



ESPERANCE CHRISTIAN SCHOOL



2016

ANNUAL REPORT

SCHOOL OVERVIEW

GOALS OF ESPERANCE CHRISTIAN 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

L O V E	EXCELLENCE	...is patient...always perseveres	S E R V I C E
	COMPASSION	...is kind...keeps no record of wrongs...does not envy	
	HUMILITY	...does not boast...is not proud...is not easily angered	
	RESPECT	...is not rude	
	INTEGRITY	...is not self-seeking...rejoices with the truth	
	JUSTICE	...is not self-seeking	
	DISCERNMENT	...rejoices with the truth...does not delight in evil	
	RESPONSIBILITY	...always protects...never fails	
	HOPE	...always hopes...always trusts	

Our Motto



PRINCIPAL'S MESSAGE:

It is my pleasure to present the 2016 Annual Report of Esperance Christian School. In doing so, I would like to acknowledge the team-work of all staff associated with the school, and their dedication and commitment to the work they do in their respective areas of educating the students in their care or managing other operations of the school.



I also acknowledge the support we receive from parents and the wider community members who contribute with their skills and talents to enhance the standards and performance of our students.

This report provides information about the school's operations and collation of data gathered over the course of 2016. One of the key foci during 2016 was the development of our nature spaces, which included the clearing and leveling of unruly bush-land, with the purpose of re-developing it into a useful learning nature space for our students. The students and staff have begun the process by planting trees and shrubs and planning the nature space. We look forward to continuing this project into 2017.

I wish to extend my congratulations to our parents, staff, School Council and Home and School, who all work together to ensure our students enjoyed another happy, productive year.

Anne Tonkin
PRINCIPAL

Progress Against Identified Priorities

The staff of Esperance Christian School continues to be committed to constantly improving through a cycle of self-assessment. In 2016 we again worked with the *Quality Adventist Schools Framework* and the *National Quality Standard* to review our operations and to identify areas of weakness and priorities. Our focus areas for 2016 were: *Rationale for Learning; Student Learning and Engagement; Teaching Practices* and *Curriculum*. Each of these components were systematically examined and discussed, evidences were gathered and decisions were made as to how well we rated against the criteria for excellent practice.

Overall, we believe we have a very strong Learning and Teaching program across all the grade levels. The major focus areas for improvement were:

- To continue to engage with more Professional Learning within the new STEM initiative, particularly focusing on the teaching of coding/programming.
- Obtain more digital resources to assist in the STEM initiative and to improve our Digital Technology program.
- Improve our Design and Technologies programs to provide students with more opportunities to create, invent, design and solve problems.

To this end, we have begun the process of accessing Professional Learning for teachers, developing more in-depth systematic teaching and learning programs that embrace Digital and Design Technologies, and purchasing resources to help achieve these goals across the school.

REPORT TO PARENTS - SCHOOL PERFORMANCE INFORMATION 2016

In accordance with Federal Government reporting requirements, the following information outlines our school's performance in specified criteria for 2016. The information is to assist parents to understand how our school performed in 2016. 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 School (ECS) is an Independent, co-educational primary school catering for Pre-Kindergarten to year 6. ECS 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 2016 the school employed 5 full-time teachers, one full-time Education Assistant, one full-time Administration Assistant, 0.5 cleaner and 0.2 gardens and grounds person.

The students from our school are mainly Caucasian, but we have students of other ethnic origins: Aboriginal, Zimbabwean, South African and Indian. Most of these have English as their first language.

School Enrolments

As at the August, 2016 Census, the school had an enrolment of 88 students from Kindergarten to year 7. This was comprised of:

Pre-Kindy:	7 students
Kindergarten:	11 students
Pre-Primary:	5 students
Primary:	62 students



Special Character: Esperance Christian 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 ECS 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 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 allow us to engage the services of a part-time Chaplain, Pr. Brad Thomas. The Chaplain's main role is to develop resiliency in our students and he works with the school staff members and parents to this end. He coordinates a garden program and the *Protective Behaviours* program across the school.

Curriculum: The Esperance Christian School plans and implements teaching and learning activities fully aligned to the outcomes of the new *WA Curriculum*. The Early Learning Program is aligned with the *Early Years Learning Framework*, the *Kindergarten Curriculum Guidelines* and the *National Quality Standard*. The school's 'Whole School Curriculum Plan' 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 2016 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.

- ECS 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. Funding was received from 'Sporting Schools' to assist us in our Swimming and Tennis programs.
- The *Go Maths* program, an WA Curriculum aligned resource, is used as the basis for teaching Maths across the school. This program provides huge scope for the teachers to prepare and implement direct instruction and hands-on activities that relate to real-life experiences. Teachers use concrete materials and interactive IT resources to assist in teaching, allowing students to learn through active involvement and substantive communication between the teachers and students.
- The English program uses the *Spelling Conventions* and *Grammar Conventions* programs for the students in years 1-6. Kindergarten to Years 1 students also use the *Jolly Phonics* program and specialised speech techniques developed by the local Speech Therapy and OT Department. The Teachers are committed to teaching all the forms of writing on a daily basis, and allow students time to develop their writing skills across the genres.
- The students have access to imac computers, ipads and interactive white boards, providing them with opportunities to learn and extend their IT knowledge and skills.
- History, Geography, Science and Technology, aligned to the WA Curriculum, are taught to ensure that all requirements of the WA Curriculum are met. These subjects areas are programmed within a two year cycle to ensure all subjects and concepts are taught in the double stream-classrooms over two years. The Science program is based on the *Primary Connections* program.

