



2016 ANNUAL REPORT

MISSION STATEMENT

We enable our students to discover their passion and direction in life and make a positive contribution in the world.

CORE VALUES

Respect ♦ Responsibility ♦ Honesty ♦ Commitment

This document is designed to give an overview of the following for John Wollaston Anglican Community School:

Academic staff attendance ♦ Staff retention ♦ Staff professional learning ♦ Teacher qualifications ♦ Student attendance ♦ Student retention
Student performance in Year 12 ♦ Student performance—NAPLAN Testing ♦ Student post-school destinations ♦ Summary

This report can be viewed on line at www.jwacs.wa.edu.au

SCHOOL PERFORMANCE INFORMATION 2016

John Wollaston Anglican Community School, a co-educational day school with approximately 1000 students K – 12, is one of fourteen schools of the Anglican Schools Commission Inc. Located in the south eastern outer metropolitan corridor of Perth, in the foothills of the Darling Range in Camillo, the School has grown out of farmland in 1988 to be the well-equipped educational facility that it is today. We have purpose built facilities including an Early Learning Centre, Learning Enrichment Centre, Year 7 Transition Centre and a Technology Centre and Visual Arts building that provide first class facilities (for example, a commercial kitchen), for our students. A new two story building, known as The Commons, was ready to commence the 2016 academic year. It is home to the English, Health, Humanities, Languages and Mathematics learning areas. We are proud of our Anglican ethos and our whole school approach. Our committed staff members seek to prepare our students for a meaningful and rewarding role in the community through the pursuit of personal excellence and the provision of a full and broad education, based on strong academic and Christian principles. Our Core Values of *Respect*, *Responsibility*, *Honesty* and *Commitment*, along with our focus on academic excellence, strong co-curricular programme and pastoral care system, underpin our Mission Statement: *We enable our students to discover their passion and direction in life and make a positive contribution in the world.* This in turn reflects our commitment to an holistic education. We offer learning enrichment through our Learning Support and Gifted and Talented programmes and provide opportunities for students to aim for a wide range of destinations including tertiary institutions, apprenticeships and the workforce. Our aim to develop the *whole* child is also evident in our special co-curricular programmes such as equestrian pursuits and rowing/kayaking (taking advantage of the international standard rowing course, Champion Lakes, which is within walking distance of the School). We offer a large number of opportunities for student leadership and encourage all students to develop these skills. Our special pastoral care programmes, tailored for each age group, highlight our belief that school should be a place where children can feel safe, happy and connected, and give students the chance to build their resilience and self-esteem. In keeping with best practice, the School has embraced Positive Education to help achieve these and many other goals. Our Primary School is an accredited International Baccalaureate Organisation Primary Years Programme World School. The focus on Inquiry Learning embodies our student-centred approach to education across the School.

Please find out more about our school at www.jwacs.wa.edu.au

STAFF

- ♦ Academic Teaching Staff Attendance: 96.1%
- ♦ Academic Teaching Staff Retention Rate: 90.6%
- ♦ The Workforce Composition for 2016 (as of August Census) was as follows:
 - Teaching staff:
 - Primary: 27.1 FTE (3.2 male; 23.9 female); Head Count 4.0 male, 28.5 female
 - Secondary: 41.0 FTE (12.8 male; 28.2 female); Head Count 13.0 male, 29.5 female
 - Non-Teaching staff:
 - Primary: 19.2 FTE (2.7 male; 16.5 female); Head Count 3.0 male, 23.5 female
 - Secondary: 21.2 FTE (4.1 male; 17.1 female); Head Count 5.0 male, 24.5 female
- ♦ Staff Professional Learning was undertaken by all staff across a wide range of areas (e.g. pastoral and academic).
 - Staff members were engaged in whole school, sub school, learning area, pastoral and personal professional learning. Just a few of the categories included International Baccalaureate training for the Primary Years Programme, senior secondary WACE courses, Australian Curriculum, Religious and Values Education, Pastoral Care, Positive Education, ICT and First Aid.
 - The cost was averaged over the equivalent of 1.0 FTE Academic teaching staff member. Professional Learning across the calendar year was \$1093.00 for each 1.0 FTE, of which \$330.00 was spent on teacher relief.
- ♦ Teachers' Qualifications all meet the requirements of the Teacher Registration Board of Western Australia (TRBWA).

