



2017 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 ♦ Stakeholder satisfaction ♦ Student post-school destinations
Summary

SCHOOL PERFORMANCE INFORMATION 2017

John Wollaston Anglican Community School, one of 14 schools of the Anglican Schools Commission Inc., is a co-educational day school with approximately 980 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 1988 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 provider, is targeted at specific age groups 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: 95.7%
- ◆ Academic Teaching Staff Retention Rate: 92.6%
- ◆ The Workforce Composition for 2017 (as of August Census) was as follows:
 - Teaching staff:
 - Primary: 26.6 FTE (2.0 male; 24.6 female); Head Count 2.0 male, 31.5 female
 - Secondary: 39.9 FTE (10.8 male; 29.1 female); Head Count 11.0 male, 31.5 female
 - Non-Teaching staff:
 - Primary: 17.9 FTE (3.0 male; 14.9 female); Head Count 3.5 male, 19.5 female
 - Secondary: 20.9 FTE (4.2 male; 16.7 female); Head Count 5.5 male, 23.5 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 \$1084.00 for each 1.0 FTE of which \$337.00 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 2017 was 92.7%
- ◆ Student Attendance (%) by year group was as follows:

Kindergarten	93.1	Year 6	92.9
Pre-Primary	90.8	Year 7	93.4
Year 1	92.2	Year 8	92.4
Year 2	93.0	Year 9	92.5
Year 3	93.9	Year 10	92.8
Year 4	92.9	Year 11	91.6
Year 5	93.3	Year 12	92.6

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 House Group through SEQTA and follow up with the student and/or parent any unexplained absences or anomalies.

STUDENT RETENTION

- ◆ Student Retention Rate in Secondary from 2016 (in Years 7-11) to 2017 (in Years 8-12): 93.75%
- ◆ 71.59% of students who commenced Year 9 in 2014 completed Year 12 studies in 2017.

YEAR 12 PERFORMANCE

- ◆ Of the 58 Year 12 students eligible to graduate at John Wollaston Anglican Community School in 2017, 56 achieved their WACE, representing a Graduation Rate of 96.60%.
- ◆ The Median 2017 ATAR for John Wollaston Anglican Community School was 80.65, an increase of 11.80 from 2016. John Wollaston was the most improved school for 2017, improving 61 places in the ranking of schools by median ATAR and the highest improvement in actual median score.
- ◆ John Wollaston achieved the highest median ATAR of the local schools, despite having one of the smallest cohorts. The percentage of students who attained an ATAR was 48.30%, compared to the mean of 41.94% for local schools.

- ♦ 100% of Year 12 students eligible to graduate completed four or more ATAR courses or a Certificate II or higher.
- ♦ Of the 130 enrolments in General and Foundation courses (non-ATAR), 42.32% of all grades allocated were at an A or B grade level, with a further 47.70% achieving at a C grade.

Individual Year 12 Awards

Two students received School Curriculum and Standards Authority (SCSA) Certificates of Distinction (190–200 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.)

Ten students received SCSA 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 AQF VET certificates achieved can be used to meet the requirements.)

University Offers, Awards and/or Scholarships

There were two Curtin Principal's Recommendation Awards granted to graduating students.

University Application Statistics for 2017

The median ATAR score of John Wollaston Year 12 students applying to university was 80.65.

Of the 36 (included seven non-ATAR students) John Wollaston students who applied through TISC to UWA, Murdoch, Curtin or Edith Cowan universities, 91.67% of students received an offer. All students were eligible for direct or alternate entry pathways.

Vocational Education and Training

In 2017, of full-time eligible Year 12 John Wollaston students who were not enrolled in four or more ATAR courses but completed a VET Certificate II or higher, there was 100% completion. There were 24 Certificate II and 26 Certificate III qualifications completed by these students. These qualifications were delivered on and off site through arrangements with independent training providers and TAFE.