Student Attendance: In accordance with Government requirements, the school maintains records of student attendance. The following data reflects attendance rates of students as at the end of term 3, 2016:

Overall attendance: 92.68%

Non-Indigenous attendance: 93.21%

Indigenous attendance: 89.66%

Non-Indigenous proportion of students attending at least 90% of the time: 80.01%

Indigenous proportion of students attending at least 90% of the time: 33.33%

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.

Social and Emotional Care: Staff at Esperance Christian 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.

The '**Protective Behaviours**' program forms the basis of our *Child Protection Curriculum* and is presented to each year group throughout the year by the Chaplain and the Principal. The Chaplain and the Principal are fully trained in the *Protective Behaviours Program*.

Parent Body: The ECS values the involvement of parents in their children's education. In 2016 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 production
- 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
- Volunteering in the school canteen



Staff roles and qualifications are as follows:

Staff Name	Position	FTE	Qualification	TRB Number
Anne Tonkin	Principal Teacher K-6 (providing DOTT for other teachers)	Full Time	B.Arts Prim Ed; B. Prof Studies	32006240
Anri Bezuidenhout	Teacher Pre-Kindy, Kindy & Pre-Primary	Full Time	B.Ed ECE	33075030
Sonja Sutter	Teacher Years 1-2	Full Time	B.Ed ECE	33072500
Nicholas Saul	Teacher Yrs 3-4	Full Time	B.Ed. Prim	33087632
Jared Watts	Teacher Yrs 5-6	Full Time	B.Ed. Prim	33075514
Pr Brad Thomas	Chaplain	0.6	BA.Theol	
Naomi Thomas	Administrative Assistant	0.6	Cert III Business	
Rhonda Wohling	Administrative Assistant	0.4	Cert III Teacher Assistant	
Lee-anne Chambers	Teacher Assistant	Full Time	Cert III Teacher Assistant	
Royce Dalton	Cleaner	0.6		
John Phillips	Gardener/Groundsman	0.1 approx		

Two staff members are of South African origin, with English as their second language. There are no Aboriginal or Torres Strait Islanders employed at the school.



Staff Attendance: The number of days taken by full time and part time teaching staff for sick, bereavement and personal leave during 2016 was 33 ½ days. This gives an approximate 95% attendance for teaching staff. Staff retention has been excellent. All staff from the previous year were retained in 2016.

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 2014 staff participated in and attended the following Professional Learning seminars:

- Quality Adventist Schools Framework
- First Aid Training
- Quality Improvement Planning
- SEQTA training (online student attendance and reporting)
- WA Curriculum and Assessment Outline
- Speech and Language
- Inclusive Education
- Autism
- SHARPE Reading
- Mandatory Reporting
- Child Protection
- Move To Learn Program
- 3 Year Old Kindy
- Leadership
- On-Entry Assessing
- Science

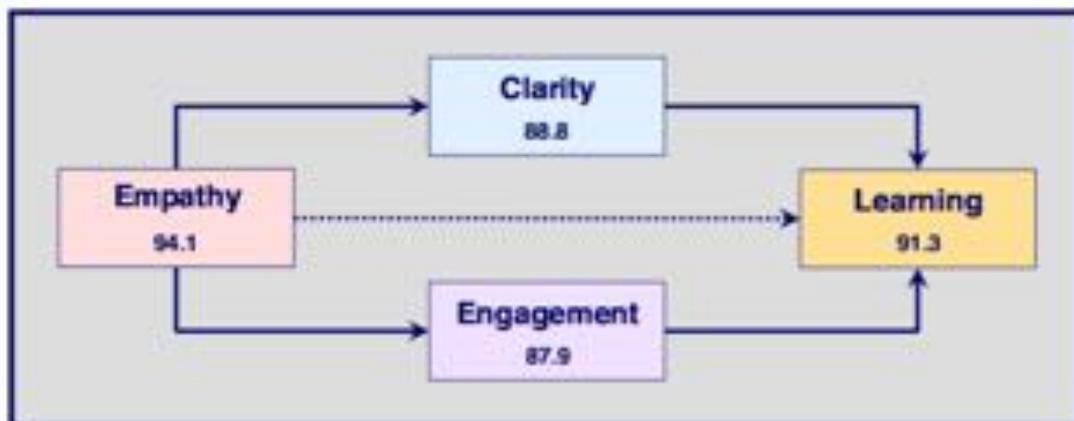


School Perception Survey:

A School Improvement Survey, conducted by *Insight SRC*, was completed in 2016, with very pleasing results which reflect the high level of satisfaction parents, staff and students have with our school. The results of the *School Improvement Surveys* provide information about the culture in our school. Our school’s culture was assessed in the survey through the measurement of seven core behaviours, which can be summarised through the Four Cultural Pillars. Research shows that these four pillars reflect the key behaviours that contribute to employee wellbeing, engagement and performance in all schools. They are:

