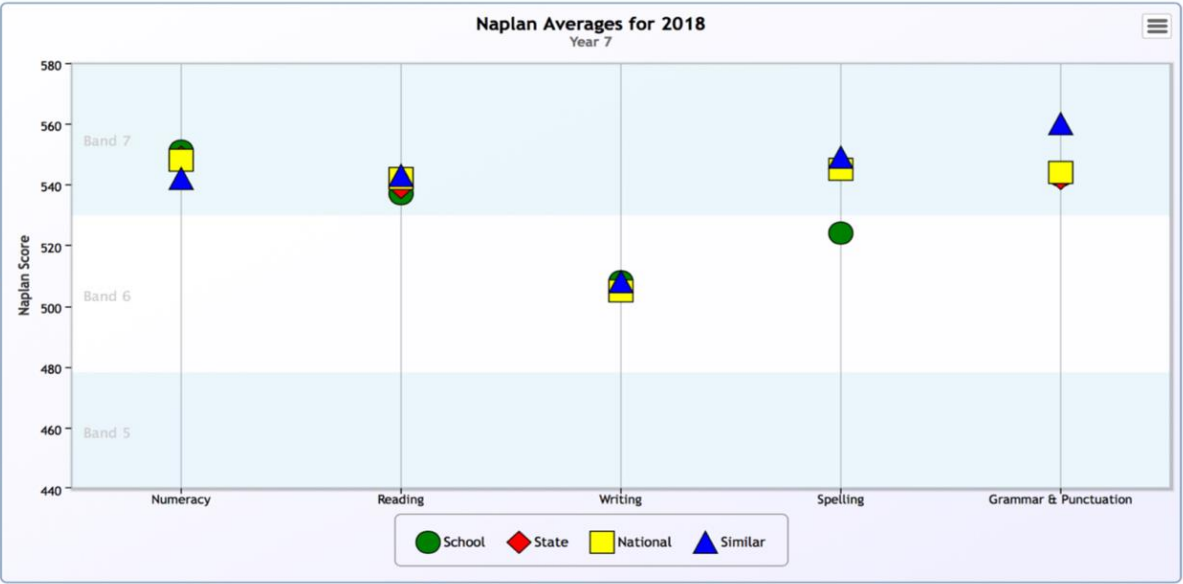
The EACS 2018 NAPLAN results indicate that the School continues to demonstrate steady improvement with our students achieving standards at or above the mean level. This is gratifying as the School is non selective in its intake and has spent much time and resources on working with students to allow them to achieve to the highest level possible, often above expectations.

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

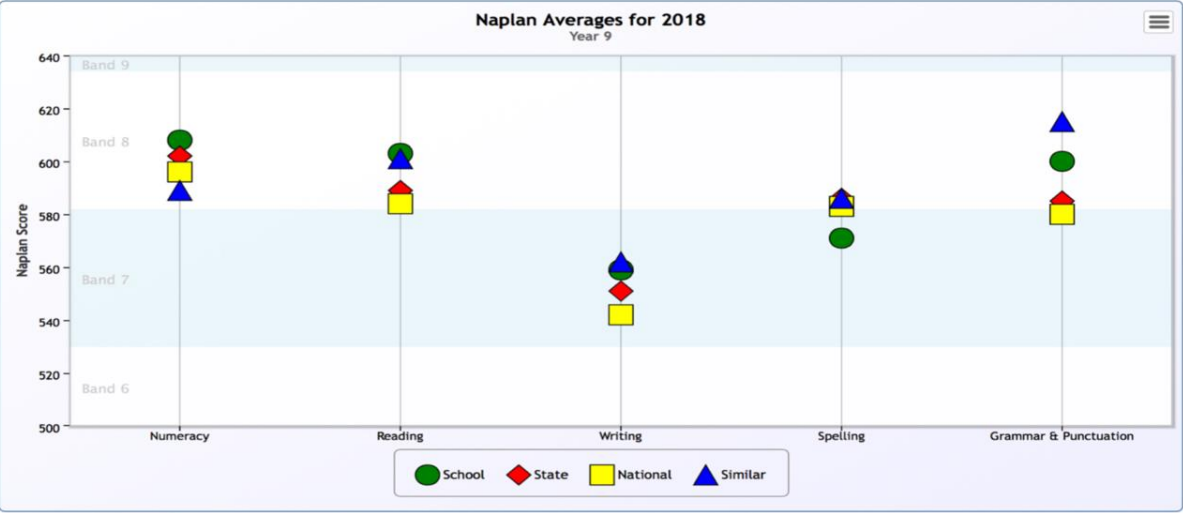
Several key statistics and observations contained within this report were sourced from the 'Valuate' website which provides the NAPLAN data for independent schools in WA and is accessed via [https:// valuate.ais.wa.edu.au](https://valuate.ais.wa.edu.au)

