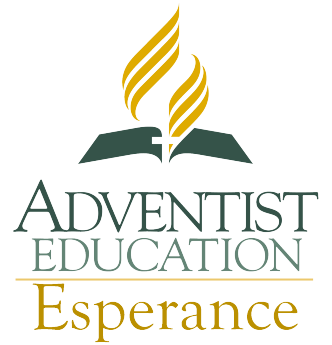


Esperance Christian Primary School



2013

ANNUAL REPORT

SCHOOL OVERVIEW

GOALS OF ESPERANCE CHRISTIAN PRIMARY SCHOOL

The primary goal of the Esperance Christian Primary School is to provide each student with a safe and nurturing God-centered environment in which they can learn and grow. Emphasis is placed on the holistic development of each student and allowing them to progress at a rate that is comfortable, yet challenging for them. The following goals are extensions of the school's mission:

SPIRITUAL

- ❖ The school intends to conform to and maintain the Biblical standards of Christianity in behaviour, teachings and lifestyle.
- ❖ The Esperance Seventh-day Adventist Church Minister is engaged in the school's program as the school's chaplain. He is available to all associated with the school, including, students, staff, volunteers and parents
- ❖ Worship, prayer and Bible study periods are held daily in the school.
- ❖ The school strives to be a community built on *acceptance* and *tolerance*, where all are treated with *respect* and *dignity*.
- ❖ The school provides an environment in which the students can come to know *Jesus* and *model* their lives on Him.

MENTAL

- ❖ To develop in students a *desire to learn* and achieve standards of excellence in all areas.
- ❖ To develop in students an understanding of the impact a *healthy life* can have on academic, social and spiritual development.
- ❖ To assist students in developing talents and gifts God has given them, in an environment which allows *individual creativity*.

PHYSICAL

- ❖ The school endeavours to develop a balanced program where each student receives the benefit of an alert mind and a sound body. Daily exercises and sporting activities, with free and organised play are programmed into the curriculum.
- ❖ The school provides a balanced health program, emphasising the benefits of a healthy body and mind.

SOCIAL

- ❖ The school encourages students across all the grades to interact with each other, promoting a culture of caring and nurturing each other. This buddy system fosters leadership, friendship and stability. Students learn to treat each other with respect and to respect God.
- ❖ Students feel comfortable in the classroom and playground environment. This fosters learning and meaningful social interaction.
- ❖ To provide experience that will assist in the choice and development of a *well-balanced* lifestyle.
- ❖ To develop in students appropriate *life skills* that will be of benefit to themselves and the community.

