



## 2012 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](http://www.jwacs.wa.edu.au)

### SCHOOL PERFORMANCE INFORMATION 2012

John Wollaston Anglican Community School, a co-educational day school with approximately 940 students K – 12, is one of ten 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 several purpose built facilities including an Early Learning Centre, Learning Enrichment Centre and the Year 7 Transition Centre. A new Technology and Enterprise/Visual Arts building is currently under construction that will house first class facilities for our students, and is scheduled to open for the commencement of the 2014 academic year.

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 new 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 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](http://www.jwacs.wa.edu.au)

### STAFF

- Academic teaching staff attendance: 96.7%
- Academic teaching staff retention rate: 89.5%
- The workforce composition for 2012 (as of August Census) was as follows:
  - Teaching staff:
    - Primary 28.1 FTE (6 male; 28.5 female)
    - Secondary 35.5 FTE (14 male; 29.5 female)
  - Non-Teaching staff:
    - Primary 11.1 FTE (3 male; 10.5 female)
    - Secondary 16.7 FTE (4 male; 17.5 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 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 \$822.48 per person of which \$493.21 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 2012 was 91.60%
- Student attendance (%) by year group was as follows:

<b>Pre-Primary</b>	90.32	<b>Year 7</b>	91.29
<b>Year 1</b>	91.88	<b>Year 8</b>	90.47
<b>Year 2</b>	92.34	<b>Year 9</b>	89.35
<b>Year 3</b>	93.00	<b>Year 10</b>	91.06
<b>Year 4</b>	93.12	<b>Year 11</b>	90.61
<b>Year 5</b>	92.29	<b>Year 12</b>	92.68
<b>Year 6</b>	92.37		

## STUDENT ABSENCES

Our 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 call to locate the child and ask the reason for the absence. If the School cannot get in contact with the parent, staff will follow up with a telephone call on Day 2 or until a response has been received. The School also asks parents to support absences with a note using the tear-off slips in the Primary Homework Diary.
- 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 (session-based attendance is used), 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 Services Reception for processing.

## STUDENT RETENTION

- Student retention rate: 89.4%
- 67.0% of students who commenced Year 9 in 2009 completed Year 12 studies in 2012.

## YEAR 12 PERFORMANCE

- Of the 70 Year 12 students enrolled, 69 students (98.57%) satisfied the requirements for Secondary Graduation.
- Our top student achieved an ATAR (Australian Tertiary Admission Ranking) of 99.85.
- The median ATAR was 77.25.
- 46% of the cohort achieved a ranking of greater than 80; 7% of the cohort achieved a ranking greater than 90.
- John Wollaston Anglican Community School had 32.5% of Stage 2 courses completed to a final scaled score of 65% or greater; and 15% to a score of 75% or greater.
- John Wollaston Anglican Community School had 36.71% of Stage 3 courses completed to a final scaled score of 65% or greater; and 12.56% to a score of 75% or greater.
- Of the 16 courses offered at Stage 2 and 3 by the School, 68.75% achieved a mean scaled mark higher than the State.

## WACE COURSE AWARDS

- John Wollaston Anglican Community School was named by the School Curriculum and Standards Authority as having the highest performing students in Mathematics Units 2C/2D.

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 WACE COURSE AWARDS

- A John Wollaston student was awarded a Course Exhibition for Human Biological Science Units 3A/3B (awarded to the student

obtaining the highest combined mark in a WACE course).

- Two students received Certificates of Distinction (awarded to students in the top 0.5 per cent of candidates based on the WACE course score).
- Four 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 during their senior secondary years and achieve their WACE).

## UNIVERSITY OFFERS, AWARDS AND /OR SCHOLARSHIPS

The following awards and scholarships were granted to graduating students:

- Two Director of Admissions Awards, Murdoch University
- One Charles Watson Scholarship, Curtin University
- Two Curtin Principal's Recommendation Awards
- Three University of Western Australia (UWA) Excellence Awards

## UNIVERSITY APPLICATION STATISTICS FOR 2012

Of the 44 John Wollaston students who applied through TISC to UWA, Murdoch, Curtin or Edith Cowan universities:

- 98% of students received an offer
- 82% of students received their first preference

## VOCATIONAL EDUCATION AND TRAINING

26 students (37.14% of the cohort) participated in Vocational and Education Training studies delivered on and off site through arrangements with independent training providers. Of these:

- One student completed Certificate 1
- 27 students completed Certificate 2
- Two students completed Certificate 3
- One student completed a Diploma

## STATE TRAINING PROVIDER (TAFE) APPLICATION

- Eight Year 12 students applied to a State Training Provider and seven received an offer.

## NAPLAN

### ACHIEVEMENT AT OR ABOVE NATIONAL MINIMUM STANDARD (%)

	YEAR 3			YEAR 5		
	2011	2012	Diff	2011	2012	Diff
Reading	100	100	0	95	92	-3
Writing	97	98	1	94	94	0
Spelling	97	98	1	92	94	2
Grammar and punctuation	100	96	-4	95	91	-4
Numeracy	98	100	2	98	100	2

	YEAR 7			YEAR 9		
	2011	2012	Diff	2011	2012	Diff
Reading	100	99	-1	98	95	-3
Writing	94	94	0	93	77	-16
Spelling	94	95	1	95	90	-5
Grammar and punctuation	95	100	5	97	96	-1
Numeracy	99	93	-6	100	100	0

### COMPARISON TO STATE RESULTS OF STUDENTS ACHIEVING 'AT OR ABOVE' EXPECTATION (%)

	YEAR 3			YEAR 5		
	School	State	Diff	School	State	Diff
Reading	100	92	8	92	90	2
Writing	98	95	3	94	91	3
Spelling	98	92	6	94	91	3
Grammar and punctuation	96	90	6	91	88	3
Numeracy	100	93	7	100	92	8

	YEAR 7			YEAR 9		
	School	State	Diff	School	State	Diff
Reading	99	94	5	95	91	4
Writing	94	89	5	77	82	-5
Spelling	95	93	2	90	89	1
Grammar and punctuation	100	95	5	96	91	5
Numeracy	93	94	-1	100	94	6

## SATISFACTION LEVELS

Four formal surveys were conducted to gauge the level of satisfaction from parents and students for 2012. 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.

