



**John Wollaston**  
ANGELICAN COMMUNITY SCHOOL

# 2019 ANNUAL REPORT

**PUBLISHED JUNE 2020**



**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 2019**

John Wollaston Anglican Community School, one of 14 schools of the Anglican Schools Commission Inc., is a co-educational day school with approximately 930 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](http://www.jwacs.wa.edu.au)

## STAFF

**ACADEMIC TEACHING STAFF ATTENDANCE: 96.0%**

**ACADEMIC TEACHING STAFF RETENTION RATE: 92.0%**

### WORKFORCE COMPOSITION

The Workforce Composition for 2019 (as of the August Census) was as follows:

- ♦ Teaching staff:
  - Primary: 25.1 FTE (4.0 male; 21.1 female); Head Count: 4 male, 26 female
  - Secondary: 39.3 FTE (11.8 male; 27.5 female); Head Count: 12 male, 30 female
  - Both Primary and Secondary: Head Count 1 female
- ♦ Non-Teaching staff:
  - Primary: 18.0 FTE (4 male; 14 female); Head Count 0 male, 10 female
  - Secondary: 23.0 FTE (6.1 male; 16.9 female); Head Count 3 male, 16 female
  - Both Primary and Secondary: Head Count: 8 male, 14 female

### 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 \$731.00 for each 1.0 FTE of which \$277.00 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 2019: 93.3%**

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

Early Learning		Primary		Lower Secondary		Senior Secondary	
Kindergarten	92.2	Year 3	93.8	Year 7	94.2	Year 10	91.9
Pre-Primary	93.5	Year 4	94.6	Year 8	93.4	Year 11	92.6
Year 1	94.5	Year 5	94.9	Year 9	91.7	Year 12	92.6
Year 2	93.3	Year 6	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 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

### THE STUDENT RETENTION RATE

- ♦ in Secondary from 2018 (Years 7-11) to 2019 (Years 8 -12) was 91.17%.
- ♦ 85.14% of students who commenced Year 9 in 2016 completed Year 12 studies in 2019

## YEAR 12 PERFORMANCE

### THERE WERE 62 STUDENTS WHO COMPLETED YEAR 12

- ♦ Of these, 62 students were eligible to achieve their WACE. Of these eligible students, 57 achieved their WACE, representing a Graduation Rate of 91.94%.
- ♦ In 2019, there were 19 students (30.65% of the total cohort) who obtained an ATAR. This is the smallest number of students choosing a direct university pathway in recent history.
- ♦ The Median 2019 ATAR for John Wollaston Anglican Community School was 83.35, a decrease of 2.3 from the previous score of 85.65 in 2018.
- ♦ The State Median was 81.00, down 0.80 from 2018. Our median was 2.35 higher than the State. Schools need to have a minimum of 20 students with an ATAR score to be included in the Top 50 Schools which was published in The West Australian on Saturday 11 January 2020. As we only had 19 students, we were not included. Based on our median ATAR score of 83.35, we would have ranked 30<sup>th</sup> overall and eighth coeducational non-government school in Western Australia had we been included.
- ♦ There was a significantly high proportion of students, 36.84%, achieving above an ATAR of 90. More than half of these students achieved greater than 95.
- ♦ Overall, the John Wollaston 2019 ATAR cohort performed very well with 84.21% of the students achieving a ranking higher than 70, which is the minimum direct entry requirement for the universities.

### INDIVIDUAL YEAR 12 AWARDS

- ♦ One student achieved a Subject Certificate of Excellence: English (awarded to the top 0.5 per cent of candidates in the ATAR course examination).
- ♦ Four students received a School Curriculum and Standards Authority Certificate 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).
- ♦ Eight students received 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 Australian Qualification Framework (AQF) VET certificates achieved can be used to meet the requirements).

### UNIVERSITY APPLICATION STATISTICS FOR 2019

- ♦ Of the 19 John Wollaston students with an ATAR, 17 entered TISC preferences.
- ♦ Their Median ATAR was 83.35, well above the 70 minimum for direct entry.
- ♦ The total number of students who applied for university was 26, as there were non-ATAR students who applied using alternative entry pathways.

## VOCATIONAL EDUCATION AND TRAINING

- ♦ There were 36 Certificate II, 43 Certificate III and 2 Certificate IV qualifications completed by Year 12 students in 2019.
- ♦ These qualifications were delivered on and off site through arrangements with independent training providers and TAFE.

