



# ESPERANCE CHRISTIAN SCHOOL



2017

## ANNUAL REPORT

2 Blake Street  
Esperance WA 6450  
[esperanceschool@adventist.org.au](mailto:esperanceschool@adventist.org.au)

## SCHOOL OVERVIEW

### GOALS OF ESPERANCE CHRISTIAN SCHOOL

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

ECS 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 ECS is to provide a holistic Christian based educational service that is valued by the community.

**VALUES STATEMENT**

<b>L O V E</b>	EXCELLENCE	...is patient...always perseveres	<b>S E R V I C E</b>
	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:

This 2017 Annual Report of the Esperance Christian School provides a mere snapshot of how our school engages in energetic learning, nurturing and enjoyment. It doesn't fully reveal the intricacies of each day, and how the humans in the school interact with each other in myriad ways, placing student, staff and community well-being as a high priority.



I acknowledge the work of the dedicated teaching and ancillary staff, with particular emphasis on their ability to create a learning workplace that is fun, friendly and amiable. The positive relationships that exist between school staff, students, parents is exceptional, creating a peaceful and safe working environment.

I 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. Educators are very aware of the huge impact that engaged parents and community members have on the health, well-being and academic learning of students.

I thank everyone who has contributed to the success of our school, and I have confidence in the school's future in continuing to provide a unique place of learning. I am proud to be associated with a school that successfully implements a wide variety of teaching and learning programs to meet the needs of students across the many domains of learning and development.

*Anne Tonkin*

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 2017 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 2017 were: *Pastoral Care; Student Achievement; Professional Learning and Leading the Learning and Improvement Culture*. 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:

**Pastoral Care:** We worked on strategies to increase the number of school-family interactions, to encourage parents and families that we don't get to connect with on a regular basis (mainly working parents) to have more contact with the school staff. These will included:

- Morning tea following weekly assembly. This wasn't very successful due to busy parents needing to leave assembly as soon as it concluded.
- Protective Behaviours information evening

We continued with our commitment to support our school community members who experienced difficulties and hardships in their lives through bereavement and illness and to those who are experiencing a life-changing event, eg. The birth of a new baby.

**Teaching and Learning:** We worked on strategies to improve the assessment and recording of Physical Education and in some areas of Science, Technology and HASS. Teachers were provided with professional development to assist in these areas.

**Leading The learning and Improvement Culture:** The school staff re-committed to ensuring our school has a strong culture of review and improvement, and are enthusiastic about the Quality Adventist Schools Framework and the National Quality Standard to guide in this process.

## REPORT TO PARENTS - SCHOOL PERFORMANCE INFORMATION 2017

In accordance with Federal Government reporting requirements, the following information outlines our school's performance in specified criteria for 2017. The information is to assist parents to understand how our school performed in 2017. 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 2017 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, 2017 Census, the school had an enrolment of 88 students from Kindergarten to year 7. This was comprised of:

Pre-Kindy:	10 students
Kindergarten:	7 students
Pre-Primary:	12 students
Primary:	55 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:** Student well-being is at the forefront of every decision we make at Esperance Christian School. We believe that students who feel safe and well cared-for will prosper to the best of their ability, and we endeavour place a strong emphasis on meeting the emotional needs of every student. 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. David de Klerk. 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. In 2017 he engaged with students mainly by way of class visitations, visiting parents, weekly assembly presentations and physical activity in the playground.

**Curriculum:** The Esperance Christian School plans and implements teaching and learning activities fully aligned to the outcomes of the *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 2017 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 *Stepping Stones Maths* program 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. Teachers also use robotic resources to teach the concepts of programming and coding.
- 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: 94.93%

Non-Indigenous attendance: 94.59%

Indigenous attendance: 98.20%

Non-Indigenous proportion of students attending at least 90% of the time: 83.99%

Indigenous proportion of students attending at least 90% of the time: 100%

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'** (Promoting Positive Thinking Strategies) 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 was presented to each year group throughout the year by the Principal. The Principal is fully trained in the *Protective Behaviours Program*.

**Parent Body:** The ECS values the involvement of parents in their children's education. In 2017 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:**

<b>Staff Name</b>	<b>Position</b>	<b>FTE</b>	<b>Qualification</b>	<b>TRB Number</b>
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 David de Klerk	Chaplain	0.6	BA.Theol	
Rhonda Wohling	Administrative Assistant	0.9	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.



Anne Tonkin  
Principal



Anri Bezuidenhout  
K/PP Teacher



Lee-anne Chambers  
Education Assistant



Sonja Sutter  
Yrs 1 & 2 Teacher



Nick Saul  
Yrs 3 & 4 Teacher



Jared Watts  
Yrs 5 & 6 Teacher



Rhonda Wohling  
Admin Assistant

**Staff Attendance:** The number of days taken by full time and part time teaching staff for sick, bereavement and personal leave during 2017 was 24 ½ days. This gives an approximate 85% attendance for teaching staff. Staff retention has been excellent. All staff from the previous year were retained in 2017.