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

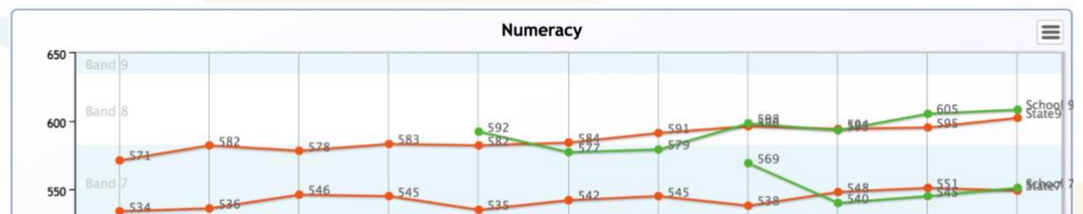
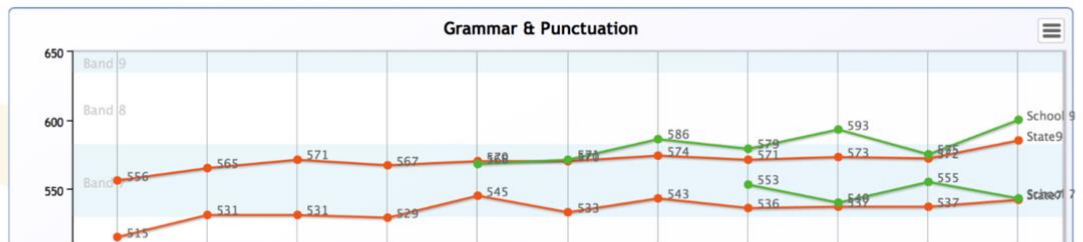
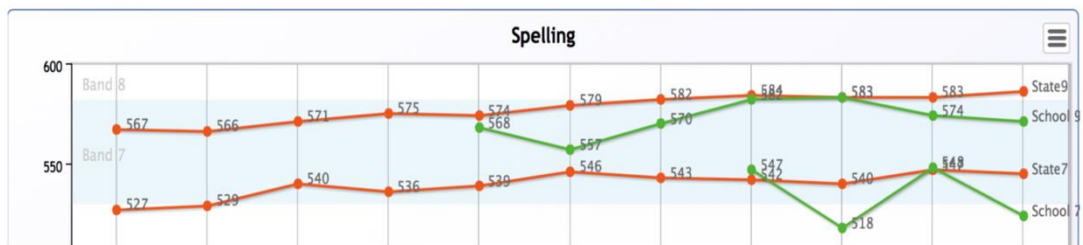
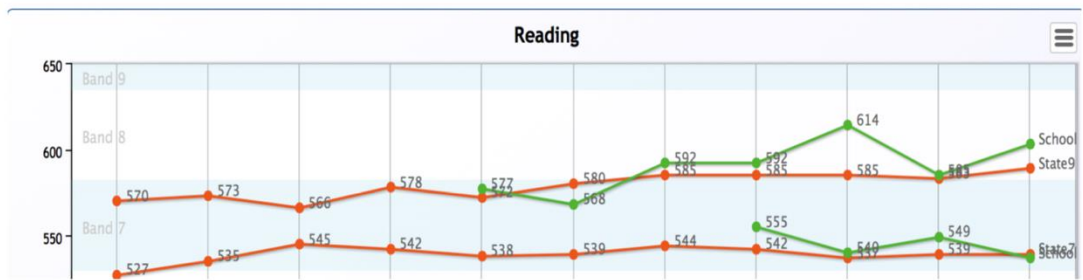
Happily the picture is, again, very encouraging. Our Year 9 cohort has shown a significant improvement in scores when compared to those achieved when they entered in Year 7; the only weakness is in spelling which we will be addressing in a series of measures commented on below. Indeed the growth of improvement in spelling is better than that experienced nationally. Encouragingly, we are also making progress year-on-year, demonstrating the effectiveness of our programmes. Year 7 results show the nature of the students we admit. The tables and charts illustrate these points in graphical form.