## NAPLAN 2019

### 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	+ 15	+ 15	-3	+4
Writing	- 10	- 12	+12	+4
Spelling	- 20	+ 2	-4	-15
Grammar and Punctuation	- 7	- 10	-13	-11
Numeracy	- 7	+ 1	-11	-12

### GROWTH STATISTICS

- ♦ These figures show the mean growth in test scores when compared to the previous NAPLAN tests. If a school were to 'value add' to a student's learning (as measured by NAPLAN testing) it would be hoped the growth figures are significant.

VALUE ADDED FROM THE 2017 NAPLAN TESTS	YEAR 5 GROWTH (from Year 3)	YEAR 7 GROWTH (from Year 5)	YEAR 9 GROWTH (from Year 7)
Numeracy	+8	-5	+3
Reading	+6	-6	+6
Writing	0	+17	+1
Spelling	-6	+7	+5
Grammar and Punctuation	-27	+17	-1

### PRIMARY ANALYSIS

- ♦ Numeracy  
Growth made by the 2019 Year 5 cohort has now brought them in line with the State mean. This follows the introduction of Learning Enrichment support for Numeracy in 2016. Recent strategies to further improve achievement in Mathematics include:
  - Introduction of the Oxford Mathematics (Primary Years Programme) Teacher resource. The pedagogical practices within this resource have provided for the development of a more consistent approach to teaching Mathematics from Pre-Primary to Year 6.
  - Review of the process of Learning Enrichment support for Numeracy within the Primary School, moving towards flexible grouping according to needs identified in regular pre-assessments.
  - Curriculum Adjustment Plans and opportunities to participate in Mathematics competitions (e.g. Maths Olympiad) to further develop the mathematical thinking of the more able students.
- ♦ Literacy  
Reading continues to show as a strength of the Primary School with both Years 3 and 5 performing comfortably above the State mean in 2019. Examination of NAPLAN and in-school data, in collaboration with teachers, has indicated a need for increased opportunities for students from Years 4 to 6 to further develop inferential understanding. Recent strategies to further improve achievement in Literacy include:
  - Increased emphasis on novel studies to address this need is being supported with a gradual roll-out of class sets of novels.

- Training for all Primary Staff (Pre-Kindergarten to Year 6) on the Talk for Writing program was completed in 2019 with the intention that the consistent approach to the teaching of writing across the school will build strong foundations for the students as writers.
  - Pre- and Post-Test data using Brightpath was collected in 2019 to track the effect of the intervention in narrative writing with effect sizes ranging from 0.46 to 1.52.
  - NAPLAN and PAT data in 2018 indicated the success of Jolly Grammar from Year 1 – 4 which led to the decision to extend the Jolly Grammar Program to Years 5 and 6. Teachers in both cohorts received training and resources for Jolly Grammar in 2019.
- ♦ English as an Additional Language or Dialect (EAL/D)
 

The 2019 Year 3 cohort has a significant number of students with learning difficulties (11%) and EAL/D students (15%). The data gained from On-entry Testing in 2017 (Year 1) and 2018 (Year 2) suggested that the 2019 Year 3 NAPLAN would be a challenge for many students who have English as a second language and/or learning difficulties. Of importance in 2021 will be the value added to this cohort in Year 5 NAPLAN. The Primary School has the following strategies in place to address this:

    - Use of data to determine the size and regularity of small groups supported by the Learning Enrichment Teachers. In 2019, additional time was allocated to the Year 3 cohort.
    - Monitoring of and planning for EAL/D students.
    - Use of Talk for Writing to provide strong language models for developing knowledge of grammar and punctuation and written English. This will be supported by Jolly Grammar.

## SECONDARY ANALYSIS

- ♦ Our 2019 Year 7 cohort improved their Literacy scores overall but recorded little to no growth in Numeracy. An emphasis has been placed on basic number functions and using numbers through the Maths Space learning platform in 2020.
- ♦ This Year 9 cohort has shown a greater strength in Literacy as they have moved through the School with Numeracy remaining close to the State mean. This is a departure from previous cohorts who have performed strongly in Numeracy and reflects the percentage of students, in this cohort, who are supported by the Learning Enrichment Centre.
- ♦ Increased use of Maths Space as a practice and differentiation tool, together with a focus by the Mathematics Department on growth mindset, should have a positive impact on student Numeracy levels moving forward.
- ♦ From mid-2020, EAL/D students in Primary and Secondary will have access to support programs and the opportunity to study senior EAL/D courses through Anglican Schools Commission International.

