



**John Wollaston**  
ANGLICAN COMMUNITY SCHOOL

# **2021**

## **ANNUAL SCHOOL PERFORMANCE REPORT**

**PUBLISHED JUNE 2022**



# JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL

ACADEMIC STAFF ATTENDANCE ♦ STAFF RETENTION  
STAFF PROFESSIONAL LEARNING ♦ TEACHER QUALIFICATIONS  
STUDENT ATTENDANCE ♦ STUDENT RETENTION  
STUDENT PERFORMANCE IN YEAR 12  
STAKEHOLDER SATISFACTION ♦ STUDENT POST-SCHOOL DESTINATIONS

## 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

## SCHOOL PERFORMANCE INFORMATION 2021

John Wollaston Anglican Community School, one of 15 schools of the Anglican Schools Commission Inc., is a co-educational day school with approximately 1000 students from Kindergarten to Year 12. The School also caters for up to 40 Pre-Kindergarten students in its Little Wollies program. 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 1989 to be a modern well-appointed campus with excellent purpose-built facilities.

We are proud of our Anglican ethos and our whole school approach. Our staff seek to prepare all of 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*, together with our focus on academic excellence, strong co-curricular program 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 programs 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 programs such as equestrian pursuits and rowing/kayaking. We offer a large number of opportunities for student leadership and encourage all students to develop these skills. Our pastoral care programs, tailored for each age group, highlight our belief that school should be a place where children and adolescents can feel safe, secure 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 Encounter Program, which includes camps and presentations by specialised external providers, is targeted for each age group within the School to assist in achieving these goals. Our Primary School is an authorised 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](http://www.jwacs.wa.edu.au)

## STAFF

**ACADEMIC TEACHING STAFF ATTENDANCE:** 96.34%

**ACADEMIC TEACHING STAFF RETENTION RATE:** 100%

### WORKFORCE COMPOSITION

The Workforce Composition for 2021 (as of the August Census) was as follows:

Type	Count				FTE		
	Primary	Secondary	Both	Total	Primary	Secondary	Total
Principal	0	0	1	1	0.5	0.5	1.0
Teaching	30	43	0	73	25.2	38.9	64.1
Non-teaching	13	23	24	60	22.2	30.1	52.3

### STAFF PROFESSIONAL LEARNING

Due to the impact of COVID-19, there was less external professional learning undertaken by staff in 2021. Several association conferences were cancelled or offered in an online mode. Staff accessed opportunities where possible and appropriate, but the priority was to maximise time on campus and maintain learning continuity for students. The internal professional learning program was responsive to local and external requirements.

Academic staff Professional Learning across the calendar year:

Cost of PL	# of PL days used
\$30,510.56	82.86

### TEACHERS' QUALIFICATIONS

Teachers' Qualifications all meet the requirements of the Teacher Registration Board of Western Australia (TRBWA).

## STUDENT ATTENDANCE

**MEAN STUDENT ATTENDANCE IN 2021:** 92.37%

Student attendance (%) by year group was as follows:

Early Learning	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
Kindergarten 91.27	Year 2 93.85	Year 5 93.36	Year 7 92.39	Year 10 89.78
Pre-Primary 93.79	Year 3 93.91	Year 6 92.76	Year 8 91.49	Year 11 89.35
Year 1 93.22	Year 4 94.45		Year 9 93.57	Year 12 90.04

## 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 throughout the day. If a student is absent from school (Primary and Secondary) with no prior notification from parents (parents are required 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 (if possible) to ask them to contact the School as soon as possible concerning the absence, either by telephone or email.

In the Secondary School, the Student Services Receptionist and Heads of House regularly monitor the attendance records of the students. In addition, House Group teachers and Heads of House follow up with the student and/or parent any unexplained absences or anomalies.

If a student arrives at school late (after House Group), they are required to provide a note or the parent must telephone the School to advise of the lateness.