NAPLAN Performance Report 2018



Year 7&9 NAPLAN Comparison tracking over time



YEAR 9 NAPLAN PERFORMANCE TRACKING 2016-18

Means Comparison (national, state, school) 2016-2018

Numeracy	Year 7 2016	Year 9 2018	Reading	Year 7 2016	Year 9 2018	Spelling	Year 7 2016	Year 9 2018
National mean:	550	596	National mean:	541	584	National mean:	543	583
State mean:	548	602	State mean:	537	589	State mean:	540	586
School mean:	540	609	School mean:	541	603	School mean:	519	572
State mean: comparison	-8	+7	State mean: comparison	+4	+14	State mean: comparison	-21	-14

Grammar & Punctuation	Year 7 2016	Year 9 2018	Writing	Year 7 2016	Year 9 2018
National mean:	540	580	National mean:	515	542
State mean:	537	585	State mean:	512	551
School mean:	541	600	School mean:	506	560
State mean: comparison	+4	+15	State mean: comparison	-6	+9

Key =	BELOW Focus area	BELOW Comparable bandwidth data	ABOVE Comparable bandwidth data
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On an individual basis, many of our Year 7 students arrive at the School with achievement levels in literacy and numeracy well below the expectations of their age. Deficiencies in literacy make it especially difficult for these students to learn effectively. Over the past two years we have tried different approaches to try and address this problem early in Year 7 and have devised a new approach to attempt to help these students. This involves using an integrated programme called *MacqLit* developed by Macquarie University and which is used in Year 7 English lessons. From the research that has been done it would appear that the programme has made a significant difference to the levels of student literacy in schools in which it has been used; we hope that it will do likewise with our young people, and early signs are encouraging. We are also trialling a similar initiative in maths through *Maths Pathways*.

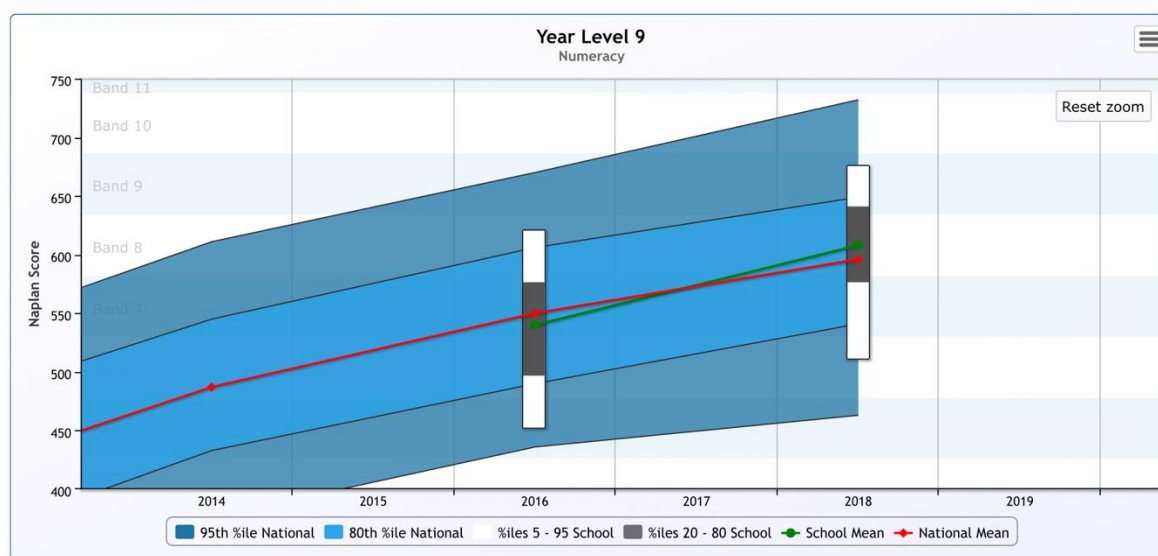
It is also interesting to observe how individual students have progressed between Years 7 and 9 as this is the first year we have this data available to us. Students would be expected to improve by the order of 0.75 of a band between Years 7 and 9 in the period 2016-2018. As the table shows we do seem to have 'added' significant value as students have often gained more than this in most of the aspects. It is also encouraging to see improvements above national and state norms.