Number of qualifications achieved by full time eligible Year 12 students		
Certificate I	Certificate II	Certificate III
49	65	26

NAPLAN 2017

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	+9	+3	-18	+14
Writing	-12	-5	-1	+14
Spelling	+8	-11	-23	+10
Grammar and punctuation	+17	-4	-15	+16
Numeracy	-7	-6	-18	+10

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

	Year 5		Year 7		Year 9	
	2015 (as Year 3s)	2017	2015 (as Year 5s)	2017	2015 (as Year 7s)	2017
Reading	+7	+3	+3	-18	+12	+14
Writing	-24	-5	-1	-1	+9	+14
Spelling	+8	-11	-6	-23	-2	+10
Grammar and punctuation	+6	-4	+1	-15	+3	+16
Numeracy	+5	-6	-7	-18	-10	+10

- ♦ Year 3 demonstrates pleasing results for Spelling, Reading and Grammar and Punctuation. The persuasive text for the writing assessment was challenging for Year 3 and writing skills require further attention. Numeracy results also require improvement.
- ♦ Year 5 results are disappointing; only one area was above the State mean. Other results were however, consistently close to the State average for 2017. Approximately 15% of students in Year 5 have significant language difficulties and receive assistance from the Learning Enrichment Centre (LEC). Pleasingly, the students who use English as an additional language have made significant gains from Year 3 to Year 5.
- ♦ 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, have seen improvements in the Year 3 data. Recent focus on Mathematics Professional Learning for all staff will lead to rigorous planning in this area. Further work on writing skills will be a priority.
 - Continued work with the Year 5 cohort of students who use English as an Additional Language or Dialect (EAL/D) is required.

NAPLAN 2017 (continued)

- . The Year 5 cohort should be performing at a higher level in the writing domain, although reading levels are steady over time. A renewed focus on spelling and grammar and punctuation is necessary moving forward.
- . Continued discussion and analysis with all teaching staff regarding implications of NAPLAN data. All staff have had two days of Mathematics Professional Learning at the start of Term 3 and we will review our practice in teaching writing across the Primary.
- ◆ Year 7 results, with the exception of Writing, show a significant deterioration since Year 5, which is concerning. Year 7 is an intake year, with significantly more students than the 2015 cohort, which may account for some of this deterioration in results. However, given the larger cohort, improvements in literacy and numeracy will continue to be a focus in 2018 and early 2019 to aim for better results in 2019 NAPLAN testing when they reach Year 9. Success here will reduce the number of students needing to sit the OLN in 2020 to demonstrate the required standard.
- ◆ Year 9 remains a relatively strong cohort, with all areas showing improvement since Year 7 in 2015. In particular, Numeracy has improved from 10 NAPLAN points below the State mean to 10 points above while spelling and grammar and punctuation also show significant improvement.

SATISFACTION LEVELS

Eight formal surveys were conducted to gauge the level of satisfaction of students/parents in 2017. These were administered by the School's Community Relations Officer and the Policy and Programs Coordinator.

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

Satisfaction surveys continue to be an effective strategy to target areas for school improvement.

2017 Year 12 Parent Survey

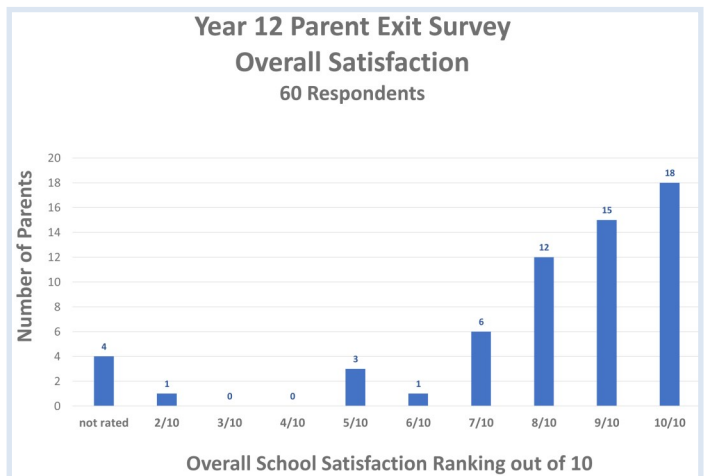
- ◆ The Year 12 Parent Survey was comprehensive, with 44 specific statements that parents were asked to rate using the following scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable
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- ◆ In addition, parents were asked to rate their overall satisfaction with the School in the following categories out of 10 with 10 being the highest.

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

- ◆ The survey response rate of 98% was exceptional, with 60 replies from 61 families, with the feedback generally positive in terms of overall school satisfaction, as shown in the graph below.