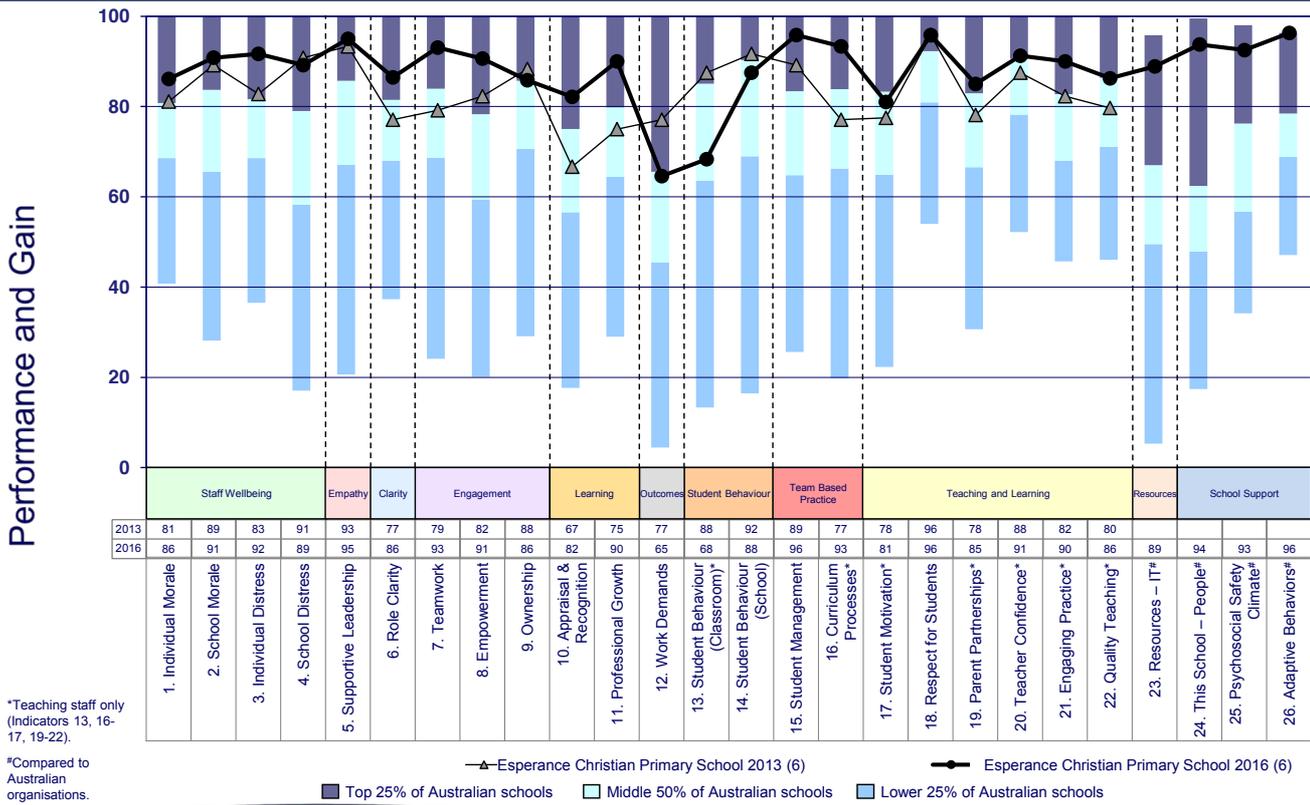
Empathy (Supportive Leadership); **Clarity** (Role Clarity); **Engagement** (Teamwork, Empowerment, Ownership) and **Learning** (Appraisal & Recognition, Professional Growth).

Shown below are **our school’s** percentiles on the four cultural pillars relative to other Australian schools that have used this survey.



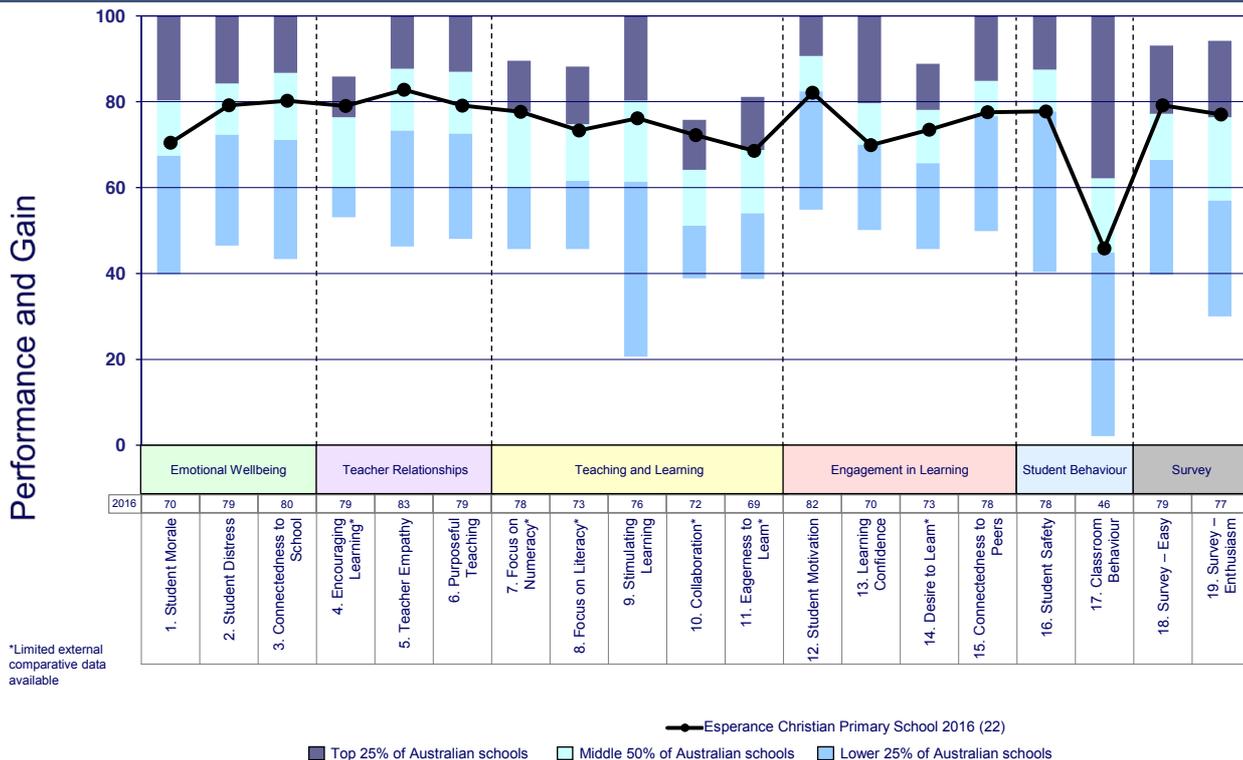
2016 school climate – actual scores ...

