



2014
ANNUAL REPORT

MISSION STATEMENT

We help our students 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 2014

John Wollaston Anglican Community School, a co-educational day school with approximately 970 students K – 12, is one of 10 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 1989 to be the well-appointed campus that it is today. We have several purpose built facilities including an Early Learning Centre, Learning Enrichment Centre and Year 7 Transition Centre. A new Technology Centre completed at the end of Term 1 provides first class facilities including a commercial kitchen, Visual Art studios and gallery space for our students.

We are proud of our Anglican ethos and our whole school approach. Our committed staff members seek to prepare all 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 inclusive pastoral care system, underpin our Mission Statement: *We help our students 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 all 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. 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: 96.3%
- ♦ Academic Teaching Staff Retention Rate: 97.4%
- ♦ The Workforce Composition for 2014 (as of August Census) was as follows:
 - Teaching staff:
 - Primary: 28.7 FTE (4.5 male; 24.2 female); Head Count 4.5 male, 29.5 female
 - Secondary: 37.4 FTE (11.2 male; 26.2 female); Head Count 11.5 male, 29.5 female
 - Non-Teaching staff:
 - Primary: 19.4 FTE (3.3 male; 16.1 female); Head Count 5 male, 19.5 female
 - Secondary: 19.4 FTE (4.4 male; 15.0 female); Head Count 7 male, 20.5 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, 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 \$1,277.00 per person of which \$638.00 was spent on teacher relief.
- ♦ Teachers’ Qualifications all met the requirements of the Teacher Registration Board of Western Australia (TRBWA).

STUDENT ATTENDANCE

- ♦ Overall Student Attendance in 2014 was 92.6%
- ♦ Student Attendance (%) by year group was as follows:

Pre-Primary	93.2	Year 7	93.1
Year 1	92.2	Year 8	92.1
Year 2	94.6	Year 9	90.2
Year 3	93.5	Year 10	91.1
Year 4	93.3	Year 11	92.4
Year 5	93.0	Year 12	92.1
Year 6	92.5		

STUDENT ABSENCES

Since the commencement of Semester 2, Primary and Secondary have moved to the SEQTA platform for managing student attendance. Prior to this, the Maze platform was used. Primary record am and pm attendance while Secondary record attendance for every session (period) throughout the day.

The Primary and Secondary Schools have systems in place to manage student absences:

- ◆ The Early Learning Centre and the Primary School operate a first-day calling procedure. If a student is absent and the School has not been informed by a parent, Administration staff will telephone the parent and ask the reason for the absence. If the School cannot make contact with the parent, staff will follow up with a telephone call on Day 2 or until a response has been received.
- ◆ In the Secondary School non-attendance is managed in the following manner: Once the absentee list for the commencement of the day has been established, the parents of students who are marked as 'unexplained absences' are telephoned by Administration staff to provide an explanation for the absence. (Parents are encouraged to contact the School via telephone/email to advise if their child is to be absent on a given day). If parents cannot be contacted, a message is left asking them to contact the School as soon as possible about the absence, either by telephoning/emailing at their earliest convenience or by writing a note in the student's diary when he/she returns to school. At the end of each day, any absences which are still unexplained are sent to the Head of House to follow up. Should there still be unexplained absences, once a week the names of students on such a list are sent to their House Teachers to be followed up. At this point a note from the parent is required to be written in the student's diary and then sent to Student Administration for processing.

STUDENT RETENTION

- ◆ Student Retention Rate: 94.3%
- ◆ 70.7% of students who commenced Year 9 in 2011 completed Year 12 studies in 2014.

YEAR 12 PERFORMANCE

- ◆ Of the 40 Year 12 students enrolled, all students (100%) satisfied the requirements for Secondary Graduation.
- ◆ The median ATAR was 82.45; this was 3.45 above the State median, placing the School 27th in the State on this criterion.
- ◆ 35% of the cohort completing an ATAR achieved a ranking of greater than 80; 15% of the cohort achieved a ranking greater than 90.
- ◆ John Wollaston had 17.65% of Stage 3 enrolments attain a final course score of 75% or more, ranking the School 19th in the State on this criterion.
- ◆ Of the 15 ATAR courses delivered by the School, 13 achieved a Final Course Combined Mark higher than the State.
- ◆ WACE Course Awards
John Wollaston Anglican Community School was one of the schools with the highest performing students for Stage 2 English. The list of up to 15 schools is compiled from the percentage of students at each school who achieved a WACE course score of 75 or more in that course/stage.
- ◆ Individual Year 12 Awards
Three students received School Curriculum and Standards Authority Certificates of Commendation (awarded to students who obtain at least 20 grades of 'A' in course units or equivalents and achieve their WACE).