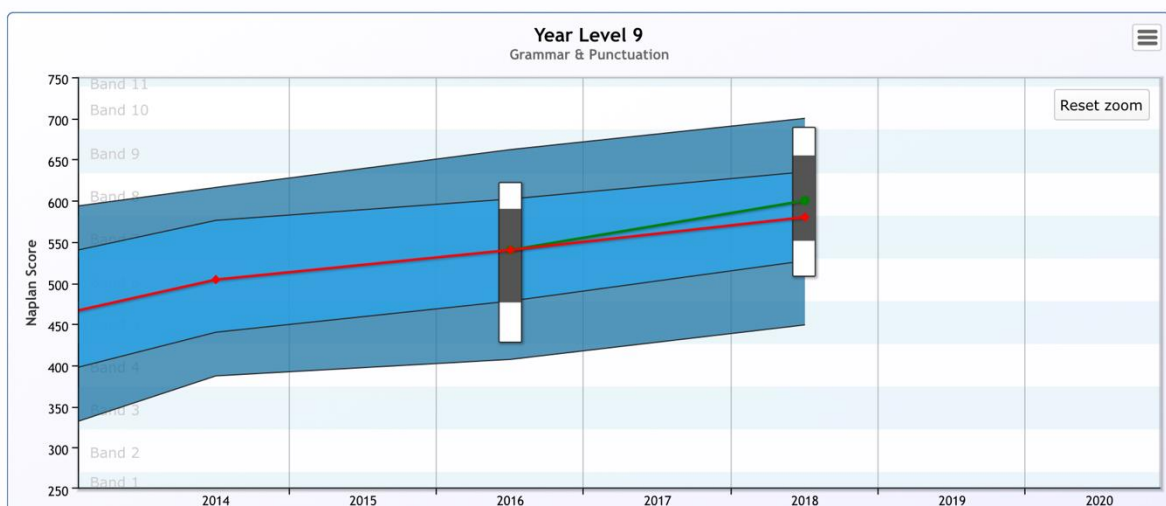
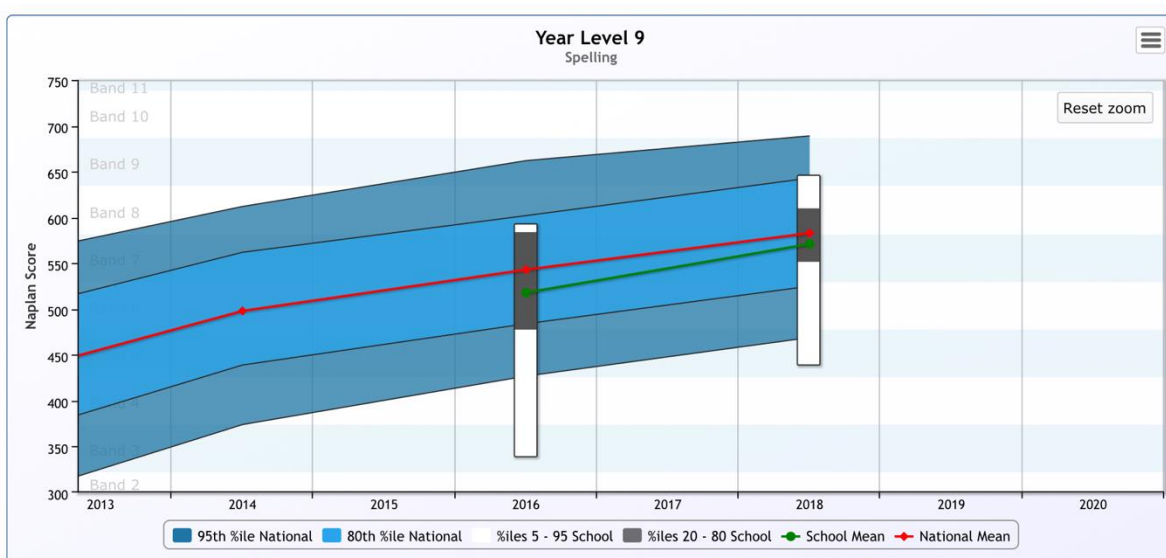