Your school relative to the range for Australian schools.



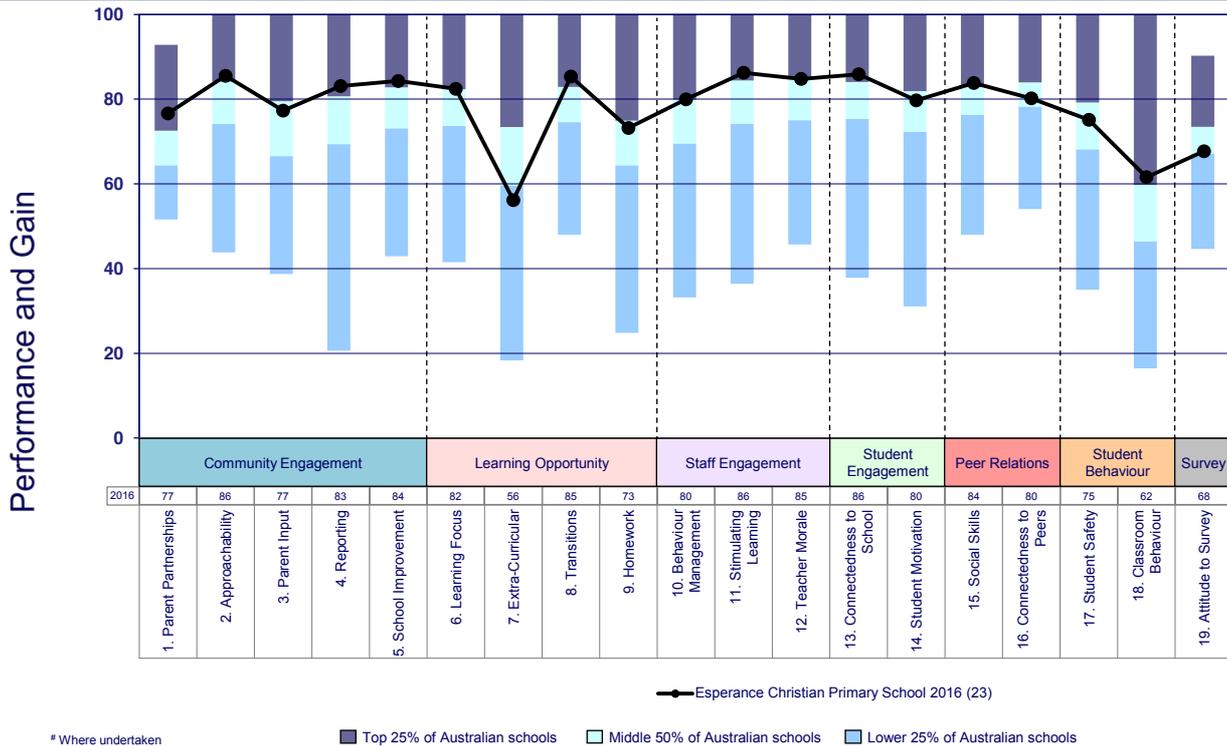
2016 student experience – actual scores ...

Your school relative to the range for Australian schools.