## STUDENT RETENTION

- The student retention rate in Secondary from 2020 (Years 7-11) to 2021 (Years 8 -12) was 94.61%.
- 63.64% of students who commenced Year 9 in 2018 completed Year 12 studies in 2021.

## YEAR 12 PERFORMANCE

### THERE WERE 63 STUDENTS WHO COMPLETED YEAR 12

- Of these, 63 students were eligible to achieve their WACE. Of these eligible students, 61 achieved their WACE, representing a Graduation Rate of 96.83% (97.33% in 2020).
- In 2021, there were 28 students (44.44% of the total cohort) who obtained an ATAR. This is an increase from 2020 of 5.77% choosing a direct university pathway.
- The median 2021 ATAR for John Wollaston Anglican Community School was 83.80, which compares favourably to 83.30 in 2020.
  - The State median was 81.75, which is an increase of 0.1 from 2020. Our median was 2.05 higher than the State.
  - Based on our median ATAR score of 83.80 we achieved the third highest median ATAR of the ASC schools as listed in the *WA Top 50 High Schools Median ATAR List 2021*.
  - John Wollaston's median ATAR was higher than other local schools with the exception of John Calvin School and Providence Christian College.
- Eight students (28.5%), achieved an ATAR above 90, seven in the 80s, eight in the 70s, four in the 60s and one student below 60.
- Overall, the John Wollaston 2021 ATAR cohort performed well with 82.14% of the students achieving a ranking higher than 70, which is the minimum direct entry requirement for the universities. This figure was down from 2020 by 7.5%.

### INDIVIDUAL YEAR 12 AWARDS

- One student achieved a Certificate of Distinction (190 – 200 points). The points are accrued from 20 Year 11 and Year 12 units of which 10 are at Year 12. Unit equivalents from Australian Qualification Framework (AQF) VET certificates achieved can be used to meet the requirements.
- Eight students received Certificates of Merit (150–189 points accrued from 20 Year 11 and Year 12 units of which 10 are at Year 12. Unit equivalents from Australian Qualification Framework (AQF) VET certificates achieved can be used to meet the requirements).
- John Wollaston was listed as one of the schools with the highest performing students in Biology and Geography.

### UNIVERSITY APPLICATION STATISTICS FOR 2021

- Of the 28 John Wollaston students with an ATAR, 22 entered TISC preferences.
- Their median ATAR was 84.3, well above the 70 minimum for direct entry.
- The total number of students who applied for university was 28.

### VOCATIONAL EDUCATION AND TRAINING

- There were 29 Certificate II, 24 Certificate III and five Certificate IV qualifications completed by Year 12 students in 2021.
- These qualifications were delivered on and off site through arrangements with independent training providers and TAFE.

## SATISFACTION LEVELS

Nine formal surveys were conducted to gauge the level of satisfaction of students/parents/guardians in 2021. These were administered by the School's Policy and Programs Coordinator.