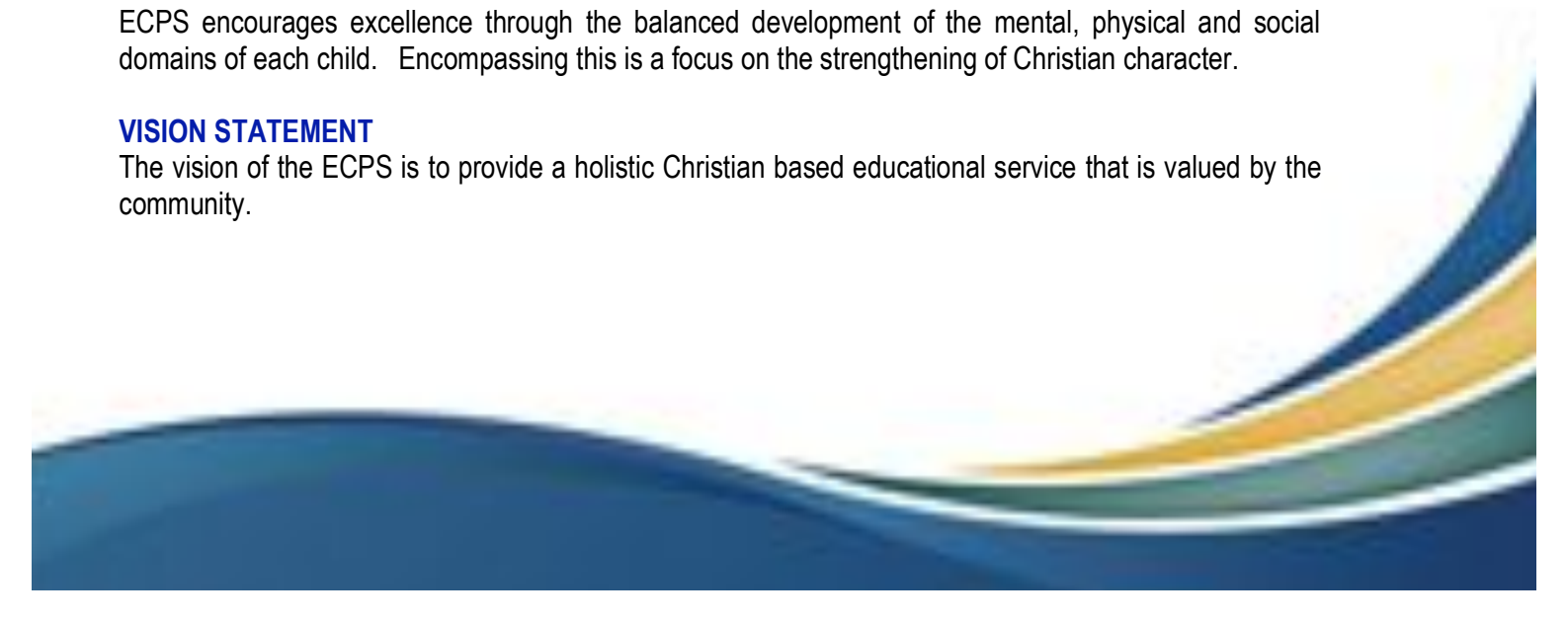
MISSION STATEMENT

Esperance Christian Primary School exists to provide a caring, nurturing environment where students are educated for a life of service to both God and the community.

ECPS encourages excellence through the balanced development of the mental, physical and social domains of each child. Encompassing this is a focus on the strengthening of Christian character.

VISION STATEMENT

The vision of the ECPS is to provide a holistic Christian based educational service that is valued by the community.



VALUES STATEMENT

Esperance Christian Primary School values:

- Service
- Responsibility
- Integrity
- Safety
- Co-operation
- Thoughtfulness
- Sportsmanship
- Fun
- Commitment
- A personal relationship with Jesus.

Our Motto

We Learn
We Serve
We Pray
We Believe



REPORT TO PARENTS - SCHOOL PERFORMANCE INFORMATION 2013

In accordance with Federal Government reporting requirements, the following information outlines our school's performance in specified criteria for 2013. The information is to assist parents to understand how our school performed in 2013. This material can be used in conjunction with the *My Schools* Website. Any further questions regarding this material can be directed to the Principal, Mrs Anne Tonkin.

Contextual Information

Esperance Christian Primary School (ECPS) is an Independent, co-educational primary school catering for Kindergarten to year 7. ECPS is part of a worldwide Christian Education system (Adventist Christian Schools). The school was initially established in 1979 as a single teacher school with an enrolment of only 9 students and has slowly grown in numbers and infrastructure since then. In 2013 the school employed 5 full time and 2 part time teachers and two Education Assistants.

School Enrolments

As at the August, 2013 Census, the school had an enrolment of 88 students from Kindergarten to year 7. This was comprised of:

Kindergarten: 7 students
Pre-Primary: 12 students
Primary: 68 students

Special Character: Esperance Christian Primary School is supported by a strong parent body and School Council, which provide a sense of community and inclusivity. Permeating each teaching and learning activity is a Biblical world-view. This means that ECPS is a place where students, teachers and parents work together to develop the positive values based on the Christian faith - values of respect and care for God, others and themselves.

Our key strengths: We actively plan and provide educational activities that are designed to provide effective learning and teaching strategies to ensure each child is working at or toward their individual potential intellectually, spiritually, socially and physically. We understand that each child is valuable to a loving and caring God and also to every staff member of the school.

Pastoral Care: Esperance Christian Primary School provides a strong pastoral care program for students, staff and family members associated with the school. The school is provided with funds from the National Chaplaincy Program which allowed us to engage the services of a part-time Chaplain, Pr. Brad Thomas.