STUDENT ATTENDANCE

- ♦ Overall Student Attendance in 2016 was 93.2%
- ♦ Student Attendance (%) by year group was as follows:

Kindergarten	91.0	Year 6	93.6
Pre-Primary	93.0	Year 7	93.4
Year 1	93.1	Year 8	93.4
Year 2	93.6	Year 9	94.1
Year 3	93.5	Year 10	93.1
Year 4	94.4	Year 11	93.5
Year 5	92.3	Year 12	93.0

STUDENT ABSENCES

Primary and Secondary use the SEQTA platform for managing student attendance. Primary record am and pm attendance while secondary record attendance for every session (period) throughout the day.

If a student is absent from School (Primary and Secondary) with no prior notification from parents (parents are encouraged to contact the School via telephone/email to advise if their child is to be absent on a given day), Administration staff will send an SMS to the parent as soon as possible to notify them of the absence and to request that they contact the School. If the parent does not respond to the SMS, a follow up telephone call is made to the parent later in the morning to request an explanation for the absence. If a parent still cannot be contacted, a message is left (where possible) to ask them to contact the School as soon as possible concerning the absence, either by telephoning/emailing at their earliest convenience.

In the Secondary School, House Teachers are required to regularly monitor the attendance records of the students in their group through SEQTA and to follow up with the student and/or parent any unexplained absences or anomalies that may be evident.

STUDENT RETENTION

- ◆ Student Retention Rate from Year 8: 94.26%
- ◆ 73.53% of students who commenced Year 9 in 2013 completed Year 12 studies in 2016.

YEAR 12 PERFORMANCE

- ◆ Of the 73 Year 12 students enrolled, 95.9% (70 students) satisfied the requirements to achieve their WACE.
- ◆ The median ATAR was 68.85; this was 12.0 below the State median which was 80.85. However, School's median ATAR was based on only 39 students who obtained an ATAR.
- ◆ As a comparison, the School's mean ATAR was 73.59.
- ◆ Local schools, which include John Wollaston, had a median ATAR of 71.44 (the simple average of these schools).
- ◆ 43.6% (17 students) of the cohort obtaining an ATAR attained a ranking of greater than 80.00; 7.7% (3 students) of the students attained a ranking greater than 90.00.

WACE Course Awards

John Wollaston Anglican Community School was one of the schools with the highest performing students in ATAR Biology. The list is compiled from the percentage of students at each school who had Year 12 ATAR course combined scores in the top 15 percent of all students in that course. Depending on the number of schools teaching each Year 12 ATAR course, up to the top 15 schools with the highest percentage are listed.

Individual Year 12 Awards

- ◆ One student received a School Curriculum and Standards Authority Certificate of Distinction while 11 students received a Certificate of Merit.

University Offers, Awards and /or Scholarships

- ◆ The following awards and scholarships were granted to graduating students:
 - Two Curtin Principal's Recommendation Awards
 - One University of Western Australia (UWA) Excellence Award

University Application Statistics for 2016

- ◆ Of the 39 John Wollaston students with an ATAR, 36 applied for university. Their Median ATAR was 76.80. The number of students with an ATAR (standard and adjusted with any bonus rank - Broadway with UWA, StepUp with Curtin, Rise with Murdoch and Access B with ECU) that was high enough to be eligible for direct entry into one or more of the universities was 27.

- ◆ Although only 22 students were offered their first preference, 11 students were offered one of their other preferences; therefore, 33 students were offered a placement from all their preferences. Thus, six students who were not eligible for direct entry to university accessed alternative entry pathways. However, as of 20 March 2017, 27 students had enrolled while four have deferred. Two students have thus declined to enrol.

Vocational Education and Training

- ◆ Of the 73 Year 12 students, 80.8% completed a Certificate II or higher in Year 10, Year 11 or Year 12. These qualifications were delivered on and off site through arrangements with independent training providers.