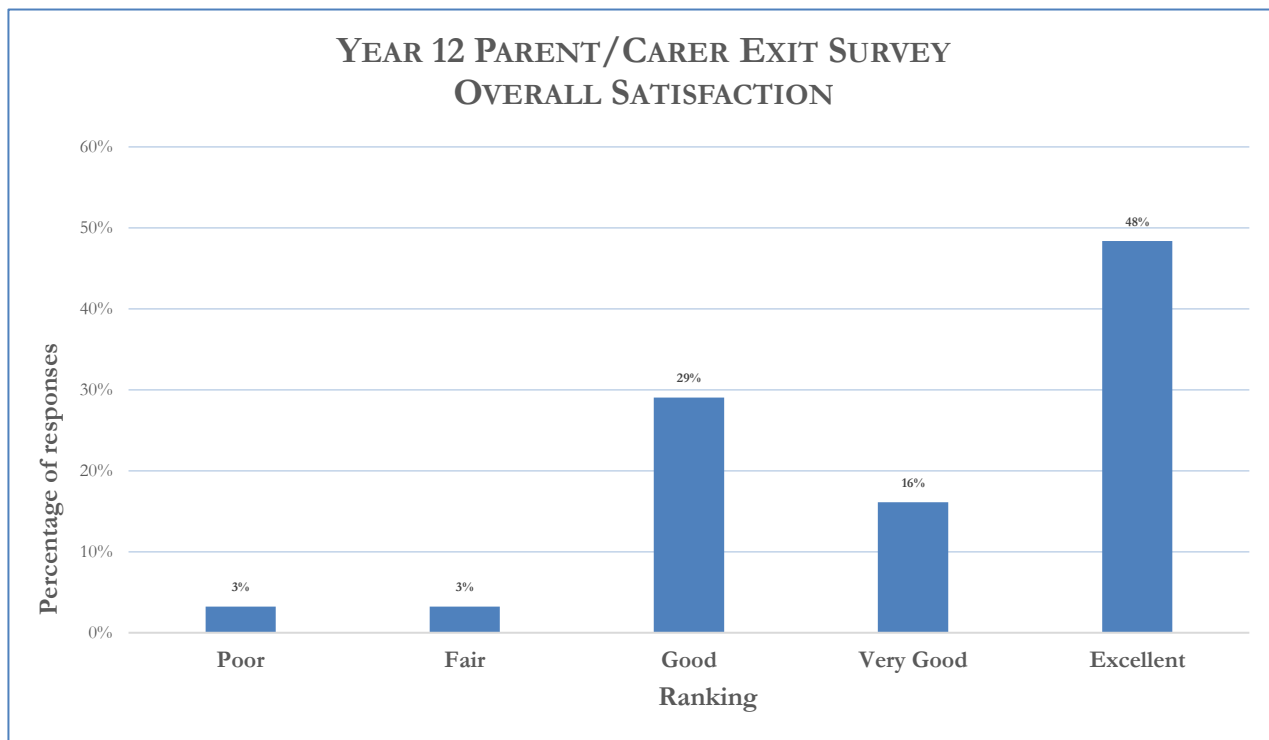
The groups surveyed were parents/guardians and students of Year 6, Year 7 and Year 12, new families and departing families. Year 1 parents/guardians were also surveyed.

We have found satisfaction surveys to be an effective strategy to seek feedback and subsequently identify areas for school improvement.

