



John Wollaston
ANGLICAN COMMUNITY SCHOOL

2018 ANNUAL REPORT

PUBLISHED 28 JUNE 2019



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
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 2018

John Wollaston Anglican Community School, one of 14 schools of the Anglican Schools Commission Inc., is a co-educational day school with approximately 960 students from Kindergarten to Year 12. The School also caters for up to 40 Pre-Kindergarten students in the 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 (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 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 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: 97.07%

ACADEMIC TEACHING STAFF RETENTION RATE: 92.0%

WORKFORCE COMPOSITION

The Workforce Composition for 2018 (as of August Census) was as follows:

- ♦ Teaching staff:
 - Primary: 26.0 FTE (2.0 male; 24.0 female); Head Count: 2 male, 30 female
 - Secondary: 39.3 FTE (11.6 male; 27.7 female); Head Count: 12 male, 30 female
 - Both Primary and Secondary: Head Count 1 female
- ♦ Non-Teaching staff:
 - Primary: 20.0 FTE (3.3 male; 16.7 female); Head Count 0 male, 11 female
 - Secondary: 22.2 FTE (5.9 male; 16.3 female); Head Count 3 male, 12 female
 - Both Primary and Secondary: Head Count: male 7, female 19

STAFF PROFESSIONAL LEARNING

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, Western 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 \$1139.00 for each 1.0 FTE of which \$205.00 was spent on teacher relief.

TEACHERS' QUALIFICATIONS

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

STUDENT ATTENDANCE

OVERALL STUDENT ATTENDANCE IN 2018: 92.5%

STUDENT ATTENDANCE (%) BY YEAR GROUP WAS AS FOLLOWS:

Early Learning		Primary		Lower Secondary		Senior Secondary	
Kindergarten	90.5	Year 3	92.4	Year 7	93.3	Year 10	92.6
Pre-Primary	94.0	Year 4	93.8	Year 8	91.3	Year 11	93.8
Year 1	91.1	Year 5	92.3	Year 9	91.2	Year 12	91.9
Year 2	92.2	Year 6	94.9				

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 telephone or email.

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

STUDENT RETENTION

THE STUDENT RETENTION RATE IN SECONDARY FROM 2017 (YEARS 7-11) TO 2018 (YEARS 8-12) WAS 93.38%.

81.33% OF STUDENTS WHO COMMENCED YEAR 9 IN 2015 COMPLETED YEAR 12 STUDIES IN 2018.

YEAR 12 PERFORMANCE

THERE WERE 59 STUDENTS WHO COMPLETED YEAR 12

- Of these, 58 students were eligible to achieve their WACE. Of these eligible students, 57 achieved their WACE, representing a Graduation Rate of 98.28%.
- The Median 2018 ATAR for John Wollaston Anglican Community School was 85.65, an increase of five from the previous score of 80.65 in 2017. Fifty percent (50%) of the students achieved an ATAR in the 80s, with a further 18% achieving in the 90s.
- The State Median ATAR was 81.80. The School was placed twenty-third in the ranking of the Top 50 Schools which was published in *The West Australian* on Saturday 12 January 2019. Of the local schools, and WA ASC schools, John Wollaston ACS achieved the highest median ATAR and ranking.
- 100% of Year 12 students eligible to graduate completed four or more ATAR courses or a Certificate II or higher.

INDIVIDUAL YEAR 12 AWARDS

- One student received a Course Certificate of Excellence for Geography (Awarded to the top 0.5 per cent of candidates in the ATAR course examination).
- Three students received School Curriculum and Standards Authority Certificates of Distinction (190–200 points accrued from 20 Year 11 and Year 12 units of which 10 were in Year 12. Unit equivalents from Australian Qualification Framework (AQF) VET certificates achieved can be used to meet the requirements.)
- Ten students received School Curriculum and Standards Authority Certificates of Merit (150–189 points). The points are accrued from 20 Year 11 and Year 12 units of which 10 were in Year 12. Unit equivalents from Australian Qualification Framework (AQF) VET certificates achieved can be used to meet the requirements.

UNIVERSITY APPLICATION STATISTICS FOR 2018

- The median ATAR of John Wollaston Year 12 students applying to university was 85.95.
- Of the 38 students who applied to university, 100% were offered one of their preferences.