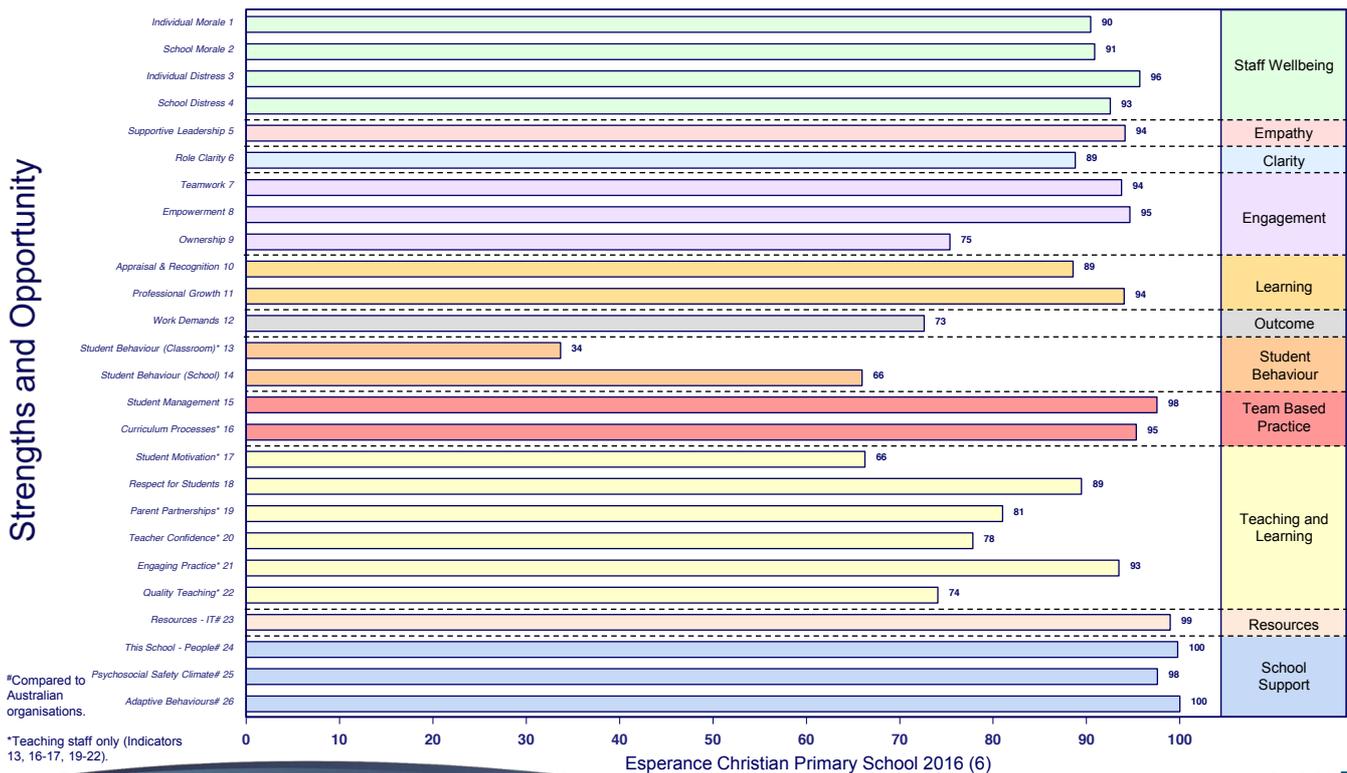
2016 parent opinion – actual scores# ...

Your school relative to the range for Australian schools.



2016 school climate – percentiles ...

Your school's strengths and areas for improvement relative to other Australian schools.



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. Every teacher implements a differentiated curriculum in their classroom, ensuring that each child is provided with teaching and learning activities appropriate for their ability level. Students are encouraged to extend their capabilities but are not placed under any undue stress to work beyond their ability. Students who require extension also receive this within the context of the differentiated curriculum.

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 2016 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 the Adventist Development and Relief Agency (ADRA). Students and staff were also involved in 'Operation Christmas Child', which prepares Christmas boxes for children less fortunate than themselves.

Our school places a strong emphasis on students' physical development. Throughout 2016 students received training for and participated in: athletics, swimming, tennis, netball, volleyball, cricket and soccer. Some of these activities were funded by the *Sporting Schools* program.

The students once again excelled in drama and music performances in 2016. 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.