Curriculum: The Esperance Christian Primary School plans and implements teaching and learning activities with the aim of meeting the outcomes of the Western Australian Curriculum Framework, with planning and implementation of the new Australian Curriculum. The school's 'Whole School Scheme' was reviewed and continues to be implemented to ensure that a good cross-section of the outcomes are addressed in all learning areas.

- French is offered for the LOTE program.
- Choir and drama play a major role in our music program. In 2013 students once again participated in the Esperance Music Festival schools' choir. At the end of the year a major musical drama was presented to the local community at the Esperance Civic Centre. A school band, which commenced in 2011, continues to provide students with music instrument tuition on a weekly basis.
- ECPS acknowledges the importance of a healthy lifestyle and integrates this concept throughout the learning areas. At least two hours of physical activity per week is included in the school program and personal health education programs are part of the whole school scheme. The 'Active After School' Program took place one afternoon per week throughout the year.

Social and Emotional Care: Staff at Esperance Christian Primary School positively value and are very aware of the ongoing need to ensure the healthy social, emotional and mental health of students. The '**Kids Matter**' initiative continues to drive a number of resiliency programs delivered by teachers within the classroom setting. One of these is the '**PATHS**' program which provides students with strategies to cope with their emotional needs. Another is the '**Protective Behaviours**' program, which is presented to each year group throughout the year by the Chaplain.

Parent Body: The ECPS values the involvement of parents in their children's education. In 2013 parents were welcomed to be involved in many different areas. These included:

- Assisting with reading and other in-class activities on a regular basis
- Assisting with concert productions
- Participating in and helping with school excursions
- Assisting with the planning and preparation of sports carnivals
- Participation and involvement in the Home and School Committee

Staff roles and qualifications are as follows:

Teacher Name	Position	FTE	Qualification	TRB Number
Anne Tonkin	Principal Teacher Yrs 5-6	Full Time	B.Arts Prim Ed; B. Prof Studies	32006240
An Anri Bezuidenhout	Teacher Kindy & Pre-Primary	Full Time	B.Ed ECE	33075030
So Sonja Sutter	Teacher Years 1-2	Full Time	B.Ed ECE	33072500
Rh Nicholas Saul	Teacher Yrs 3-4	Full Time	B.Ed. Prim	33087632
JarJared Watts	Teacher Yrs 6-7	Full Time	B.Ed. Prim	33075514
SuSusan Thomason	Teacher Part time relief	0.4	B.Ed.Prim	32015740
Eli Liz Elliott	Part time relief	0.4	B.PE; Dip.Ed	32009769
Pr Brad Thomas	Chaplain	0.6	BA.Theol	
IlaiMino Manu	Administrative Assistant	0.6	B. Business & Administration	
Mi Rhonda Wohling	Teacher Assistant	0.4	Working towards Cert III Teacher Assistant	
LeLee-anne ChChambers	Teacher Assistant	Full Time	Cert III Teacher Assistant	
Ke Mino Manu	Cleaner	0.6		
Jo John Phillips	Gardener/Groundsman	0.1 approx		

Satisfaction Survey Results:

The 2013 online survey, prepared by Vividus, consisted of 80 questions relating to the operation of the school, as well as the opportunity for respondents to make comments relating to the strength of the school and ways the school could improve. The responses and comments overwhelmingly reflect high satisfaction in every category open for response. A comprehensive overview of the survey can be obtained from the school if required.

Samples of written responses in the 2013 Satisfaction Survey

- Quality of care and teaching Good resources and facilities High values learnt to students
- Small/blended class rooms, excellent teachers, chaplaincy programme
- great school with fantastic teachers almost one on one learning given the size.
- Friendly, approachable principal who is willing to listen to the parent
- A great school which reflect Christian values and teaching A real sense of community and family involvement.
- Caring staff who work over and beyond what is required to allow students the best possible work environment
- The school is a Christ-based environment where individuals are valued as children of God. There is an extended-family feel to the school. There is a holistic approach, where spiritual, emotional and
- social needs are considered along with physical and intellectual.
- Our children get a fantastic safe, loving learning environment where they are taught the basic love principles about God to set them up to make right choices in life based on truth.
- The teachers look at each child and help them with their strengths and weaknesses and can see what issues need to be addresses.
- The classes aren't too large that a child goes unnoticed.
- Our school is the best in town private or public. You'll just have to come and visit to understand.
- If you are looking for a school that truly cares, provide life-resiliency skills and welcome all students and families, then this is the place to be!
- It is like a family and that they are like uncle and aunties in helping in the development of child. God is welcome in the school.
- A very caring place





All teaching staff at ECPS are registered with the Teacher Registration Board of WA. Teachers and ancillary staff have current *Working With Children Checks*.