VOCATIONAL EDUCATION AND TRAINING

- There were 15 Certificate II and 33 Certificate III qualifications completed by Year 12 students.
- These qualifications were delivered on and off site through arrangements with independent training providers and TAFE.

NAPLAN 2018

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	+22	+21	+10	+20
Writing	+ 10	+7	+ 1	+16
Spelling	+ 4	- 3	-10	0
Grammar and punctuation	+14	+17	-2	+13
Numeracy	+10	-1	0	+10

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

	YEAR 5		YEAR 7		YEAR 9	
	2016 (as Year 3s)	2018	2016 (as Year 5s)	2018	2016 (as Year 7s)	2018
Reading	+ 19	+21	+8	+10	+12	+20
Writing	- 5	+7	- 8	+ 1	+4	+16
Spelling	- 9	- 3	- 14	-10	-1	0
Grammar and punctuation	+13	+17	- 7	-2	+13	+13
Numeracy	- 9	-1	0	0	-3	+10

- ♦ Year 3 demonstrates pleasing progress. Writing and Numeracy results significantly improved in 2018. Reading results are very strong.
- ♦ Year 5 results have improved. Only two areas were marginally below the State mean and both Reading and Grammar and Punctuation improved markedly. There does, however, remain scope for significant improvement across all domains.
- ♦ Primary have the following strategies in place:
 - The Jolly Phonics and Jolly Grammar programs, combined with the On Entry Testing from Pre-Primary to Year 2 and Brightpath Writing Assessment from Kindergarten onwards, have seen improvements in the Year 3 data. However, the data gained from the 2018 Year 2 cohort suggests significant focus and effort will be required to replicate and improve on this result.
 - Continued work with the Year 3 and 5 cohort of students who use English as an Additional Language or Dialect (EAL/D) is required. This small group intensive tutoring has been successful across all year groups, with a focus on test literacy a key component.
 - The Year 5 cohort requires further improvement with Writing and Spelling and greater emphasis on Numeracy. The Year 5 results are disappointing over time and require sustained action. Part of this will be a new Writing program we implemented in 2018 – Talk 4 Write – with Professional Learning on this program provided for all key classroom teachers.
- ♦ Year 7 student results show a modest improvement since they were in Year 5, with a notable improvement in Writing. Spelling remains a relative weakness of the cohort.
- ♦ Year 9 remain a relatively strong cohort, with all but one area, which was unchanged in Grammar and punctuation, showing improvement since Year 7 in 2016. In particular, Numeracy has improved from minus three NAPLAN points below the State mean to ten points above while Reading and Writing also show significant improvement.

On 29 March 2019 the School received an email from the Chief Executive Officer of ACARA to advise that ACARA had identified John Wollaston as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN:

“On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging”
(David de Carvalho, CEO).

SATISFACTION LEVELS

Nine formal surveys were conducted to gauge the level of satisfaction of students/parents/guardians in 2018. 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.

EXIT SURVEYS

2018 YEAR 12 PARENT/GUARDIANS' EXIT SURVEY

The Year 12 Parent Survey was comprehensive, with 13 specific areas, in most cases with multiple facets to consider and rate, using the following scale:

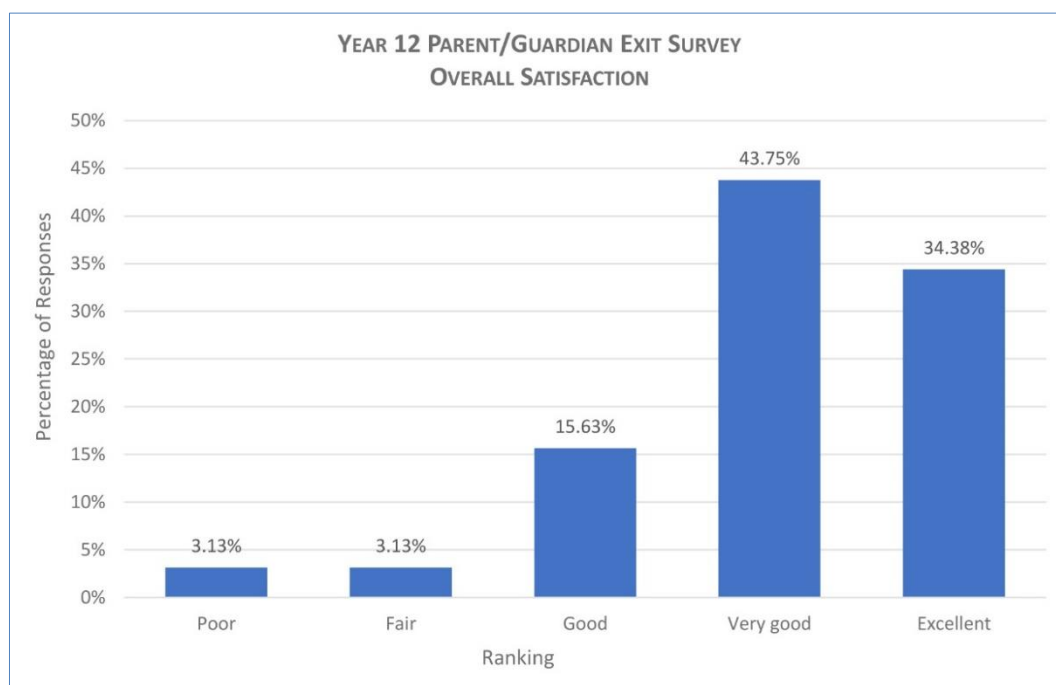
Strongly Agree | Agree | Disagree | Strongly Disagree | Not applicable (*did not apply to all questions*)

In addition, parents/guardians were asked to rate their experience with the School on a five-point scale: Poor, Fair, Good, Very good, Excellent.

The statements were broadly grouped into the following areas:

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

The survey response rate was 54.2%, (32 replies from 59 families), with the feedback generally positive in terms of overall school satisfaction. 94% of respondents rated their experience with the School as either Excellent, Very Good or Good, as shown in the graph below:



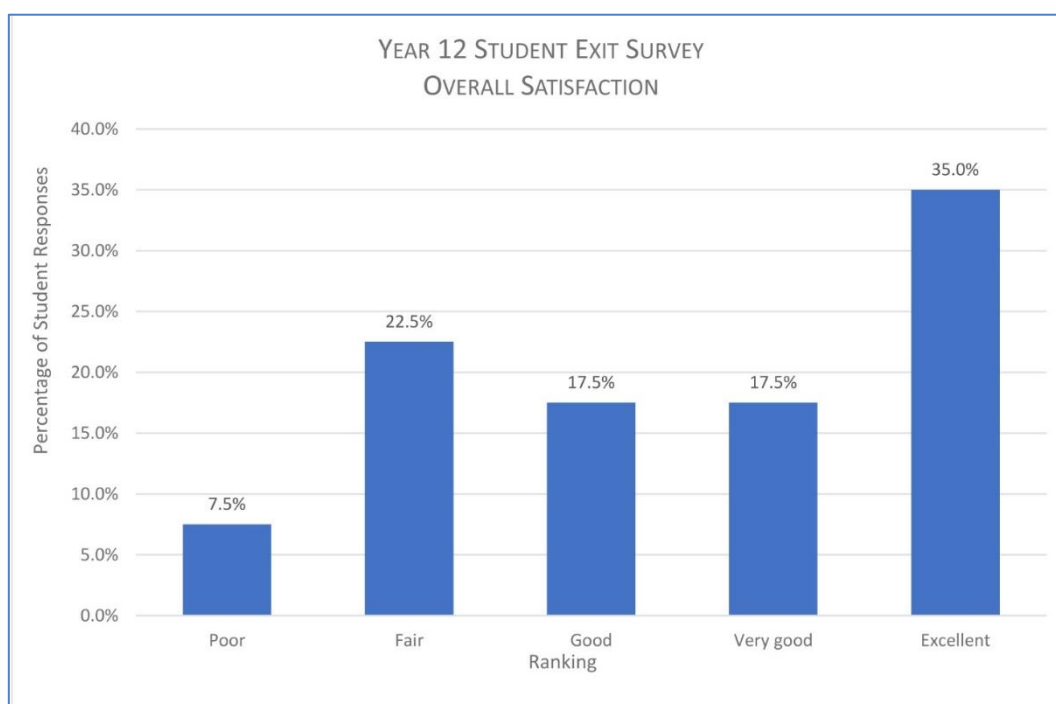
Although there were no areas identified of significant concern, seven parents felt that the School could improve its range of curriculum offerings and provide greater opportunity for students to be involved in co-curricular activities. The former was also identified in the Year 12 Student Survey findings.