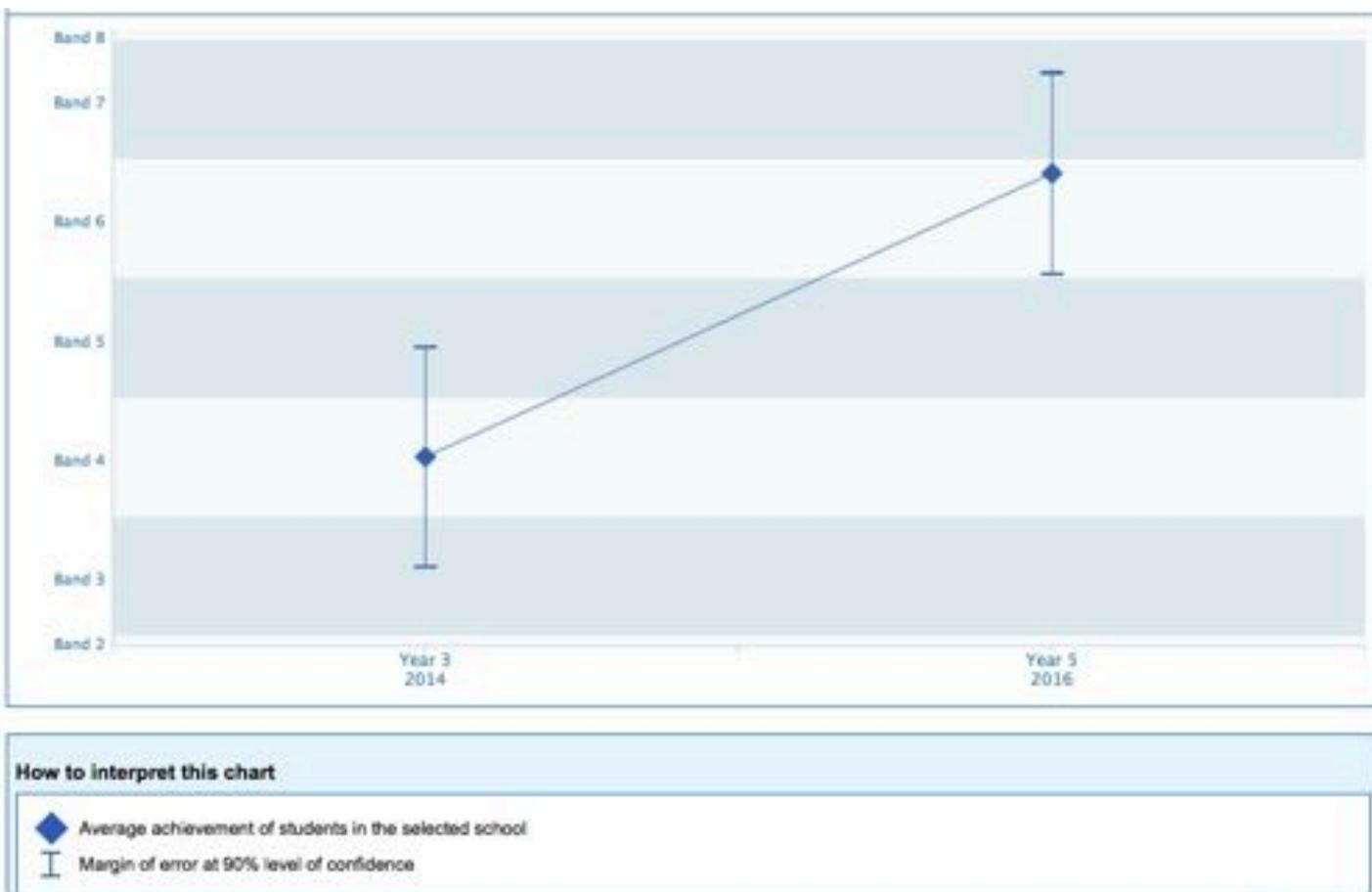


NAPLAN RESULTS 2016

2016 NAPLAN results and other standardized assessments conducted throughout the year indicate significant gains were made by students in years 3 to 5 over the two year period of 2014 – 2016. This is a very pleasing result.

Esperance Christian School has a fair share of students with learning difficulties, and this is reflected in the actual scores in each domain, bringing the overall scores for the school down, placing us 'close to' or 'below' similar schools and schools across Australia.

However, what is most important to us, is that students who attend our school, regardless of their ability level, make rapid and significant gains in their learning. And that is exactly what has been happening.