Staff Attendance: The number of days taken by full time and part time teaching staff for sick, bereavement and personal leave during 2013 was 25 days. This gives an approximate 99% attendance for teaching staff.

Staff retention has been excellent, with only one new employee in 2013. This was a part-time Education Assistant replacing someone who moved from Esperance.

Staff Professional Development:

To assist in enhancing student achievement of outcomes and educational development in the classroom, each teacher is encouraged and expected to participate in Professional Development each year. In 2013 staff participated in and attended the following Professional Learning seminars:

- Implementing the Australian Curriculum in the Primary Years Conference
- Quality Adventist Schools Framework
- Persuasive Writing
- Education Assistants as Literacy Leaders
- Assessment & Reporting with the Australian Curriculum
- Networking with other Kindy and Pre-Primary schools
- Protective Behaviours
- Asthma Training
- Educational Leaders Conference
- Kids Matter
- Challenges & Choices: Safer Kids (SDERA)

KEY STUDENT INFORMATION

Student Progress and Achievements

Esperance Christian Primary School is a place where students feel safe and valued. They are challenged to achieve to the best of their ability and their learning experiences are designed to meet them at their individual level, yet gently extend them to reach their best potential.

The Special Character of Esperance Christian Primary School is deeply imbedded in every aspect of school life. This Special Character upholds the values of God, and provides opportunities for students, staff and the school community to be involved in worship and praise.

During 2013 our students were involved in supporting different charities as part of the service component of our Special Character. Students are encouraged to express empathy for those who are less fortunate than them and to discover ways they can contribute to the welfare of others. This included fundraising for epilepsy, asthma and cancer research. Students and staff were also involved in 'Operation Christmas Child', which prepares Christmas boxes for children less fortunate than themselves.

A number of excursions and incursions took place in 2013. These included: Constable Care, Cyber Safety, Sporting skills workshops, leadership development and NAIDOC celebrations.

Our school places a strong emphasis on the development of students physically. Throughout 2013 students received training for and participated in: athletics, swimming, tennis, netball, volleyball, cricket and soccer. The school offered the *Active After School* program, which took place each Wednesday afternoon.

The students excelled in drama and music performances in 2013. They won first place in their category of the school choir section at the annual Esperance Music Festival. Each student participated in an end of year musical concert, performing before approximately 300 people at the local Civic Centre.

The staff members at Esperance Christian Primary School are proud of the academic and behavioural achievements of the students.

Student Attendance

In accordance with Government requirements, the school maintains records of student attendance. During 2013 the attendance rate was approximately 90%.

Regular school attendance is actively encouraged by teachers and administration. When a child is absent from school and the school has not been notified, a phone call to the parents/guardians is made. This is to ensure that the student is absent with parent/guardian knowledge. A note or phone call from parents is required, and if this is not received a follow up note or phone call from the school will ensue.





2013 NAPLAN Results

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	405 367 - 444		387 357 - 418		399 365 - 434		402 362 - 443		395 354 - 436	
	SIM 424 402 - 433	ALL 419	SIM 419 411 - 427	ALL 416	SIM 412 404 - 421	ALL 411	SIM 433 423 - 443	ALL 428	SIM 482 469 - 499	ALL 397
Year 5	529 490 - 567		476 440 - 512		490 461 - 522		537 495 - 579		518 486 - 551	
	SIM 506 487 - 515	ALL 502	SIM 481 473 - 490	ALL 478	SIM 495 488 - 503	ALL 494	SIM 504 495 - 513	ALL 501	SIM 489 481 - 497	ALL 488
Year 7	564 530 - 597		532 496 - 567		546 512 - 579		570 534 - 606		581 550 - 612	
	SIM 544 537 - 551	ALL 541	SIM 523 514 - 531	ALL 517	SIM 550 543 - 558	ALL 549	SIM 549 532 - 549	ALL 538	SIM 545 537 - 553	ALL 542



This graph and those that follow have been obtained from the “My School” website.