2018 YEAR 12 STUDENT EXIT SURVEY

The Year 12 Student Survey was different in that the students were asked to consider:

- ♦ a list of 31 aspects from which to select personal highlights; they could also name their own aspect;
- ♦ a list of nine aspects from which to select perceived strengths of the School; they could also name their own aspect;
- ♦ the same list which they perceived as requiring improvement; they could also name their own aspect;
- ♦ one immediate change that could benefit students;
- ♦ providing additional comments;
- ♦ rating their experience at the School on a five-point scale: Poor, Fair, Good, Very Good, Excellent.

The survey response rate was 67.8%, (40 replies from 59 students), with the feedback generally positive. 71% of respondents rated their experience at the School as either Excellent, Very good or Good.



Written feedback, provided by 36 students, tended to focus on student issues and program/curriculum issues. The range of courses available from which to choose was a concern identified by many students. Unfortunately, since the size of the cohort was relatively small, this was unavoidable, although we did survey the students for course choices (from a prescribed list) before they entered Year 11 in an effort to create a timetable to cater for their preferences. A number of students felt they should have more discretion around event participation with more study opportunities being provided as an alternative.

2018 YEAR 7 TRANSITION SURVEY

The Year 7 Survey was comprehensive, with four specific areas, in most cases with multiple facets to consider and rate, using the following scale:

Strongly Agree | Agree | Disagree | Strongly Disagree | Not applicable (*did not apply to all questions*)

The statements were broadly grouped into the following areas:

Academic Program

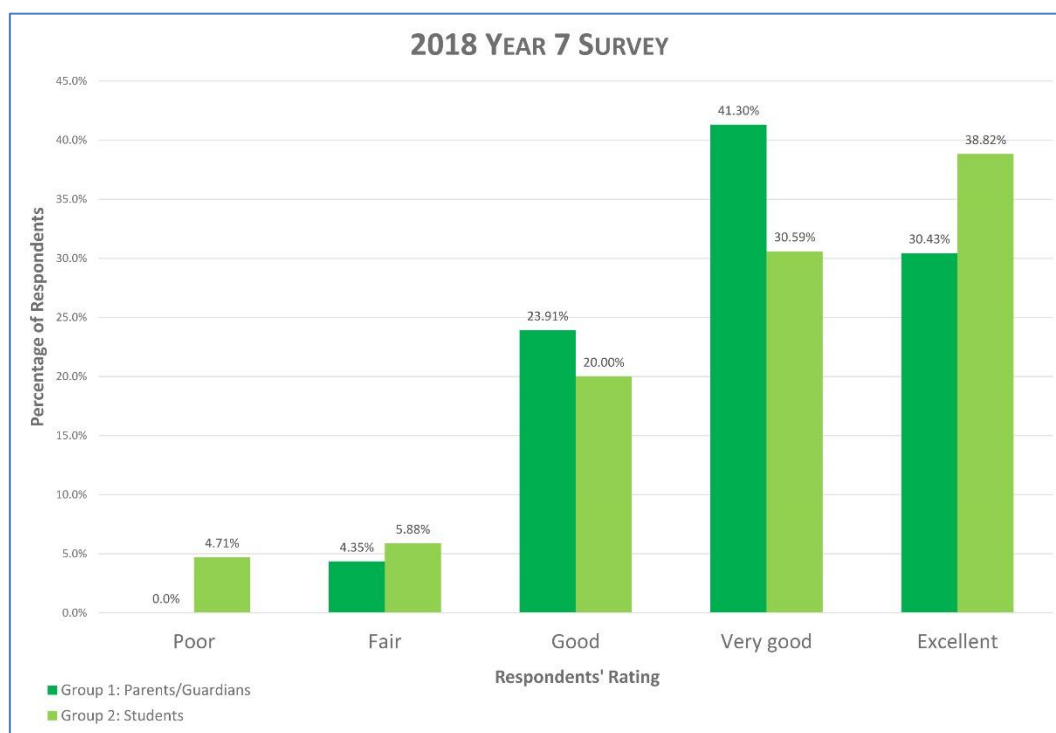
SEQTA Learn and Engage

Co-curriculum Program

Pastoral Aspects

In addition, respondents were asked to rate their experience with the School's Year 7 Transition Program on a five-point scale: Poor, Fair, Good, Very good, Excellent. An open-ended question was also provided where respondents had the opportunity to make comments or suggestions to improve Year 7 Transition.