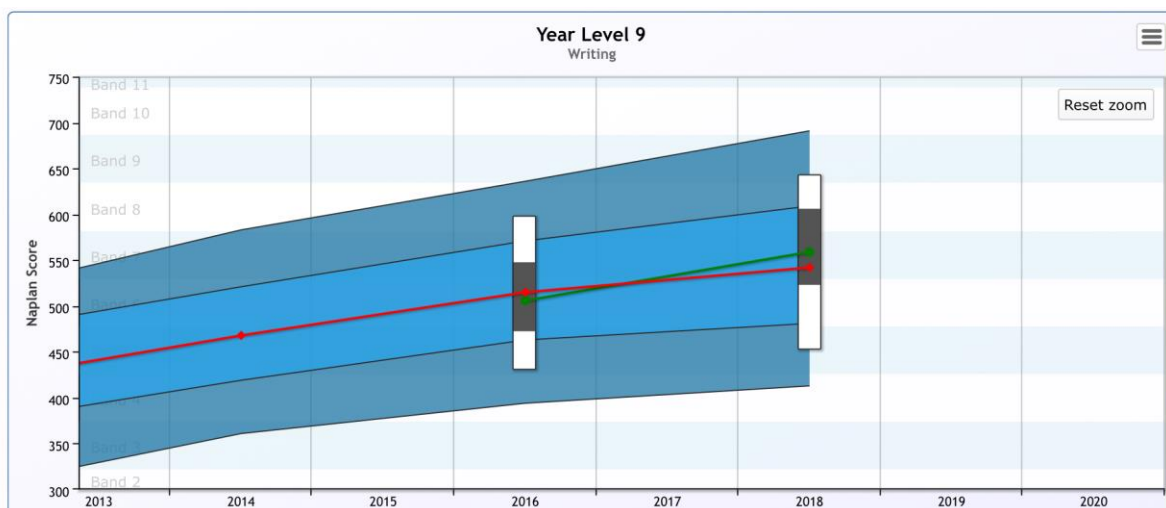
EACS NAPLAN 2016 to 2018