### 2012 YEAR 12 PARENT SURVEY:

- Survey responses were received from 41 out of a total of 58 eligible respondents. This equates to a response rate of 70.7%.
- John Wollaston recorded an overall satisfaction score of **79% (3.95 out of 5)**.
- Best practice areas included: Learning Environment, Overall, School Communication, Resources and Facilities, Values and Culture, Pastoral Care/Wellbeing.
- Fair to good areas included: Teaching Standards, Leadership and Direction, General, Reporting, Parent Engagement, Homework, Learning and Extension, Student Transition, Student Engagement, Co-curriculum, Curriculum.

### 2012 YEAR 12 STUDENT SURVEY:

- Survey responses were received from 29 out of a total of 56 eligible respondents. This equates to a response rate of 51.8%.
- John Wollaston recorded an overall satisfaction score of **73% (3.66 out of 5)**.
- Best practice area was: Teaching Standards
- Fair to good areas included: Learning Environment, Learning and Extension, Homework, Overall, Resources and Facilities, Leadership and Direction, Pastoral Care/Wellbeing, Values and Culture, Student Transition, Reporting, General, School Communication, Parent Engagement, Co-curriculum, Student Engagement, Curriculum.

### COMPARING 2012 YEAR 12 PARENT AND STUDENT SATISFACTION LEVELS IN THE KEY AREAS:

Key Area	Parents' Ratings	Students' Ratings
Learning Environment	4.27	3.90
Pastoral Care/Wellbeing	4.23	3.67
Overall	4.17	3.76
Values and Culture	4.15	3.83
School Communication	4.08	3.72
Resources and Facilities	4.07	3.76
Leadership and Direction	3.99	3.55
Homework	3.98	3.67
Parent Engagement	3.93	3.54
Teaching Standards	3.88	4.03
Student Transition	3.84	3.66
General	3.80	3.64
Reporting	3.78	3.38
Co-curriculum	3.76	3.57
Learning and Extension	3.71	3.81
Student Engagement	3.66	3.66
Curriculum	3.59	3.22
<b>Average</b>	<b>3.95</b>	<b>3.66</b>

#### 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 on this issue is recommended.

**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 which the School will give due consideration to in moving forward. However, all key areas will continue to be monitored with measures implemented to improve wherever possible.

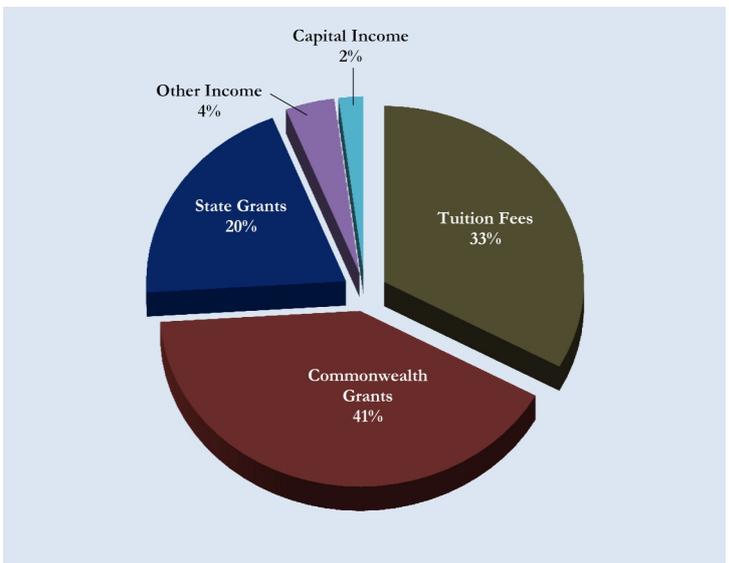
### 2012 YEAR 7 TRANSITION PARENT SURVEY:

Although a relatively modest return rate (24 out of a possible 86 eligible responses), in the key areas that included Inquiry Approach to Teaching/Learning, Reporting, Specialist Programmes and Pastoral Care, the respondents were overwhelmingly satisfied with their child's experiences in Year 7. A request for a Semester 1 Interim Report for Year 7 students will be implemented in 2013.

### 2012 YEAR 7 TRANSITION STUDENT SURVEY:

Although a relatively modest return rate (24 out of a possible 86 eligible responses), in the key areas of Inquiry Approach to Teaching/Learning, Specialist Programmes and Pastoral Care, the respondents were generally positive and satisfied with their Year 7 experiences, enjoying the opportunity to participate in specialist classrooms and being taught by specialist teachers.

## INCOME BROKEN DOWN BY FUNDING SOURCE



## FINAL COMMENTS

2012 was another positive year for John Wollaston Anglican Community School, with 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. 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.

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*A school of the Anglican Schools Commission Inc.*