## 2021 EXIT SURVEYS

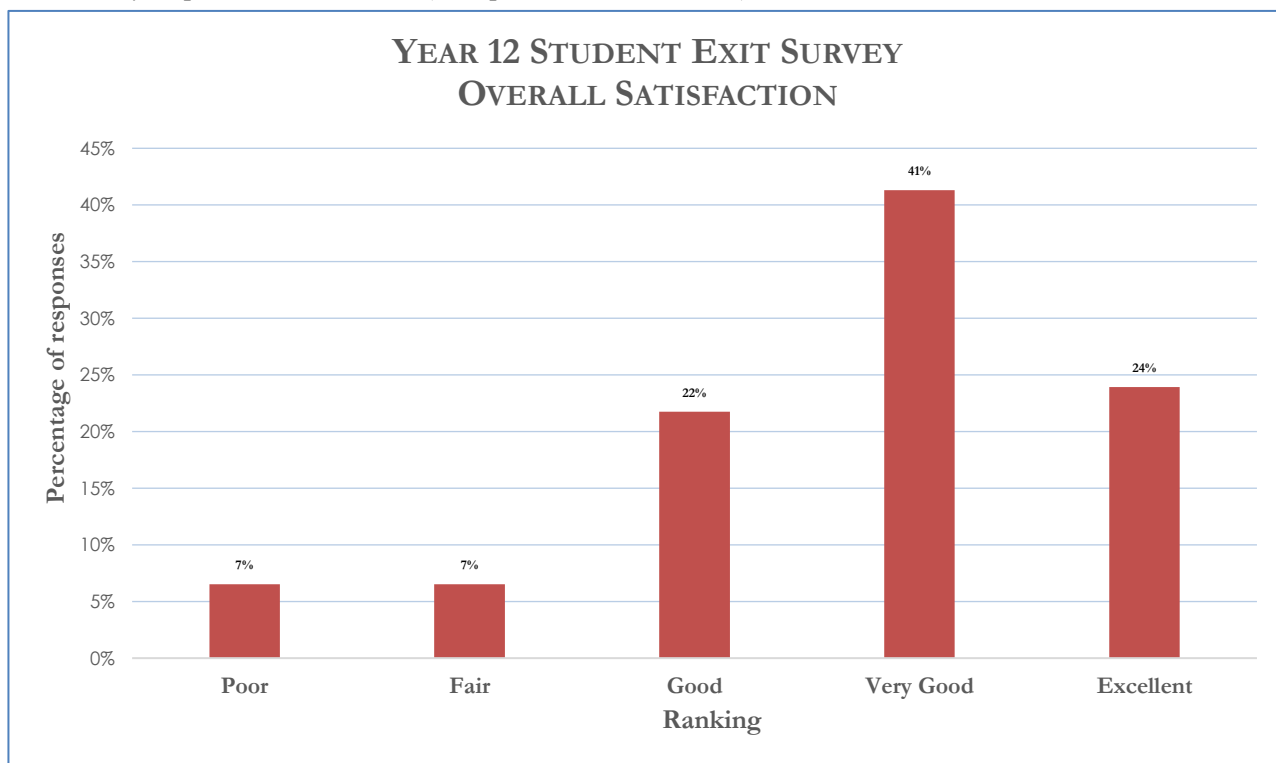
### YEAR 12 PARENT/CARERS' EXIT SURVEY

The survey response rate was 49.2%, (31 replies from 63 families).