Levels of Improvement from Year 7 to Year 9

	% Change in Numeracy	% Change in Reading	% Change in Spelling	% Change in G&P	% Change in Writing
National	8.4	7.9	9.2	7.4	5.2
State	8.9	9.7	8.5	8.9	7.6
EACS	12.7	11.4	10.2	10.9	10.7

The graphs below also show, very clearly, the improvements made between Years 7 and 9, especially significant when the starting point is often below or just at the national mean.





6. WACE RESULTS

The class of 2018 had cause to celebrate as they not only achieved the School's best-ever ATAR results, but did so in convincing fashion reaching median levels comparable with selective high schools.

EACS students achieved impressive results across the board, with a number of outstanding achievements:

- 16 percent of ATAR students gained an ATAR of 90 or above (up 4 percent from 2017)
- 50 percent of ATAR students gained an ATAR of 80 or above (up 30 percent from 2017)
- 67 percent of ATAR students gained an ATAR of 70 or above (up 43 percent from 2017)

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.

Equally impressive was the success of our Big Picture Graduation Portfolio candidates who achieved outstanding results, with all five students offered places at university.

EACS graduates achieved impressive results overall, with a number of outstanding achievements:

- 100 percent of Big Picture students were accepted to university.
- 100 percent of Big Picture students received their first round preference.

The School therefore caters very well for all abilities, with Year 11 and 12 students having alternative pathways to university, further education or employment.

7. COMMUNITY INVOLVEMENT

The School sees 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 has grown and become 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 *National Bandana Day and Daffodil Day*

Support for *Canteen*

Support for *Sleepout Australia*

Regular beach-clean activity

Tree planting in the local community

Participation in Esperance Music Festival

Public exhibition of students' artwork

Two students on Rotary Youth Exchange from Italy and Switzerland

The School welcomed some three students on short-term exchanges from Italy, Argentina and Switzerland

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 major dramatic production in the local civic centre

Participation in the Perth International Arts Festival

Running a breakfast club in a local primary school every week during term-time

Coaching cricket to primary school students

8. 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 2018 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 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 reaching the highest levels of satisfaction in the five years of the survey. 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=39) 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

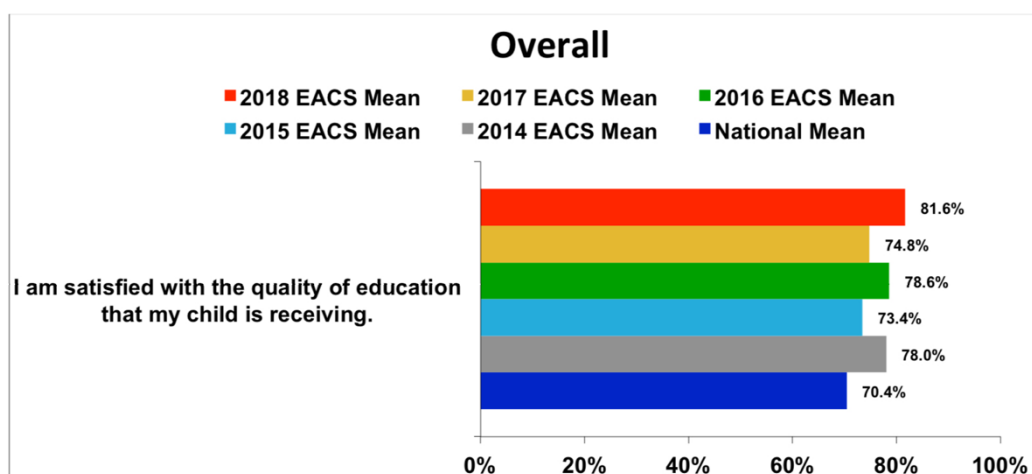
The following table displays your school in comparison to the selected National School Surveys benchmark data, which is a representative sample of 5,000 parents with children attending Independent Schools in Australia. The final column shows the difference between Esperance Anglican Community School's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

Key Area	Independent Schools Mean	2018 Esperance Anglican Community School Mean	Difference between EACS Mean and Independent Schools Mean
1. Guidance and Support	74.8%	79.3%	+4.5%
2. School Environment	75.9%	86.0%	+10.1%
3. Teacher Quality	69.9%	74.6%	+4.7%
4. School Curriculum	70.4%	72.2%	+1.8%
5. Learning Opportunities	72.8%	80.5%	+7.7%
6. Personal Development	72.4%	77.4%	+5.0%
7. Parent Communication	66.9%	73.9%	+7.0%
8. Technology and Resources	75.8%	83.3%	+7.5%
9. Leadership and Management	69.7%	80.6%	+10.9%
OVERALL	72.1%	78.6%	+6.5%

Esperance Anglican Community School's Results (N=39) 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 2018 and 2017 results. Green percentage scores indicate that your school is higher than its results from 2017, and red percentage scores indicate that your school is lower.