	Parents/Guardians	Students
No. of Families/Students	102	103
No. of Respondents	46	85
Response rates	45.1%	82.5%
Rated experience at the School as either Excellent, Very Good or Good	95%	90%



2018 YEAR 1 AND YEAR 6 PARENT/GUARDIANS' SURVEY

Parents/Guardians were asked to respond to twelve statements using the same scale as the Year 7 Survey:

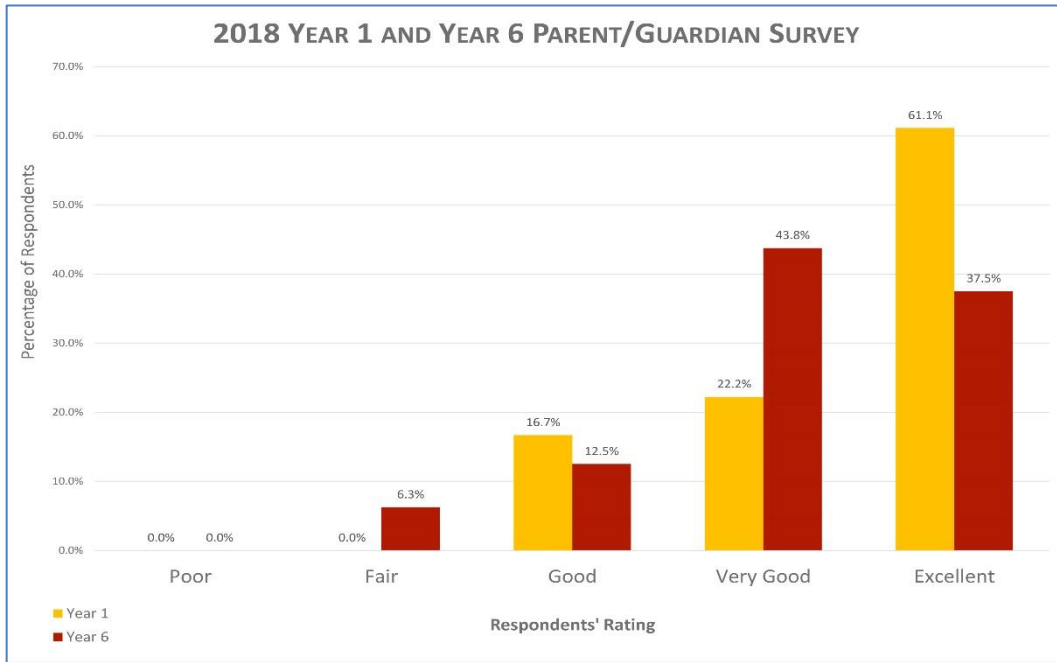
1. Communication with Primary/ELC Office Staff is courteous and respectful.
2. The School promotes open communication and respect.
3. The ELC/Primary staff were accessible for communication about my child/ren's needs.
4. The Socio-Emotional Learning programs (e.g. Kimochis, PATHS and Aussie Optimism) at John Wollaston are important.
5. The Encounter Experiences build resilience and character from year to year.
6. The co-curricular program provides a wide range of recreational opportunities for my child.
7. The Primary Music program is well organised and accessible.
8. The academic program has enabled my child to develop effective strategies for learning.
9. The School provides timely and useful feedback on learning through the SEQTA portal.
10. The International Baccalaureate Primary Years Programme provides rich learning experiences for my child/ren.
11. The Learning Enrichment Centre provides effective support to assist my child/ren's learning.
12. The specialist subjects (e.g. Japanese, PE, Art, Music, Library) have supported my child/ren's learning.

In addition, parents/guardians were asked to rate their experience with Primary/Early Primary years on a five-point scale: Poor, Fair, Good, Very good, Excellent.

	Year 1	Year 6
No. of Families	51	62
No. of Respondents	18	32
Response rates	35.3%	51.6%
Rated experience at the School as either Excellent, Very Good or Good	100%	94%

Opportunity was also provided to comment on their expectations for the next phase of their child/ren’s learning.

- ♦ Year 1 parents/guardians noted that they would like to see their child challenged academically and for his/her confidence to develop further.
- ♦ Year 6 parents/guardians tended to have more focus on curriculum, with the opportunity for their child to study new subjects and for him/her to progress academically.