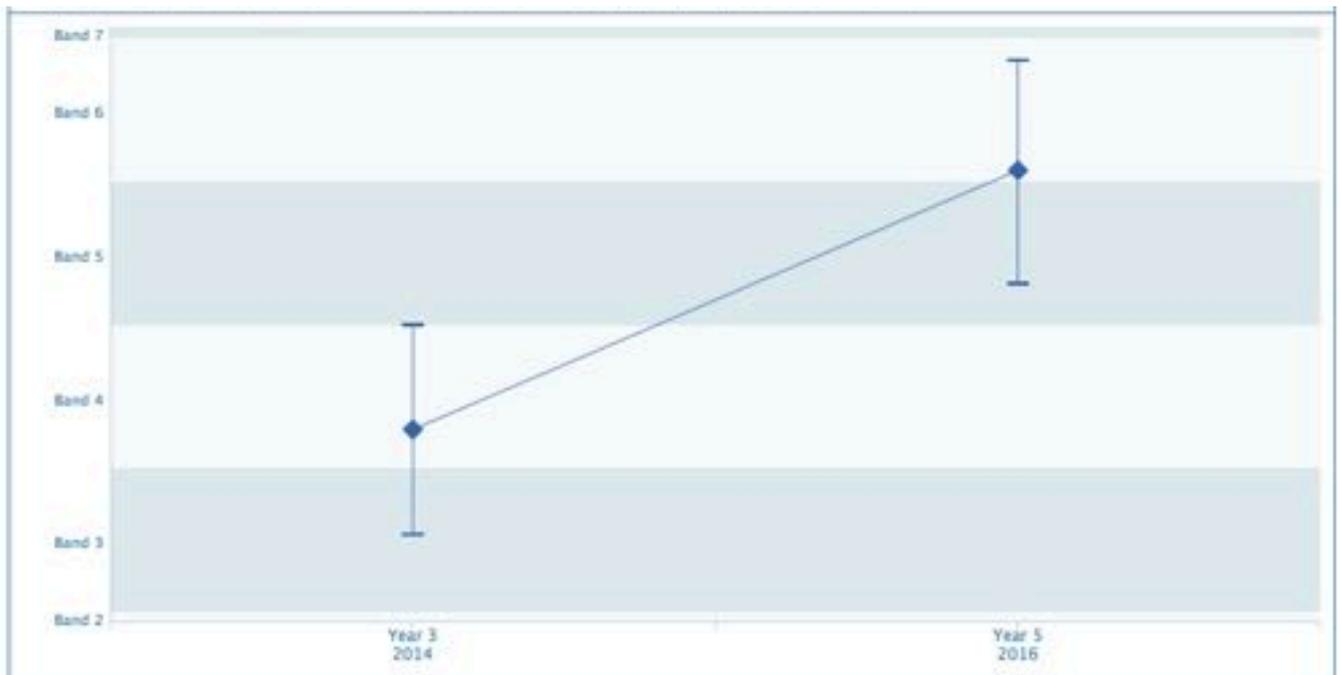


STUDENT GAINS: Year 3-5, 2014 – 2016 READING

Percentage of students in this year level for whom previous NAPLAN results (2 years) are available: 54%



NAPLAN RESULTS 2016



How to interpret this chart

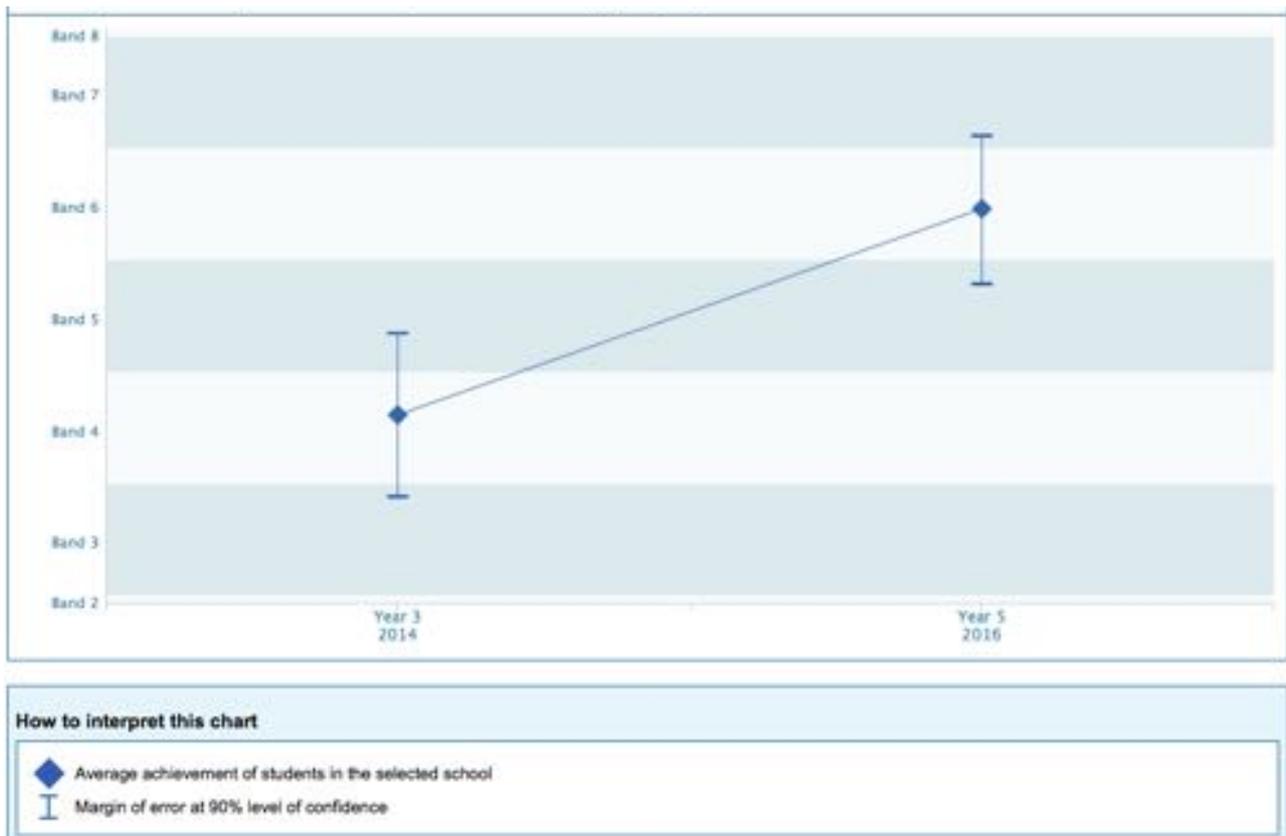
- ◆ Average achievement of students in the selected school
- I Margin of error at 90% level of confidence

STUDENT GAINS: Year 3-5, 2014 – 2016 WRITING

Percentage of students in this year level for whom previous NAPLAN results (2 years) are available: 54%



NAPLAN RESULTS 2016



STUDENT GAINS: Year 3-5, 2014 – 2016 NUMERACY

Percentage of students in this year level for whom previous NAPLAN results (2 years) are available: 54%