More detailed information about the 2013 NAPLAN results can be obtained from the ‘My School’ website: <http://myschool.edu.au>

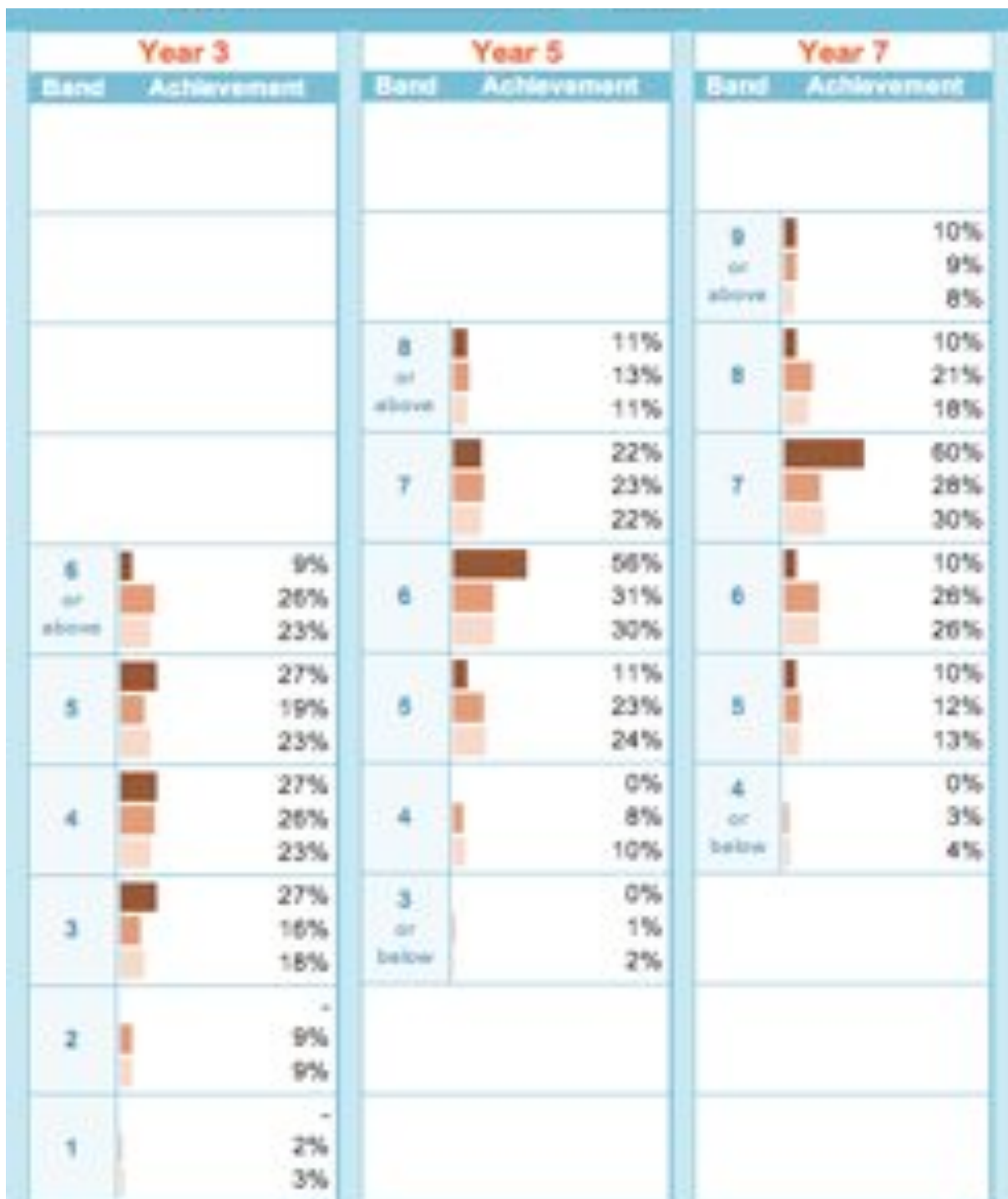


NAPLAN results reported in bands:

The chart below shows the school's results for the five domains at each year level. It displays the percentage of students achieving in each band, as well as the percentage of students in statistically similar schools and the percentage of students in Australian schools achieving in each band.