Key Area	Benchmark	2015 EACS Mean	2016 EACS Mean	2017 EACS Mean	2018 EACS Mean	Difference between 2018 and 2017 EACS Mean
1. Guidance and Support	72.3%	74.0%	81.6%	77.6%	79.3%	+1.7%
2. School Environment	73.3%	84.6%	87.8%	85.0%	86.0%	+1.0%
3. Teacher Quality	68.4%	66.8%	75.7%	72.2%	74.6%	+2.4%
4. School Curriculum	70.3%	68.7%	76.7%	72.7%	72.2%	-0.5%
5. Learning Opportunities	71.7%	76.6%	83.3%	80.3%	80.5%	+0.2%
6. Personal Development	70.6%	73.2%	77.2%	78.9%	77.4%	-1.5%
7. Parent Communication	67.6%	68.4%	77.2%	73.9%	73.9%	0.0%
8. Technology and Resources	74.3%	80.8%	83.7%	81.6%	83.3%	+1.7%
9. Leadership and Management	69.3%	79.5%	86.8%	79.3%	80.6%	+1.3%
OVERALL	70.9%	74.7%	81.1%	77.9%	78.6%	+0.7%



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am satisfied with the quality of education that my child is receiving.	0	1	2	4	16	14

Your school's Top Strengths (compared with 2017)

1.	Learning Opportunities	I am happy with the learning opportunities my child has at this school.	+7.2%
2.	Overall	I am satisfied with the quality of education that my child is receiving.	+6.8%
3.	Teacher Quality	Teachers and staff model and teach positive behaviour to my child.	+6.2%
4.	Leadership and Management	This school is well managed.	+6.2%
5.	Guidance and Support	This school offers my child guidance about future opportunities.	+5.6%
6.	Teacher Quality	My child's teachers are of a very high standard.	+5.6%
7.	Parent Communication	The school staff actively and effectively reinforce moral, ethical, and civic values.	+5.2%
8.	Leadership and Management	There is effective leadership in the school.	+5.0%
9.	Guidance and Support	This school is doing a good job in preparing my child for the future.	+4.6%

Your school's Top Areas for Improvement (compared with 2017)

The information below are suggestions by National School Surveys.

1.	Leadership and Management	Bullying is dealt with in an effective manner.
2.	Learning Opportunities	My child is motivated to learn at this school.
3.	Personal Development	This school encourages my child to participate in community activities.
4.	Personal Development	My child is nurtured and challenged in a diverse range of areas.
5.	Guidance and Support	Student support services are accessible and helpful.
6.	Parent Communication	This school offers opportunities for me to become involved in the decision-making process.
7.	Guidance and Support	I have felt comfortable when my child is starting a new year at school.
8.	Personal Development	Students have equal opportunities to hold leadership positions
9.	Learning Opportunities	My child is encouraged to achieve high results.
10.	School Curriculum	The curriculum is innovative and meets the needs of individual children.

9. 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. This has been achieved in very challenging economic and demographic conditions for the recruitment of students. We have worked on our ten-year financial plan, which has established the financial security of the School in its tenth anniversary year.

The boarding operation moved into its fourth full year with a steady level of enrolment at 15 students, which makes it viable. 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.

In summary the School is unquestionably well-established and providing an excellent education for its students, contributing also to its wider community in a meaningful and effective manner. It provides a genuinely broad education – good academic achievement, a wide range of activities and interests, and students of good character.

Some objective measures confirm this view:

- ✓ A five-year period of registration without the need for an inspection visit.
- ✓ Very strong ATAR results – the best in our history, which build on the year-on-year improvements. We are emphatically able to deliver strong academic results.
- ✓ The success of the Big Picture programme, which was shown clearly and objectively in the offers of five places at university to the students who followed the Graduation Portfolio Programme. Alternative pathways are therefore very evident but without any early specialisation or selection.
- ✓ Genuine individual learning plans in-place for students
- ✓ Steady and sustained improvements in NAPLAN and OLNA results.
- ✓ The highest levels of satisfaction recorded in parent surveys, which are well above national norms

Esperance Anglican Community School really embodies its mission and founding purpose in nourishing mind, body and spirit.