NAPLAN RESULTS 2016

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	389 354 - 425		414 385 - 442		392 360 - 424		414 377 - 451		391 363 - 420	
	SIM 416 407 - 425	ALL 426	SIM 416 408 - 424	ALL 421	SIM 413 405 - 422	ALL 420	SIM 428 418 - 437	ALL 436	SIM 393 385 - 402	ALL 402
	498 465 - 530		452 422 - 482		466 436 - 496		488 454 - 522		469 443 - 496	
Year 5	494 485 - 502		502		474 465 - 482		478 479 - 495		487 480 - 496	
	SIM 494 485 - 502	ALL 502	SIM 474 465 - 482	ALL 478	SIM 487 479 - 495	ALL 493	SIM 499 490 - 509	ALL 505	SIM 488 480 - 496	ALL 493
	498 465 - 530		452 422 - 482		466 436 - 496		488 454 - 522		469 443 - 496	

How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

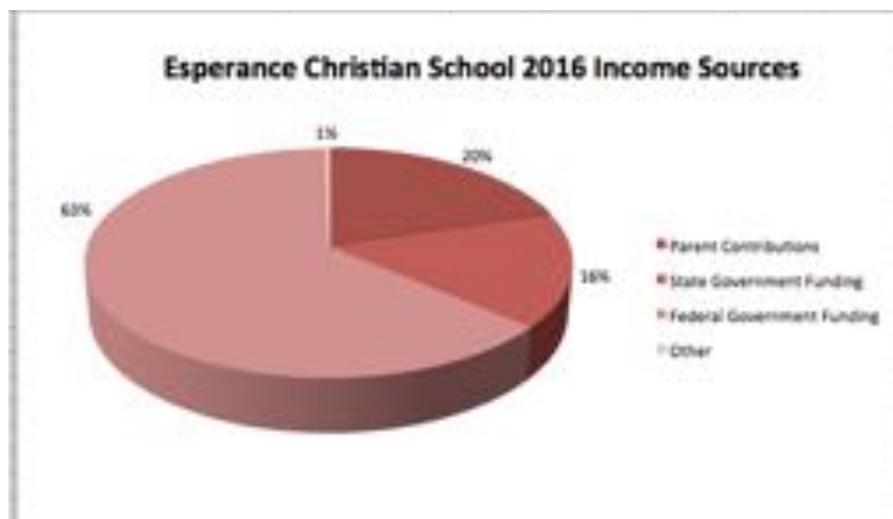
- Selected school's average is
- substantially above
 - above
 - close to
 - below
 - substantially below
- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
 - average of all Australian schools (ALL box)

The chart above displays average NAPLAN scores for each domain. Our school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether our school is above, close to, or below the other scores.

SCHOOL FINANCES 2016

The Esperance Christian School's operating income came from four main sources:

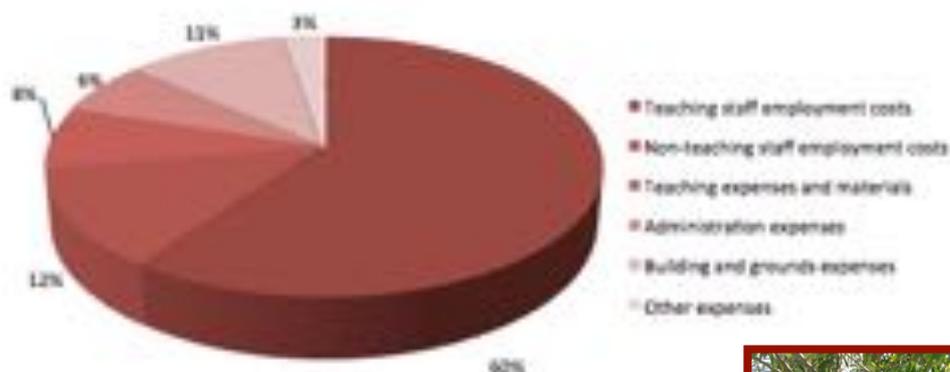
- Parent Contributions - \$234,535.55 (20.18%)
 - State Government Funding - \$188,223.71 (16.19%)
 - Federal Government Funding - \$735,925.00 (63.31%)
 - Other Income - \$3,772.19 (0.32%)
- Total: \$1,162,456.45**



2016 OPERATING EXPENSES

Teaching staff employment costs	632,020.97	59.90%
Non-teaching staff employment costs	131,810.74	12.49%
Teaching expenses and materials	80,108.65	7.59%
Administration expenses	68,780.06	6.52%
Building and grounds expenses	114,228.11	10.83%
Other expenses	28,248.28	2.68%
	1,055,196.81	100.00%

Esperance Christian School 2016 Expenses



SCHOOL IMPROVEMENTS

A few improvements were made to the school in 2016.

- Further extensions were added to an existing playground, allowing more strength-building activities for the students.
- Upgrades on the school's server were completed.
- A class set of ipads was purchased
- The trusses in the school's entry undercover area were de-rusted and painted.
- Repairs were made to the playground equipment
- An area of land within the school that was overrun by bushes, creating a fire hazard, was cleared and leveled. 900 native shrubs and trees were planted by the students and staff, and planning for a special nature/learning space began.

General maintenance and safety processes were regularly monitored and any maintenance issues were promptly dealt with. Some regular maintenance carried out was:

- Carpets professionally cleaned.
- Pest control carried out.
- Sand-pits cleaned.
- Regular lock-down and evacuation drills were carried out.
- Safety Audits completed.
- Tag and Test completed.



Kindergarten and Pre-Primary



Years 1 & 2



Years 3 & 4



Years 5 & 6