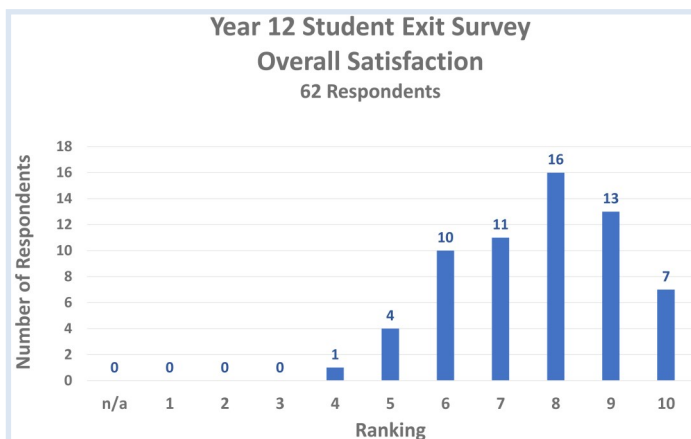


- ◆ Although there were no areas identified of significant concern, six parents felt that the School could improve in offering higher quality of life choices/career guidance programs. We endeavour to address these areas through our VAP Program for Year 10 to 12 students and Parent Information Evenings prior to course selection for Year 11.

2017 Year 12 Student Survey

The Year 12 Student Survey was more limited in that students were asked to rate their overall satisfaction with the School and invited to comment on three areas, the latter of which did not produce a measurable result and thus will be taken into account when framing the 2018 survey. However, in general,

the 2017 Year 12 students, with a 100% response rate, were very satisfied with their experience at the School, as can be seen from the graph below.



2017 Year 7 Parent Survey

There were 19 respondents from 87 families, representing a disappointing response rate of 21.8%.

Parents were asked to respond to 12 statements:

1. The Inquiry approach allowed for continuity of learning from the Primary Years Programme (PYP).
2. The Year 7 Academic Program supported students to move from trans disciplinary learning to disciplinary/subject-based learning.
3. My child was actively engaged in the Year 7 Academic Program.
4. Specialist Programs (e.g. Japanese, The Arts, Science and Technology) allowed my child to develop a diverse range of skills.
5. The Year 7 Academic Program has enabled my child to develop effective strategies for learning.
6. The Year 7 staff were accessible for communication about my child's needs.
7. SEQTA Learn and Engage allowed timely access to feedback, assessments and marks and homework.
8. The Pegasus Pathway 7 program provided my child with meaningful opportunities to extend his/her learning.
9. The LEC program allowed my child to feel supported in his/her learning in Year 7.
10. Encounter7 provided my child with meaningful opportunities to develop his/her social and emotional management skills. Activities included Term 1 Fairbridge Village Camp, Salvation Army outreach, Positive Education, RAVE lessons, Term 4 Manjedal Camp.

11. The progressive integration of Year 7s into vertical House Groups prepared my child for the House System in the Secondary School.
12. Overall, the Year 7 Transition experience has met my expectations.
13. Additional comments, suggestions or changes to improve the Year 7 Transition Program.

Parents were requested to rate them as follows:

Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
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Statements 8 and 9 had the majority of respondents indicating these as Not Applicable since these are targeted areas that the majority of students do not access. Statements 4 and 5 had two and three respondents respectively who disagreed and two disagreed with the homework aspect in Statement 7. Statements 2 and 3 each had one respondent who disagreed. However, the majority of respondents to each statement (excluding 8 and 9) Strongly Agreed or Agreed, which is affirming that we appear to have the Year 7 Transition Program well-targeted to meet the needs of our students.

2017 Year 7 Student Survey

There were 59 respondents from 87 students, representing a response rate of 67.8%. The students were asked to respond to 11 statements using the same scale as for the Year 7 Parent Survey. However, students were also invited to provide written responses.

The Statements were:

1. The Year 7 Inquiry Program has supported my learning this year.
2. The Specialist Programs (e.g. Japanese, The Arts, Science and Technology) have supported my learning this year.
3. I developed effective learning strategies in Year 7.
4. I feel prepared for my Year 8 subjects in 2018.
5. I am confident using SEQTA to check my grades and read feedback.
6. I am confident using SEQTA to support my learning.
7. I am confident using Direct Messages to contact my teachers.
8. The Pegasus Pathway 7 program extended my learning.
9. The LEC programs supported my learning in Year 7.