Number of qualifications achieved by full time eligible Year 12 students		
Certificate II	Certificate III	Certificate IV
88	47	0

NAPLAN 2016

COMPARISON OF THE DIFFERENCE BETWEEN THE MEAN SCHOOL SCORE AND MEAN STATE SCORE IN NAPLAN POINTS

	Year 3	Year 5	Year 7	Year 9
Reading	+19	+8	+12	+4
Writing	-5	-8	+4	+12
Spelling	-9	-14	-1	-2
Grammar and punctuation	+13	-7	+13	+3
Numeracy	-9	0	-3	+3

CHANGES (RELATIVE TO THE STATE MEAN) IN NAPLAN POINTS FOR EACH COHORT

	Year 5		Year 7		Year 9	
	2014 (as Year 3s)	2016	2014 (as Year 5s)	2016	2014 (as Year 7s)	2016
Reading	+1	+8	+22	+12	+13	+4
Writing	-6	-8	+12	+4	+18	+12
Spelling	-29	-14	-2	-1	-1	-2
Grammar and punctuation	-5	-7	+30	+13	+11	+3
Numeracy	-10	0	+22	-3	-9	+3

- ◆ Year 3 demonstrated pleasing results in Reading and Grammar and Punctuation. The other areas require improvement. We continue to establish effective early intervention strategies in the Early Years, Kindergarten to Year 2.
- ◆ Year 5 results show some improvement in terms of growth over time for Spelling and Numeracy.
- ◆ Other results from the 2014 Year 3 NAPLAN to the 2016 Year 5 NAPLAN are disappointing.
- ◆ Year 7 results, although above or just under the State, show a deterioration since Year 5, with Numeracy of greatest concern. This will be a focus for improvement in 2017 and early 2018 to aim for better results in 2018 NAPLAN testing. Success here will reduce the number of students needing to sit the OLN in 2019 to demonstrate the required standard.
- ◆ Year 9 remains a relatively strong cohort, with all areas showing improvement since Year 7 in 2014. In particular, Numeracy has improved from nine NAPLAN points below the State mean to three points above.

SATISFACTION LEVELS

Three formal surveys were conducted to gauge the level of satisfaction of students /parents in 2016. These were administered by the School's Community Relations Officer.

2016 YEAR 12 PARENT SURVEY:

The Year 12 Parent Survey was comprehensive, with 44 specific statements that parents were asked to rate using the following scale:

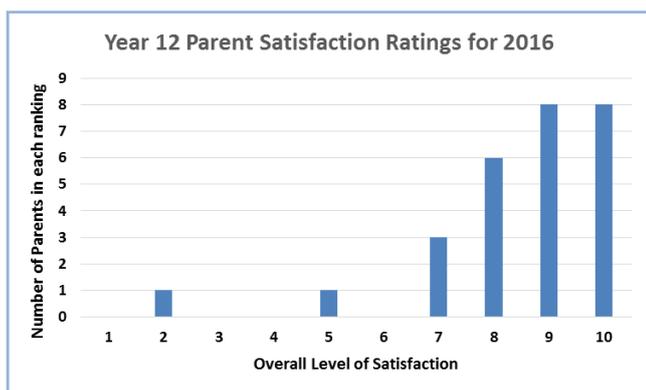
Strongly Agree	Neutral	Strongly Disagree
Agree	Disagree	Not applicable

The statements were broadly grouped into the following areas:

Values and Culture	Homework
Leadership and Direction	Reporting
School Communication	Pastoral Care and Well-being
Curriculum and Co-curriculum	Student Transition
Learning and Extension	Student Engagement
Teaching Standards	Parent Engagement
Learning Environment	Overall
Resources and Facilities	

In addition, parents were asked to rate their overall satisfaction with the School out of 10, with 10 being the highest.

The survey response rate of 36.9% was relatively poor, with only 27 replies from 73 families. However, the feedback was generally positive in terms of overall school satisfaction, as shown in the graph below, with a mean rating of 8.4.



Two comments made by parents are shown below, one positive, while the second indicates an area of concern.