2018 YEAR 6 STUDENT SURVEY

There were 60 respondents from 64 students, representing a response rate of 93.8%.

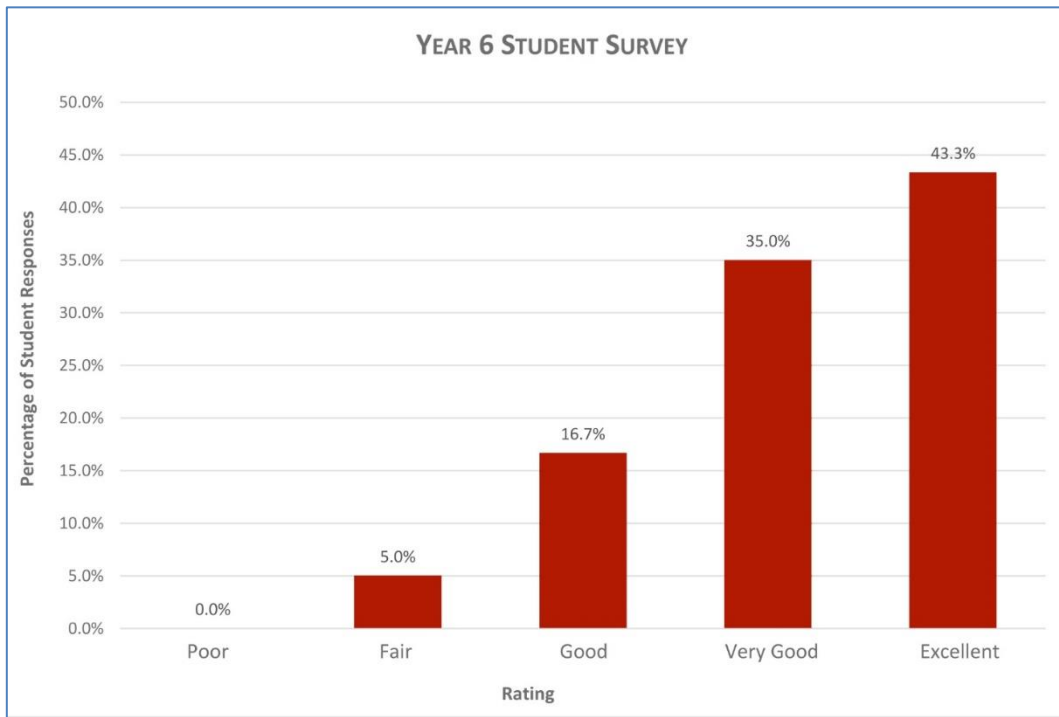
Students were asked to respond to 10 statements using the same scale as the Year 7 Parent/Guardians’ Survey, with also an opportunity to comment.

1. The Primary/ELC Administration (Office) Staff are friendly and helpful.
2. It is valuable to learn about feelings and how to manage my big emotions.
3. The Encounter Experiences make me stronger and able to cope with new experiences away from school and home.
4. The Clubs program offers a variety of interesting learning experiences.
5. My teachers listen to me and help me learn new things.
6. I receive useful feedback from my teachers about my learning.
7. The specialist subjects (e.g. Japanese, PE, Art, Music, Library) have supported my learning.
8. I feel prepared for Year 7 after my time in Primary School.
9. I feel safe and secure at school.
10. I am optimistic about my future.

In addition, students were asked to rate their experience in the Primary years on a five-point scale: Poor, Fair, Good, Very good, Excellent.

95% of respondents rated their experience at the School as either Excellent, Very good or Good.

Students who provided written feedback generally indicated that they felt prepared for entering Year 7 in 2019.



NEW FAMILY SATISFACTION QUESTIONNAIRE 2018

Implemented in 2017, this questionnaire was also asked of new families in 2018 to provide feedback after their first month at the School.