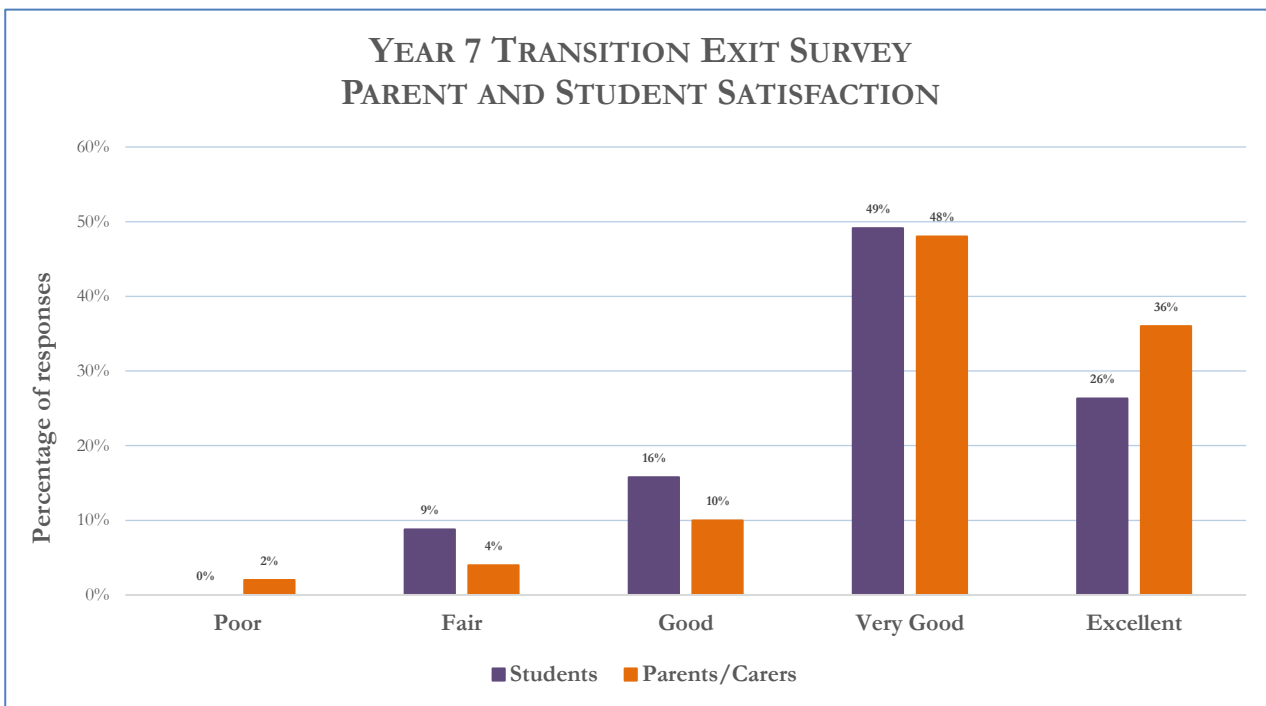
### YEAR 12 STUDENT EXIT SURVEY

The survey response rate was 73%, (46 replies from 63 students).



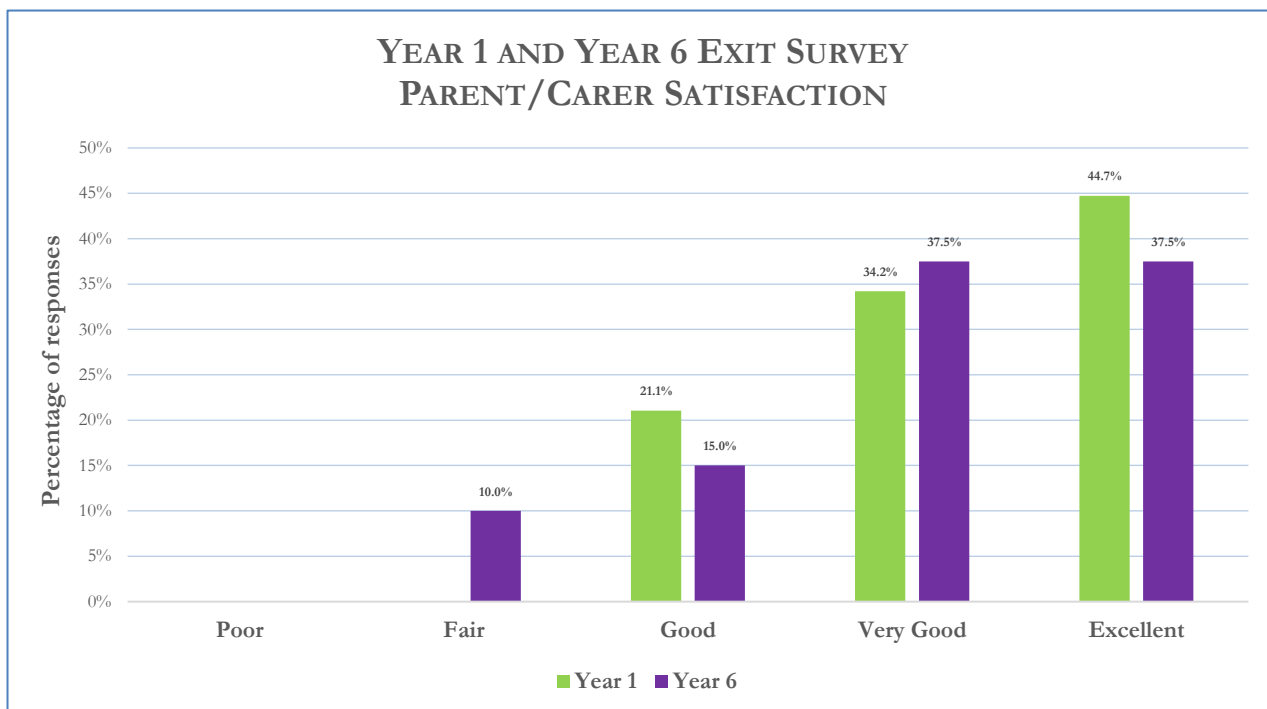
**YEAR 7 TRANSITION EXIT SURVEY**

	Parents/Guardians	Students
No. of Families/Students	91	91
No. of Respondents	50	57
Response rates	54.94%	62.64%
Rated experience at the School as either Excellent, Very Good or Good	94.0%	91.22%