The approachable nature, care and attention from the staff towards students is one of the strongest assets of the school. Our child has always felt supported, respected and has always from the youngest years, felt like he is cared for and staff want the best for him and for him to succeed at every level. The pastoral care programme has been wonderful and again, staff are there when needed and always, always check back. Academically, staff go above and beyond and make the students feel important. If they put in the effort, staff will double their effort to help them succeed.

More options for children to choose from when selecting electives could enhance the Secondary School and be more appealing for some students.

Providing a full range of subject or course choices for students remains a challenge when timetabling given the size of each cohort. However, we endeavour to provide as many choices as possible given staffing, budgeting and other constraints that exist when constructing a timetable.

The issue concerning inclusivity of the VET students was raised again by a parent. The 2017 timetable will attempt to further address this concern by including all VET students in courses that are timetabled on the grid so that they are more aligned with the rest of the cohort in their studies. However, catch up lessons in these courses will continue for the VET students so that they are provided with adequate hours of instructional time in each course.

2016 YEAR 12 STUDENT SURVEY

The Year 12 Student Survey was more open-ended with students asked to comment on the following areas:

- ◆ Identify what you see as the School's strengths.
- ◆ Identify what you see as areas in which the School needs to improve.
- ◆ Please list three highlights of your school experience.
- ◆ If you could make one immediate change to benefit the students, what would it be?
- ◆ Other comments.

In addition, students were asked to rate their overall satisfaction with the School on the same scale as the Year 12 Parent Survey. The survey response rate of 9.6% was very poor, with only seven replies from 73 students. However, the feedback was generally positive in terms of overall school satisfaction, with a mean rating of 8.1.

2016 YEAR 7 STUDENT SURVEY

The students were asked to respond to the following areas.

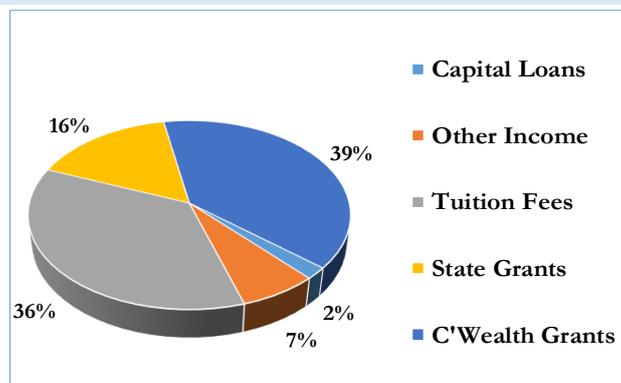
- ◆ Identify what you see as Year 7 Transition programme's strengths.
- ◆ Identify what you see as areas in which the Year 7 Transition programme needs to improve.
- ◆ Please list three highlights of your Year 7 Transition programme experience.
- ◆ If you could make one immediate change to benefit the Year 7 students, what would it be?
- ◆ Other comments.

In addition, students were asked to rate their overall satisfaction with the Year 7 Transition Programme out of 10, with 10 being the highest. The survey response rate of 11.8% was also very poor, with only 13 replies from 110 students, returning a mean rating of 8.0.

2016 SURVEY REFLECTIONS

The Community Relations Officer has reflected on these poor response rates and will implement strategies in 2017 to improve these rates.

2016 INCOME BY FUNDING SOURCE



FINAL COMMENTS

2016 was a positive year overall for John Wollaston Anglican Community School. Our high student and staff attendance and retention rates would affirm a strong sense of satisfaction with the quality of our teaching and learning, curricular and co-curricular programmes, facilities and positive tone of the School.

Our alumni group, The Old Wollastonians' Association, continued to develop its profile. Increasing numbers of children of Old Scholars are enrolled at the School. Six Old Scholars are members of staff. There is an Old Scholars' representative on School Council.

We consider that the academic achievements of our students, the quality of our pastoral care, our strong emphasis on religious and values education and an inclusive, nurturing environment make us the *School of Choice* for many families in the south east region of outer metropolitan Perth.

BRIGHT FUTURES

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A school of the Anglican Schools Commission Inc.