The following graphs from the 'My School' website indicate that the students in years 5 and 7 have, for the most part achieved at levels higher than the national average. However, the year 3 cohort for this year was quite weak, achieving below the national average in some areas.
















READING



PURSUASIVE WRITING

Year 3			Year 5			Year 7		
Band	Achievement		Band	Achievement		Band	Achievement	
						9 or above	0%	0%
							5%	5%
							5%	5%
			8 or above	0%		8	9%	
				5%			15%	
				5%			12%	
			7	11%		7	45%	
				15%			25%	
				15%			25%	
6 or above	0%							
	14%		6	33%		6	35%	
	17%			31%			29%	
				32%			30%	
5	18%		5	44%		5	9%	
	38%			35%			19%	
	30%			28%			17%	
4	35%		4	11%		4 or below	0%	
	25%			8%			5%	
	29%			12%			9%	
3	35%		3 or below	0%				
	16%			5%				
	14%			6%				
2	9%							
	4%							
	5%							
1	0%							
	2%							
	3%							



















NUMERACY

Year 3			Year 5			Year 7		
Band	Achievement		Band	Achievement		Band	Achievement	
						9 or above		30% 10% 11%
			8 or above		13% 10% 9%	8		20% 18% 16%
			7		25% 13% 16%	7		20% 29% 26%
6 or above		0% 10% 11%	6		38% 29% 27%	6		20% 28% 28%
5		36% 24% 21%	5		13% 28% 26%	5		10% 13% 15%
4		27% 32% 30%	4		13% 14% 15%	4 or below		0% 1% 3%
3		27% 23% 24%	3 or below		0% 4% 5%			
2		9% 7% 10%						
1		0% 2% 2%						

SPELLING

Year 3			Year 5			Year 7		
Band	Achievement		Band	Achievement		Band	Achievement	
						9 or above		9% 9% 10%
			8 or above		0% 9% 11%	8		18% 23% 21%
			7		11% 23% 20%	7		27% 33% 30%
6 or above		18% 20% 20%	6		56% 29% 28%	6		36% 21% 22%
5		27% 24% 23%	5		33% 24% 23%	5		9% 9% 10%
4		27% 25% 25%	4		0% 9% 12%	4 or below		0% 4% 5%
3		9% 20% 17%	3 or below		0% 4% 5%			
2		9% 6% 9%						
1		9% 4% 4%						

GRAMMAR & PUNCTUATION

Year 3			Year 5			Year 7		
Band	Achievement		Band	Achievement		Band	Achievement	
						9 or above		18% 12% 9%
			8 or above		11% 15% 12%	8		27% 20% 17%
			7		44% 24% 21%	7		18% 25% 26%
6 or above		18% 27% 27%	6		22% 25% 29%	6		18% 21% 24%
5		18% 25% 24%	5		22% 24% 23%	5		18% 13% 14%
4		45% 22% 22%	4		0% 9% 10%	4 or below		0% 7% 8%
3		0% 15% 15%	3 or below		0% 3% 3%			
2		9% 7% 7%						
1		9% 3% 3%						

SCHOOL IMPROVEMENTS

During 2013 further improvements were made to the Kindergarten and Pre-Primary play area to transform it into a more nature based area. This entailed:

- installing a water play area
- planting fruit trees and herbs and building raised vegetable garden beds
- building a grassed hill and large tunnel
- building a figure 8 tricycle track and a bridge over the water area for the trikes to ride over

In the main school area three raised vegetable garden beds were built and installed and vegetables planted. This project was coordinated by the School Chaplain, with students working alongside him. The vegetables planted were used in cooking activities in the classrooms.

The external walls of the school were painted to ensure the school looks presentable and in good condition. General maintenance was regularly monitored and any maintenance issues were promptly dealt with.

Three new computers were purchased for the Library Learning area. These replaced computers that were unserviceable and ensure that the computer lab has 24 computers, being enough for any one classroom of students to access a computer each during lesson times.