10. The Encounter7 program has provided me with meaningful opportunities for knowledge and skill development. Activities included Term 1 Fairbridge Village Camp, Salvation Army outreach, Positive Education, RAVE lessons, Term 4 Manjedal Camp.
11. I was supported in my transition into vertical House Groups in the Secondary School.
12. Additional comments, suggestions or changes to improve the Year 7 Transition Program.

Very few students chose to Disagree or Strongly Disagree with these statements, with the vast majority of respondents more than satisfied with their Year 7 experience. However, Statements 2 and 4 each had 10 responses (mostly Disagree), which are linked areas. In reviewing our program in 2017, we have addressed these areas of concern for 2018 by increasing the amount of class contact time devoted to Technology-based subjects (Foods, Textiles, ICT and Design Technology) as well as also providing Year 7 students with the same access to Science lessons in laboratories as Year 8. Statements 8 and 9 recorded the vast majority of Not Applicable responses, as these are targeted support and extension areas that most students do not tend to access.

2017 Year 6 Parent Survey

There were 25 respondents from 77 families, representing a modest response rate of 32.5%. Parents were asked to respond to 12 statements using the same scale as the Year 7 Parent Survey and to also comment on their expectations for the next phase of their child's learning:

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 LEC provides support to for my child with his/her learning.
12. The specialist subjects (e.g. Japanese, PE, Art, Music, Library) have supported my child/ren's learning.

Respondents were overall satisfied, but Statement 7 related to the Music Program had six respondents (24%) who were not satisfied. Our current Strategic Plan has Music as a focus which we are endeavouring to build within the School, so this should help address the concerns raised by some parents. The Year 7 Transition Program will assist in addressing their expectations for 2018.

2017 Year 6 Student Survey

There were 64 respondents from 77 students, representing a response rate of 83.1%. Students were asked to respond to 10 statements using the same scale as the Year 7 Parent 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.

Students were mostly satisfied but 14 students (21.9%

of respondents) felt that they could be better prepared for Year 7 while 16 (25%) felt that the Clubs Program could be improved. This feedback will be considered in future planning.

New Families Satisfaction 2017

This was a new strategy implemented in 2017 to gain feedback from new families after their first month at the School. 15 families, representing a 100% response rate, were asked to respond to 13 statements and rate as:

Highly Satisfied	Satisfied	Dissatisfied	Highly dissatisfied	Not applicable
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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.
14. Additional comments.

All respondents were Satisfied or Highly Satisfied with their experience. Although this is affirming, we will continue to strive to improve.

Departing Families Satisfaction 2017

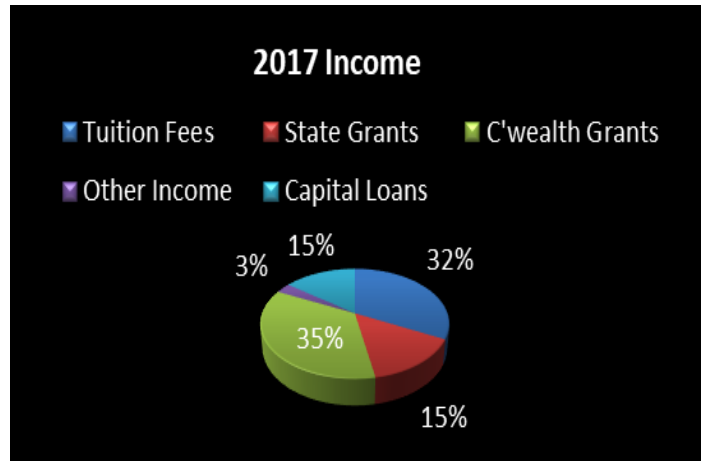
There were 18 survey returns representing a response rate of 34.61%. Parents were asked to respond to the following areas:

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.

15 (83.3%) indicated that the School had met their expectations and 16 (88.9%) indicated that they would recommend the School. The most common reasons for departing the School were financial, geographic and to pursue opportunities for their child elsewhere. All feedback will be given due consideration.

2017 INCOME BY FUNDING SOURCE



FINAL REMARKS

2017 was a positive year for John Wollaston Anglican Community School. 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 programs, facilities and positive tone of the School.

Parent and student satisfaction survey outcomes affirm the work of the School.

Our alumni group, The Old Wollastonians' Association, continued to develop its profile with increasing numbers of past students. 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.

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.

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A school of the Anglican Schools Commission Inc.

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