



2015 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 2015

John Wollaston Anglican Community School, a co-educational day school with approximately 1030 students K – 12, is one of fourteen schools of the Anglican Schools Commission Inc (WA). 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, theatre, gymnasium, a Technology Centre and Visual Arts studios that provide first class facilities for our students. A new two storey building, known as The Commons, was constructed throughout 2015 and was ready to commence the 2016 academic year. It is home to the English, Humanities, Languages and Mathematics learning areas. In 2015 Telethon Speech and Hearing Centre established an outpost at John Wollaston, a first for Anglican schools in WA. Catering for students with moderate to severe hearing impairment, the initial enrolment was four students. This is anticipated to grow in coming years. 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 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 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 have 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: 96.0%
- ♦ Academic Teaching Staff Retention Rate: 93.5%
- ♦ The Workforce Composition for 2015 (as of August Census) was as follows:
 - Teaching staff:
 - Primary: 29.5 FTE (3.2 male; 26.3 female); Head Count 4.5 male, 33.5 female
 - Secondary: 40.0 FTE (11.9 male; 28.1 female); Head Count 12.5 male, 30.5 female
 - Non-Teaching staff:
 - Primary: 21.9 FTE (2.9 male; 19.0 female); Head Count 3.5 male, 28.0 female
 - Secondary: 19.5 FTE (3.5 male; 16.0 female); Head Count 4.5 male, 24.0 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 \$1242.00 for each 1.0 FTE of which \$511.00 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 2015 was 92.7%
- ♦ Student Attendance (%) by year group was as follows:

Kindergarten	90.9	Year 6	92.4
Pre-Primary	92.3	Year 7	93.6
Year 1	92.7	Year 8	92.8
Year 2	92.3	Year 9	93.0
Year 3	93.0	Year 10	92.0
Year 4	93.1	Year 11	93.6
Year 5	92.5	Year 12	93.5

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 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, at the end of each day if there are any absences which remain unexplained or if there are any anomalies (due to seven attendance records collected throughout the day), attendance records are forwarded to the Head of House to follow up. House Teachers are also 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: 91.8%
- ◆ 69.4% of students who commenced Year 9 in 2012 completed Year 12 studies in 2015.

YEAR 12 PERFORMANCE

- ◆ Of the 58 Year 12 students enrolled, all students (100%) satisfied the requirements for Secondary Graduation.
- ◆ The median ATAR was 76.80; this was 2.3 below the State median. The School achieved the highest median ATAR of the local schools. The percentage of John Wollaston students who sat an ATAR was similar to the rate of local schools at 50% of the cohort.
- ◆ 43% of the cohort completing an ATAR achieved a ranking of greater than 80; 18% of the cohort achieved a ranking greater than 90.

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

- ◆ Two students received School Curriculum and Standards Authority Certificates of Commendation (awarded to students who obtain at least 20 A-grades 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:
 - Two Curtin Principal's Recommendation Awards
 - One University of Western Australia (UWA) Excellence Award

University Application Statistics for 2015

- ◆ The median ATAR score of John Wollaston Year 12 students applying to university was 77.80.
- ◆ Of the 30 (including non-ATAR) John Wollaston students who applied through TISC to UWA, Murdoch, Curtin or Edith Cowan universities:

- 100% of students received an offer
- 73% of students received their first preference

Vocational Education and Training

- ◆ Of the 58 Year 12 students, 65.5% completed a Certificate I or higher in Year 12, placing John Wollaston equal first in the State for VET achievement. These qualifications were delivered on and off site through arrangements with independent training providers. 53% of Year 12 students completed more than one qualification at a level equal to, or higher than, Certificate II.
- ◆ A John Wollaston Year 12 student was awarded the 2015 Hospitality Group Training, School Based Trainee of the Year. This student was also a finalist in the Western Australia, School Based Trainee Award for 2015.

Number of qualifications achieved by full time eligible Year 12 students		
Certificate II	Certificate III	Certificate IV
49	6	2

State Training Provider (TAFE) Application

- ◆ Seven Year 12 students applied to a State Training Provider and six received an offer.

NAPLAN

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	+7	+3	+12	+19
Writing	-24	-1	+9	+22
Spelling	+8	-6	-2	+5
Grammar and punctuation	+6	+1	+3	+24
Numeracy	+5	-7	-10	+13

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

	Year 5		Year 7		Year 9	
	2013 (as Year 3s)	2015	2013 (as Year 5s)	2015	2013 (as Year 7s)	2015
Reading	+4	+3	+25	+12	+9	+19
Writing	-16	-1	+2	+9	+14	+22
Spelling	-23	-6	+8	-2	+2	+5
Grammar and punctuation	-26	+1	-4	+3	+15	+24
Numeracy	-12	-7	-3	-10	-7	+13

- ◆ Year 3 generally demonstrated pleasing results, being above State average in four of the five areas. We continue to establish effective early intervention strategies in the Early Years, Kindergarten to Year 2. Writing requires significant improvement.
- ◆ Year 5 results are pleasing when analysed in terms of growth over time for this cohort. There are significant improvements in Writing, Spelling and Grammar and Punctuation from the 2013 Year 3 NAPLAN to the 2015 Year 5 NAPLAN. Numeracy has improved marginally and Reading is at a similar level.
- ◆ Year 7 results show some improvement compared to the State in two of the five areas since Year 5 in 2013, although Numeracy is relatively weak.
- ◆ Year 9 remains a relatively strong cohort, with all areas showing improvement since Year 7 in 2013. In particular, Numeracy has improved from seven NAPLAN points below the State mean to 13 points above.