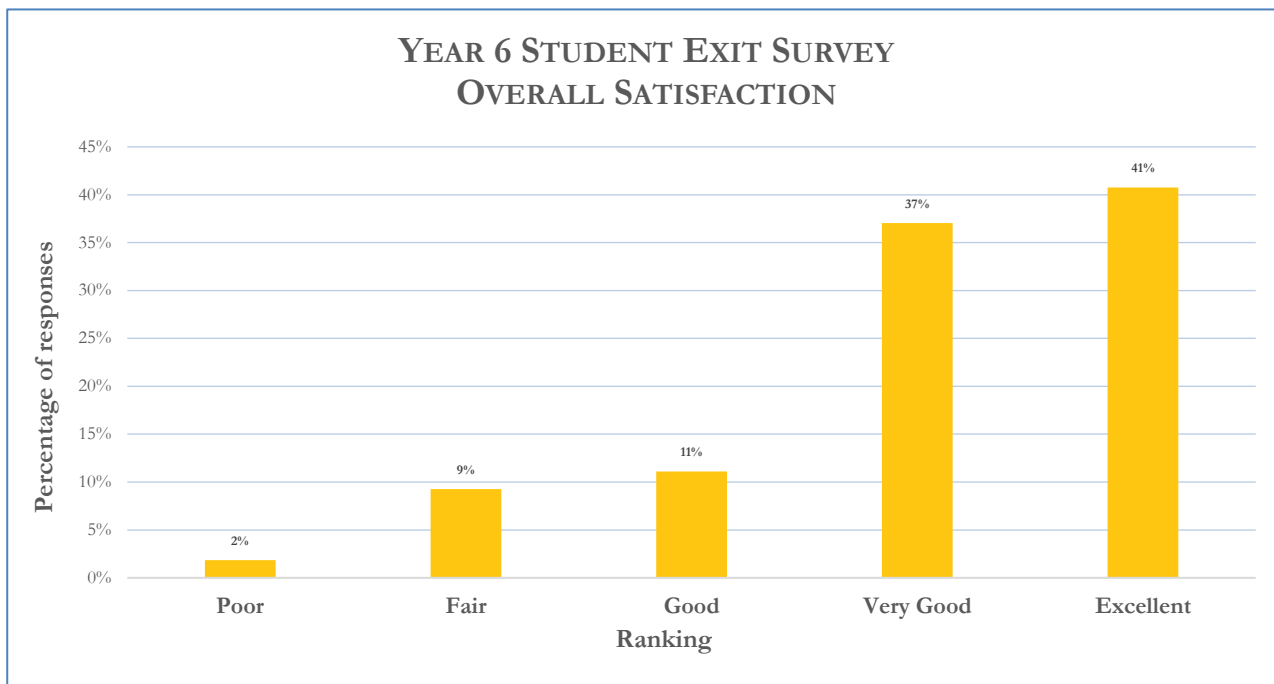
**YEAR 1 AND YEAR 6 PARENT/CARER EXIT SURVEY**

	Year 1	Year 6
No. of Families	52	72
No. of Respondents	38	40
Response rates	73.08%	55.55%
Rated experience at the School as either Excellent, Very Good or Good	100%	90%