## SATISFACTION LEVELS

Nine formal surveys were conducted to gauge the level of satisfaction of students/parents/guardians in 2019. These were administered by the School's Policy and Programs Coordinator.

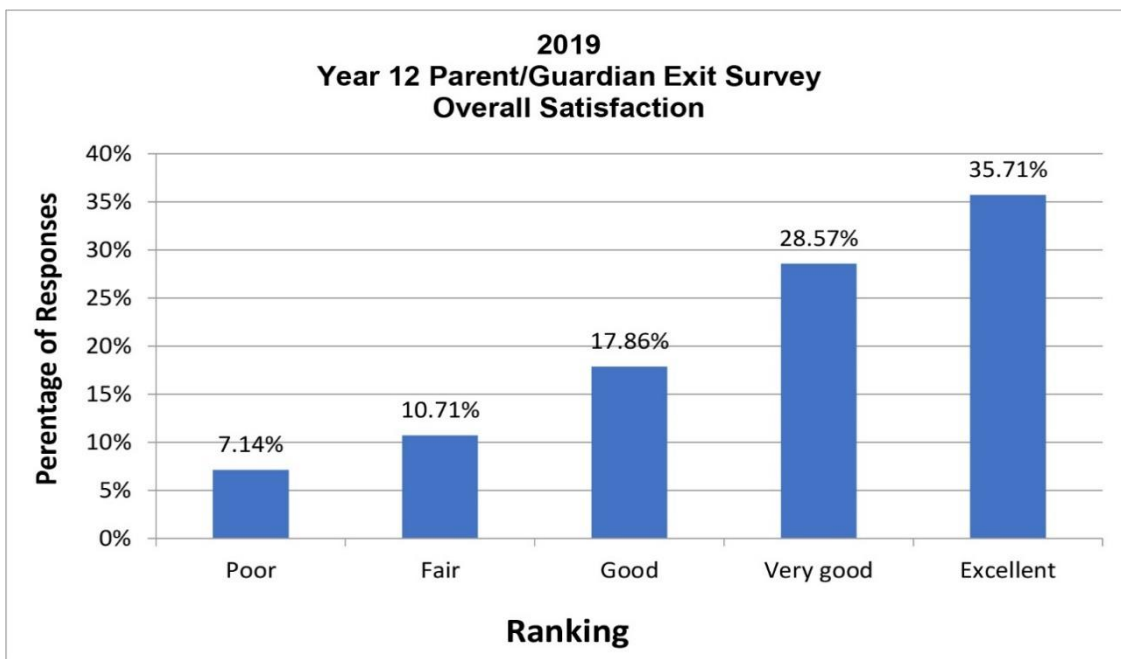
The groups surveyed were parents/guardians and students of Year 6, Year 7 and Year 12, new families and departing families. Year 1 parents/guardians were also surveyed.

We have found satisfaction surveys to be an effective strategy to seek feedback and subsequently identify areas for school improvement.