- ◆ University Offers, Awards and /or Scholarships
The following awards and scholarships were granted to graduating students:
 - One Entry Award, Murdoch University
 - Two Curtin Principal's Recommendation Awards
 - Three University of Western Australia (UWA) Excellence Awards
- ◆ University Application Statistics for 2014
 - The median ATAR score of John Wollaston Year 12 students applying to university was 82.45.
 - Of the 25 John Wollaston students who applied through TISC to UWA, Murdoch, Curtin or Edith Cowan universities:
 - 84% of students received an offer
 - 68% of students received their first preference
- ◆ Vocational Education and Training
 - 35% of Year 12 students participated in Vocational and Education Training with courses delivered on and off site through arrangements with independent training providers. Of these:
 - 15 students achieved a Certificate II
 - two students achieved a Certificate IV
 - one student achieved a Diploma
- ◆ State Training Provider (TAFE) Applications
Nine Year 12 students applied to a State Training Provider and six received an offer. One other student was accepted into university.

NAPLAN

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

	Year 3	Year 5	Year 7	Year 9
Reading	+1	+22	+13	0
Writing	-6	+12	+18	-6
Spelling	-29	-2	-1	-19
Grammar and punctuation	-11	+30	+11	+5
Numeracy	-10	+22	-9	+3

Year 3 NAPLAN results continue to be a cause of concern. Relative weakness in Year 9 literacy indicates that a significant number of students will have opportunities to demonstrate these requirements for Graduation in the OLN in 2015. Years 5 and 7 results were generally encouraging.

SATISFACTION LEVELS

Four formal surveys were conducted in 2014 to gauge the level of satisfaction of parents and students. The Year 12 Parent Satisfaction survey and the Year 12 Student Satisfaction survey were administered by an external agent, MYP Corporation. The Year 7 Transition parent survey and the Year 7 Transition student survey were administered internally.

2014 YEAR 12 PARENT SURVEY:

Survey responses were received from 36 out of a total of 62 eligible respondents. This equates to a response rate of 58.1%.

- ◆ John Wollaston recorded an overall satisfaction score of 80% (4 out of 5).
- ◆ Best practice areas included: Learning Environment, Resources and Facilities, Overall, Leadership and Direction, Values and Culture, Teaching Standards, School Communication, Reporting, Pastoral Care /Wellbeing.
- ◆ Fair to good areas included: Homework, Student Engagement, Parent Engagement, Student Transition, General, Co-curriculum, Learning and Extension, Curriculum.

2014 YEAR 12 STUDENT SURVEY:

- ◆ Survey responses were received from 13 out of a total of 38 eligible respondents. This equates to a response rate of 34.2%.
- ◆ John Wollaston recorded an overall satisfaction score of 81% (4.04 out of 5).
- ◆ Best practice areas included: Teaching Standards, Learning Environment, Pastoral Care/Wellbeing, Overall, Learning and Extension, Homework, General, Student Engagement, Values and Culture, Student Transition, Leadership and Direction.
- ◆ Fair to good areas included: School Communication, Reporting, Resources and Facilities, Parent Engagement, Co-curriculum, Curriculum.

COMPARING 2014 YEAR 12 PARENT AND STUDENT SATISFACTION LEVELS IN THE KEY AREAS:

KEY AREA	PARENTS	STUDENTS
Learning Environment	4.39	4.42
Resources and Facilities	4.33	3.92
Overall	4.22	4.23
Leadership and Direction	4.13	4.00
Values and Culture	4.12	4.06
School Communication	4.11	3.94
Teaching Standards	4.11	4.46
Reporting	4.08	3.92
Pastoral Care/Wellbeing	4.06	4.33
Homework	3.97	4.13
Parent Engagement	3.91	3.86
Student Engagement	3.91	4.08
Student Transition	3.89	4.04
General	3.87	4.09
Co-curriculum	3.86	3.69
Learning and Extension	3.81	4.17
Curriculum	3.43	3.65
Average	4.00	4.04

INTERPRETATION OF THE RATINGS

4.00 - 5.00 An excellent outcome that indicates a real commitment on behalf of the organisation to address this issue in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment.