SATISFACTION LEVELS

Due to the School reviewing its surveying process and format, only one formal survey was conducted to gauge the level of satisfaction of students in 2015. This was administered by the School's Community Relations Officer. In previous years we have also surveyed Year 12 parents as well as Year 7 students and parents. Next year's report will include a greater number of formal surveys.

2015 YEAR 12 STUDENT SURVEY:

Survey responses were received from 52 out of a total of 58 eligible respondents. This equates to a response rate of 89.65%.

The survey provided for open ended responses in the following areas:

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

◆ Strengths of the School

Respondents generally felt that the School has a strong sense of community, a friendly environment, reflects its core values, has supportive and helpful teachers and good facilities (buildings and grounds).

◆ Areas to improve

Respondents generally felt that the School should offer a greater range of courses for students in Years 11 and 12. Some felt that ATAR students received more support than non-ATAR students. Others felt that sport (opportunities and equipment) could improve. A number stated that there should be greater recognition of the achievements of all students, not just the high achievers.

◆ Personal highlights

International and inter-state tours, along with local camps and excursions, rated very highly. The Year 10 and 11 social events and the Year 12 Ball also rated very highly. Friendship with peers was considered a highlight.

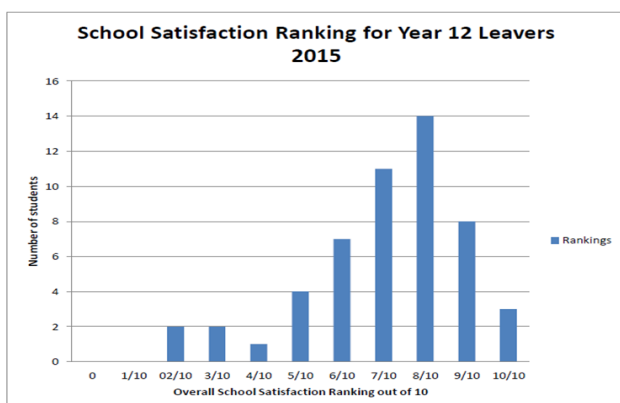
◆ Changes to benefit the students

Improving the Café (food selection and reducing prices) and greater inclusivity of the VET students in the wider range of opportunities available to non-VET students each received the greatest number of responses. Having a school nurse or councillor was the next highest identified.

◆ Other

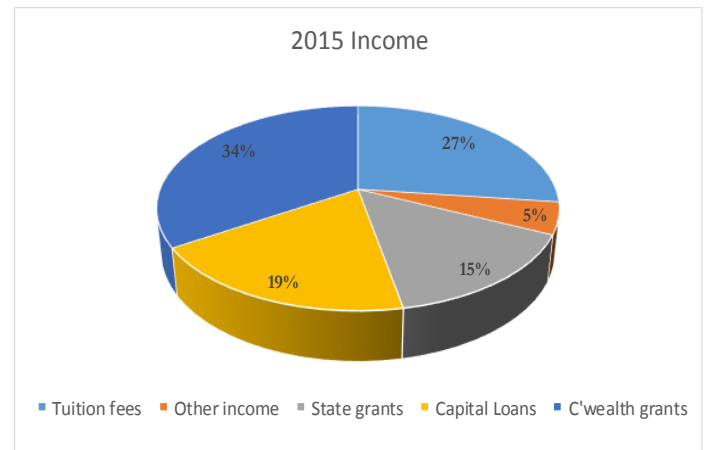
Generally positive comments but some students took the opportunity to voice their view that VET students require greater consideration.

Each respondent was also asked to rank their overall satisfaction with the School on a 0 to 10 scale, with 10 being the highest. The summary graph below demonstrates a strong overall level of school satisfaction:



The School will consider the concerns of students. Employing a nurse and/or psychologist is in the School's Strategic Plan. Regarding the VET students, the fact that their programme requires them to be off site for two days each week means that balancing their academic programme with the wider school experience is difficult, but we will review what is currently in place for these students to see if we can address their concerns.

2015 INCOME BY FUNDING SOURCE



FINAL COMMENTS

2015 was another positive year for John Wollaston Anglican Community School, with particularly pleasing outcomes for the Year 12 students. Our high student and staff attendance and retention rates reflect 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. A growing number of Old Scholars are enrolling their children at the School. Four Old Wollastonians are members of staff. There is an Old Scholars' representative on School Council.

We consider that the academic achievements of our students, the high 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 corridor of outer metropolitan Perth.

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A school of the Anglican Schools Commission Inc.

BRIGHT FUTURES



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