**EXIT SURVEYS**

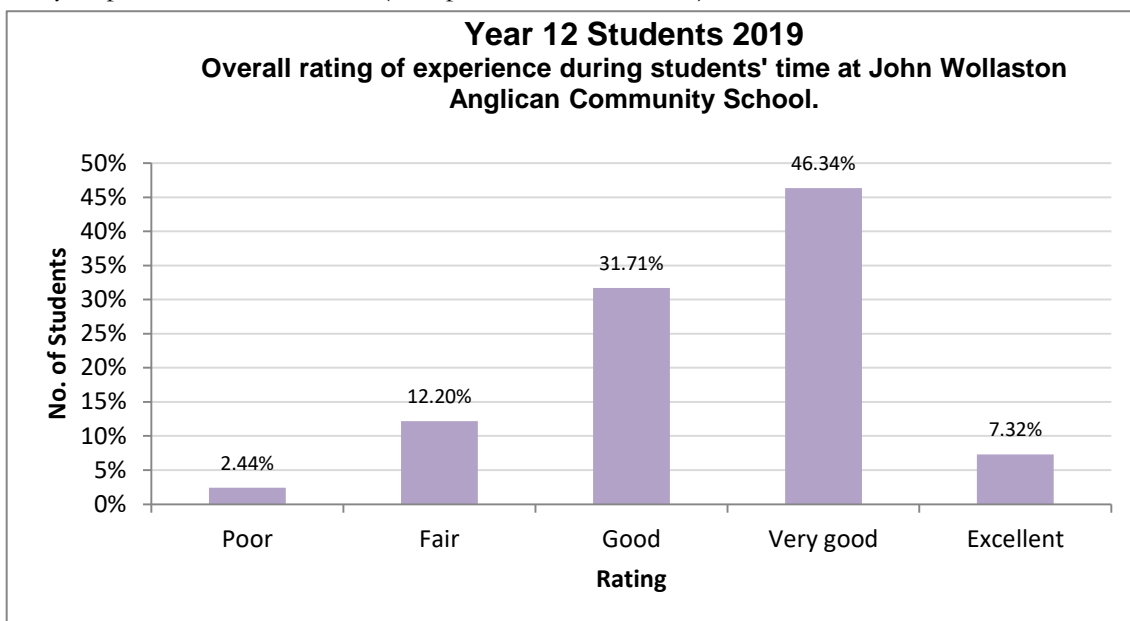
**2019 YEAR 12 PARENT/GUARDIANS' EXIT SURVEY**

The survey response rate was 45.16%, (28 replies from 62 families).



**2019 YEAR 12 STUDENT EXIT SURVEY**

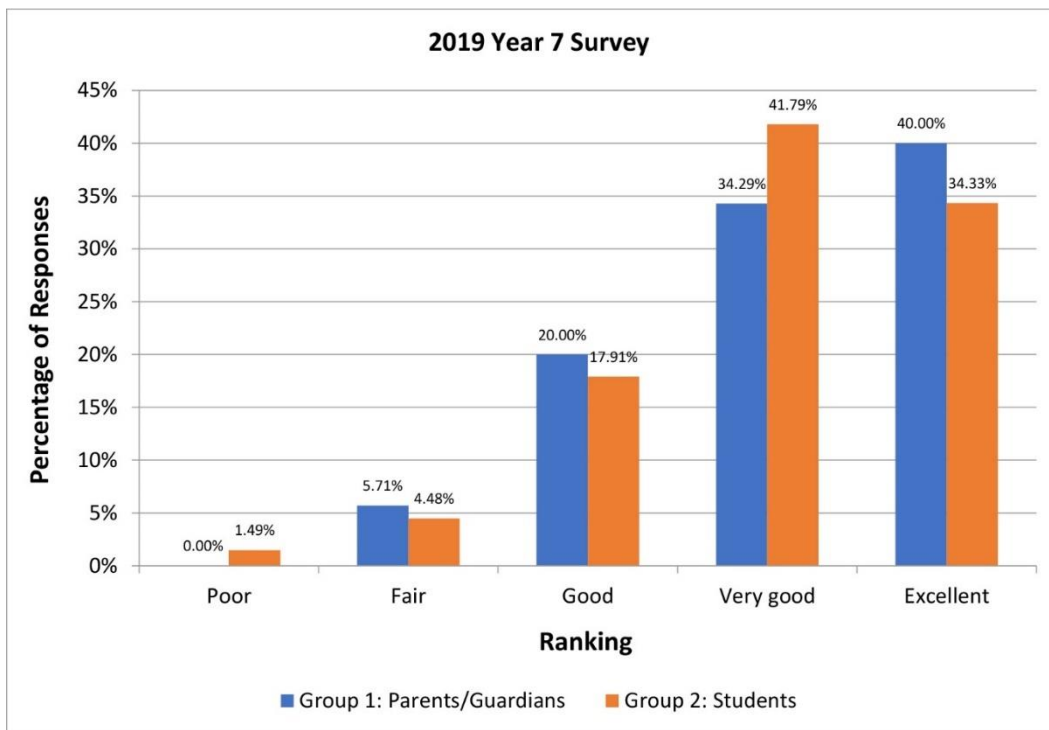
The survey response rate was 66.12%, (41 replies from 62 students).