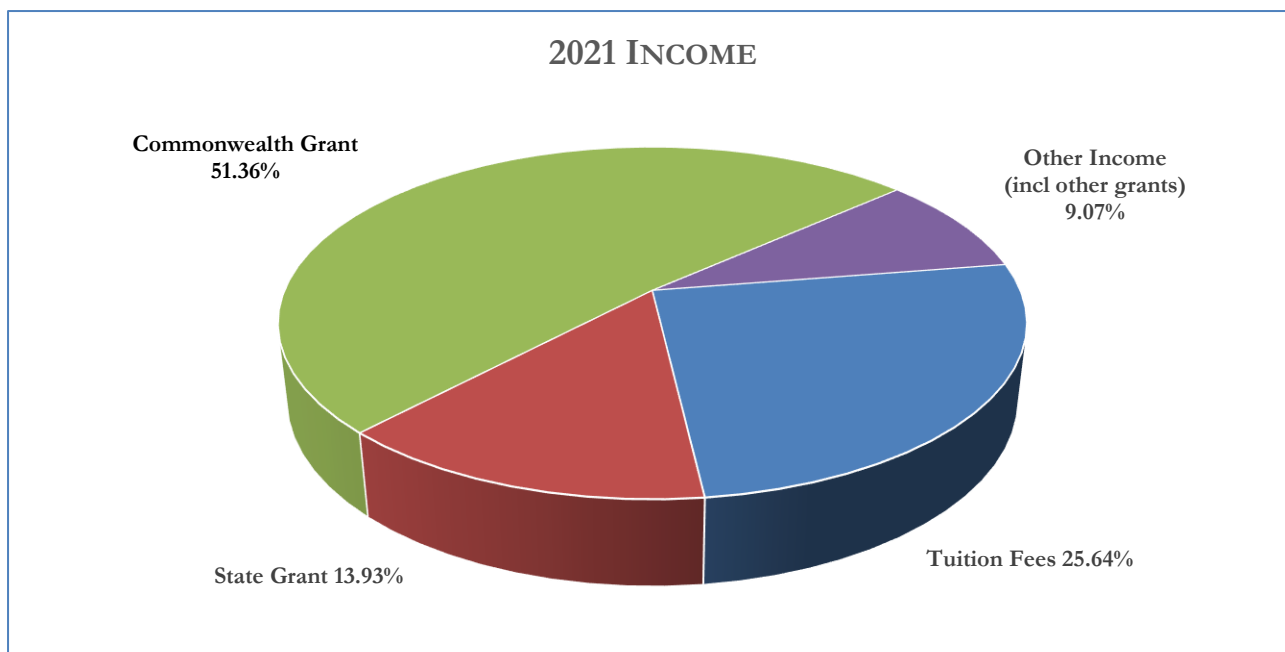


## YEAR 6 STUDENT EXIT SURVEY

The survey response was 75.0% (54 replied from 72 students).



## INCOME BROKEN DOWN BY FUNDING SOURCE



## CONCLUSION

The School made very pleasing progress in 2021. In the second year of the pandemic, we responded in a timely and effective manner to all WA Government and Health Department requirements. Our priorities were to maintain a safe environment for staff and students and continuity of the educational program. Academic and pastoral programs were enhanced, the latter focussing on mental health and wellbeing initiatives.

Many new families joined the school community throughout the year, continuing a phase of strong enrolment growth.

Our alumni group, The Old Wollastonians' Association, continued to develop its profile with increasing numbers of past students. Children of many Old Wollastonians are enrolled at the School. Five Old



Wollastonians are members of staff and there is an Old Scholars' representative on School Council.

We are very proud of the fine academic achievements of the 2021 Year 12 cohort. Our excellent student and staff attendance and retention rates, together with strong outcomes from satisfaction surveys reflect the high quality of our teaching and learning, curricular and co-curricular programs, Anglican identity, caring, inclusive culture, modern facilities and positive tone of the School. We set high standards and expectations for students and staff and work hard to achieve them.

We are proud to be the School of Choice for many families in the south east corridor of outer metropolitan Perth.