50 new families from 91 completed the questionnaire, representing a response rate of 55.0%. Families were asked to respond to 13 statements and rate as:

Highly Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied | Not Applicable

1. The School's Interview process
2. The School's Enrolment process
3. The School's Orientation process
4. The welcome you and your child received
5. The service received at the Uniform Store
6. The support given to your child in the first few weeks at the School
7. The level of communication with the School. Was it timely, relevant and courteous?
8. Assistance with Academic matters
9. Assistance with Co-curricular matters
10. Assistance with Pastoral matters
11. Your interactions with the Principal and/or Executive staff
12. Your interactions with teaching staff
13. Your interactions with Administration and Finance staff

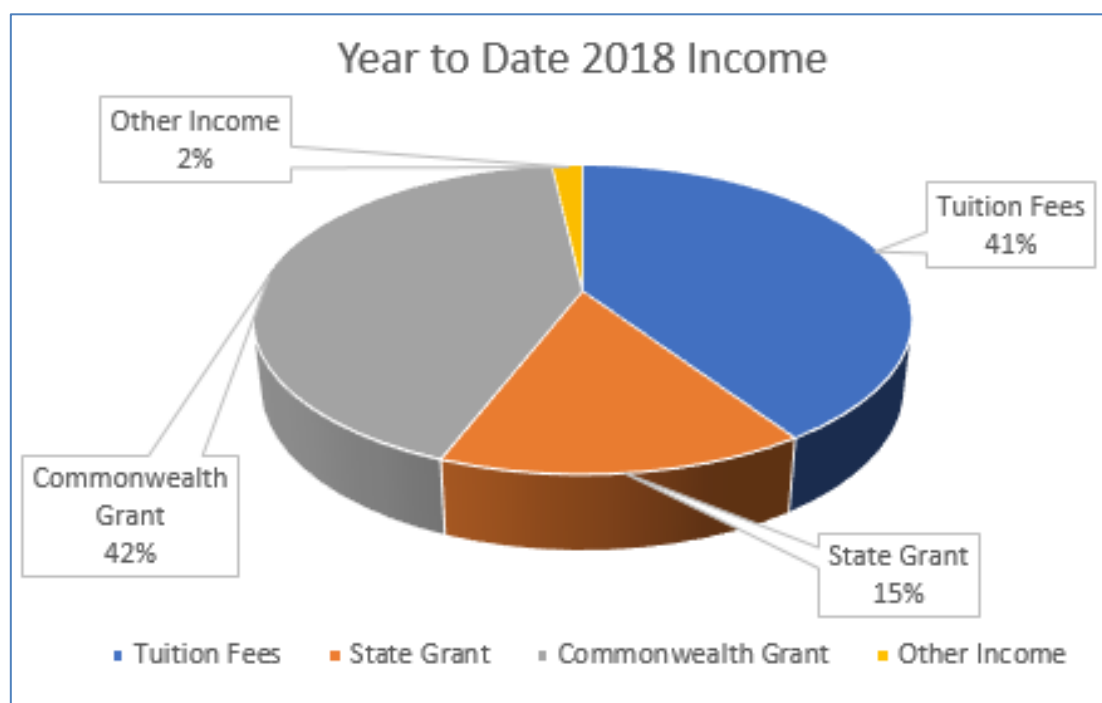
- ♦ The majority of respondents were Satisfied or Highly Satisfied with their experience. However, statements 6 to 13 drew dissatisfied responses from a small number of families. 15 families provided written feedback.
- ♦ Concerns expressed referred to the lack of a counsellor or pastor, communication about a teacher change affecting their child and the availability of basic information. The School's website addresses the latter concern together with the increasing use of SEQTA Engage as a communication tool with/for parents/guardians.

DEPARTING FAMILIES 2018

There were 18 survey returns from 45 representing a response rate of 40%. Families were asked to respond to the following areas:

1. Reason(s) for selecting John Wollaston Anglican Community School for your child's education.
 2. Has the School met your expectations?
 3. Please indicate the strengths of the School.
 4. Please indicate aspects of the School that require improvement.
 5. Reason(s) for withdrawing your child from the School.
 6. Would you recommend John Wollaston Anglican Community School to other families?
 7. Other comments as appropriate.
- ♦ Fifteen (83.3%) respondents indicated that the School had met their expectations and 17 (94.4%) indicated that they would recommend the School. The most common reasons mentioned for departing the School were financial, pastoral and to pursue opportunities for their child elsewhere.

INCOME BROKEN DOWN BY FUNDING SOURCE



CONCLUSION

2018 was an excellent year for John Wollaston Anglican Community School and we are very proud of the fine academic achievements of the Year 12 cohort. Our high 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, 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.

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