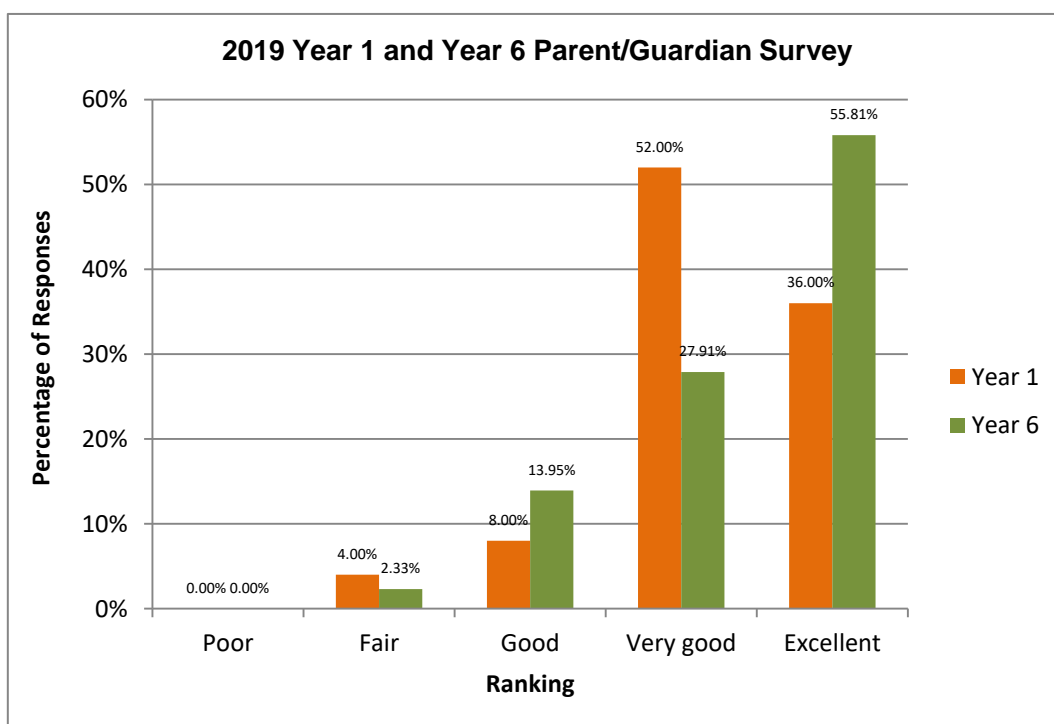
**2019 YEAR 7 TRANSITION SURVEY**

	Parents/Guardians	Students
No. of Families/Students	79	71
No. of Respondents	35	67
Response rates	44.3%	94.3%
Rated experience at the School as either Excellent, Very Good or Good	94.29%	94.03%