3.00 - 3.99 A fair to good score that reflects a level of satisfaction on this issue. However, it falls short of an 'educator of choice' outcome. Continual and increased focus

2.00 - 2.99 A poor result that suggests a core level of underlying dissatisfaction on this issue. Investigation and corrective action required.

1.00 - 1.99 There are significant issues for concern. This score reflects an unhealthy disconnect on this issue between the current situation and the needs and/or expectations of final year students. Major corrective action required.

Although no areas were rated as poor or of significant concern, both parents and students rated Curriculum as the lowest. The School will continue to give due consideration to this area moving forward. All key areas will continue to be monitored with measures implemented to improve wherever possible.

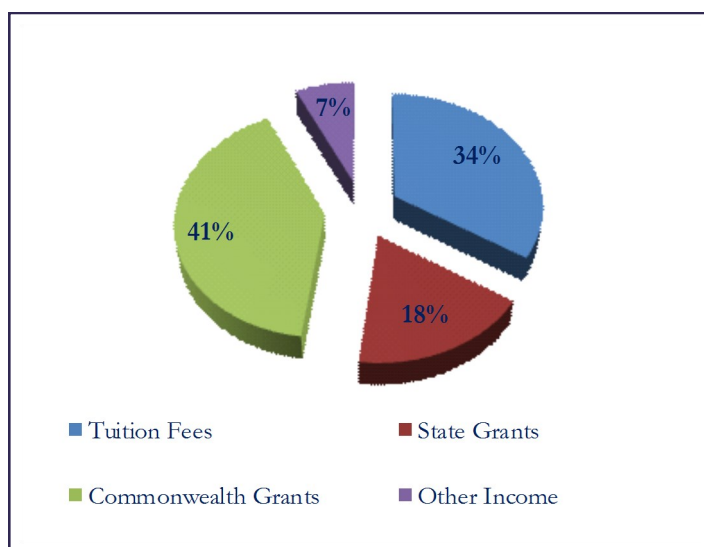
2014 YEAR 7 TRANSITION PARENT SURVEY:

- ◆ 22 responses were received. In the key areas that included Inquiry Learning, Reporting, Specialist Programmes, Pastoral Care, Communication with and access to teachers and the Year 7 Camp, the respondents were overwhelmingly satisfied. Some parents felt that Year 7 students required better access to playground equipment.

2014 YEAR 7 TRANSITION STUDENT SURVEY:

- ◆ 80 responses were received. In the key areas of Inquiry Approach to Teaching/Learning, Specialist Programmes, Pastoral Care and Inter-House and sporting events, the respondents were generally positive and satisfied with their Year 7 experiences. Students enjoyed the opportunity to participate in specialist classrooms and being taught by specialist teachers, although in the Science and Technology rotations, some felt that Foods and ICT could have been a little more challenging. The Year 7 Centre and its facilities for the Year 7 students were identified as important and valued. The Year 7 Camp was received positively.

2014 INCOME BROKEN DOWN BY FUNDING SOURCE



FINAL COMMENTS

2014 was a very positive year for John Wollaston Anglican Community School, highlighted by particularly pleasing Year 12 results. Our high student and staff attendance and retention rates suggest a strong sense of satisfaction with the quality of our teaching and learning, curricular and co-curricular programmes, facilities and the positive tone of the School. This satisfaction was also reflected in the survey results.

Our alumni group, The Old Wollastonians' Association, continued to develop its profile with increasing numbers of past students supporting its activities. Children of Old Scholars are enrolled at the School. Five Old Scholars are members of staff. There is an Old Scholars' representative on School Council.

Whilst the statistics in this document reflect a high level of satisfaction amongst staff, students, parents and a pleasing standard of academic achievement, we also consider that the quality of our pastoral care, 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.



Published 24 April 2015