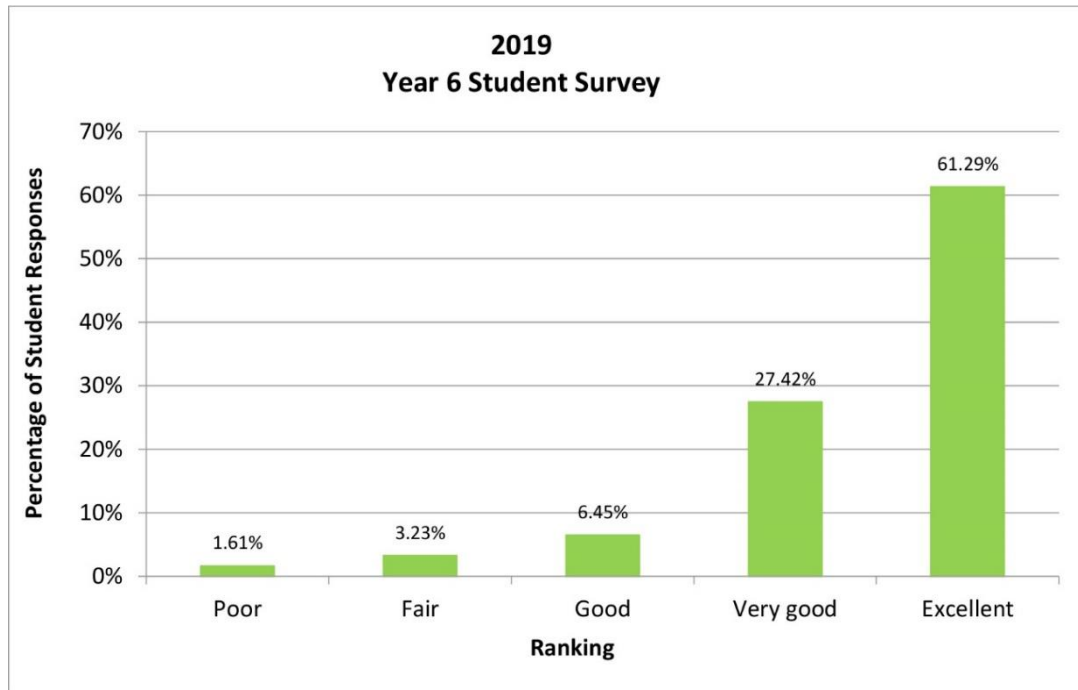
**2019 YEAR 1 AND YEAR 6 PARENT/GUARDIANS' SURVEY**

	Year 1	Year 6
No. of Families	45	76
No. of Respondents	25	43
Response rates	55.5%	56.5%
Rated experience at the School as either Excellent, Very Good or Good	96%	97.67%

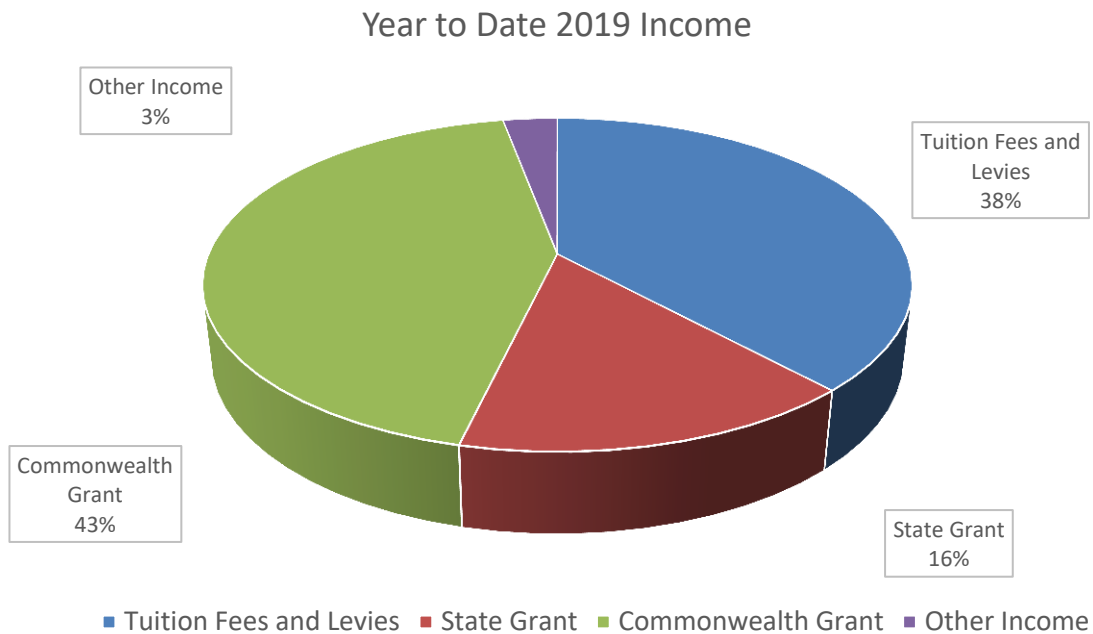


## 2019 YEAR 6 STUDENT SURVEY

The survey response was 88.5% (62 replied from 70 students).



## INCOME BROKEN DOWN BY FUNDING SOURCE



## CONCLUSION

2019 was a milestone year for John Wollaston Anglican Community School as our community celebrated the School's 30<sup>th</sup> anniversary. It was an opportunity to reflect on our past and look to the future. The occasion was marked by the burying of a time capsule in the new Anniversary Garden. The ceremony involved current and former students, the CEO of the Anglican Schools Commission, The Reverend Peter Laurence OAM and The Archbishop of Perth, The Most Reverend Kay Goldsworthy AO.

As a celebratory gesture in our 30<sup>th</sup> year, a significant fee reduction was announced late in Term 4. This decision resulted in significant numbers of enrolments and the opportunity for new families to join the John Wollaston community.

2019 was also a celebration of inclusivity at the School, with the recognition of IDAHOBIT Day, a musical performance featuring a solo vocal performance from a student with autism and a greater participation in the ACC Inclusive Sports Program.

We are very proud of the fine academic achievements of the Year 12 cohort. Our excellent 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.