**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
- Drug Education
- Nature Pedagogy
- Quality Improvement Planning
- SEQTA training (online student attendance and reporting)
- WA Curriculum and Assessment
- Cyber Safety
- ELLA – Early Years LOTE
- Youth Mental Health
- Child Protection
- Speech and Language
- Inclusive Education
- Words Their Way – Literacy
- Questacon Smart Skills - Science
- Childrens’ Ministries
- Keeping Safe Protective Behaviours
- Anaphylaxis
- Mandatory Reporting
- Early Years Encounter

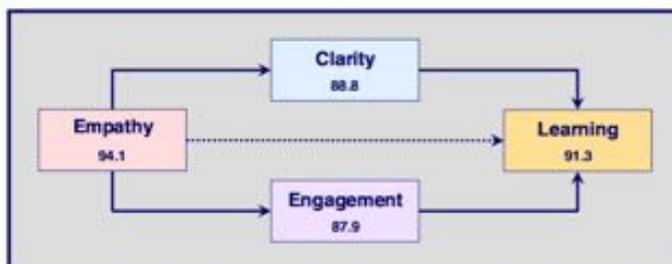


**School Perception Survey:**

A School Improvement Survey wasn’t conducted in 2017, but one was completed by *Insight SRC* in 2016, by staff, parents and students. The results of this survey reflected the high level of satisfaction parents, staff and students have with our school and we have no reason to believe that this changed in 2017. 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:

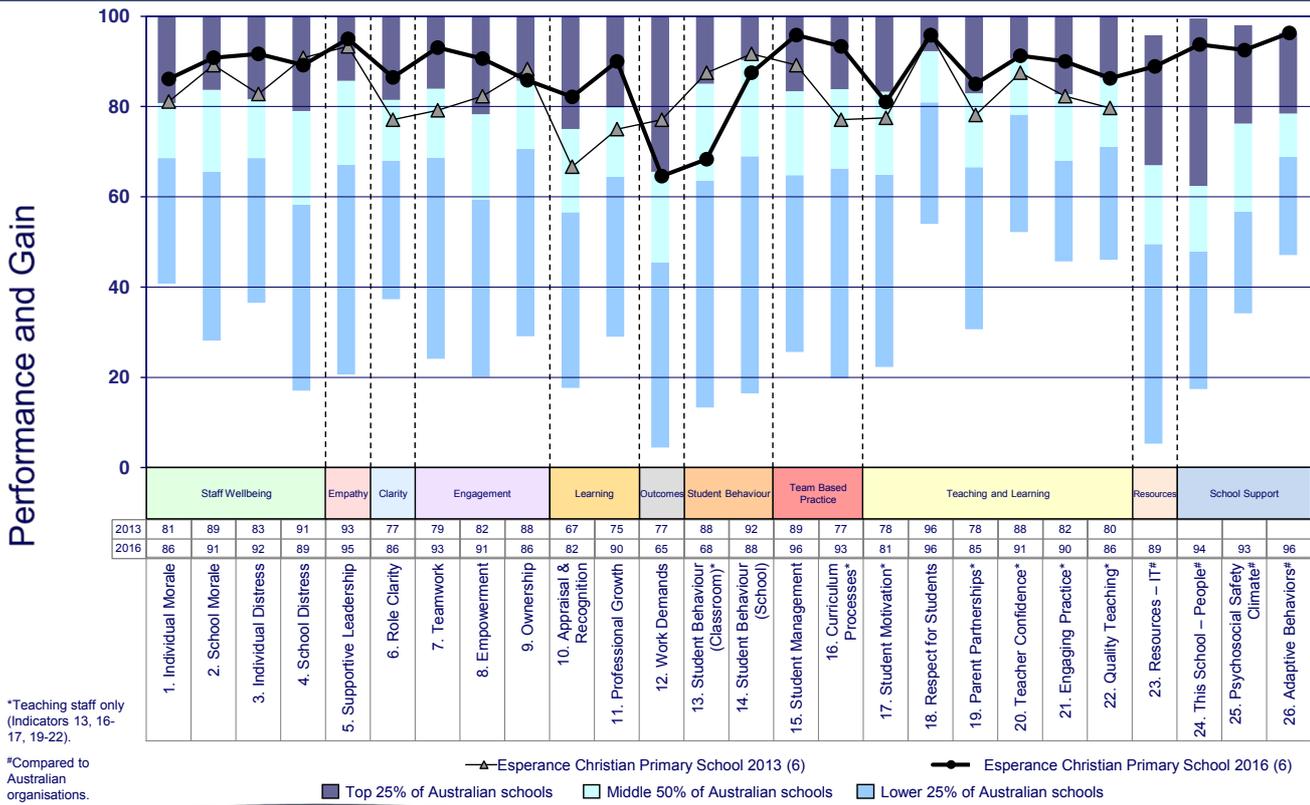
**Empathy** (Supportive Leadership); **Clarity** (Role Clarity); **Engagement** (Teamwork, Empowerment, Ownership) and **Learning** (Appraisal & Recognition, Professional Growth).

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



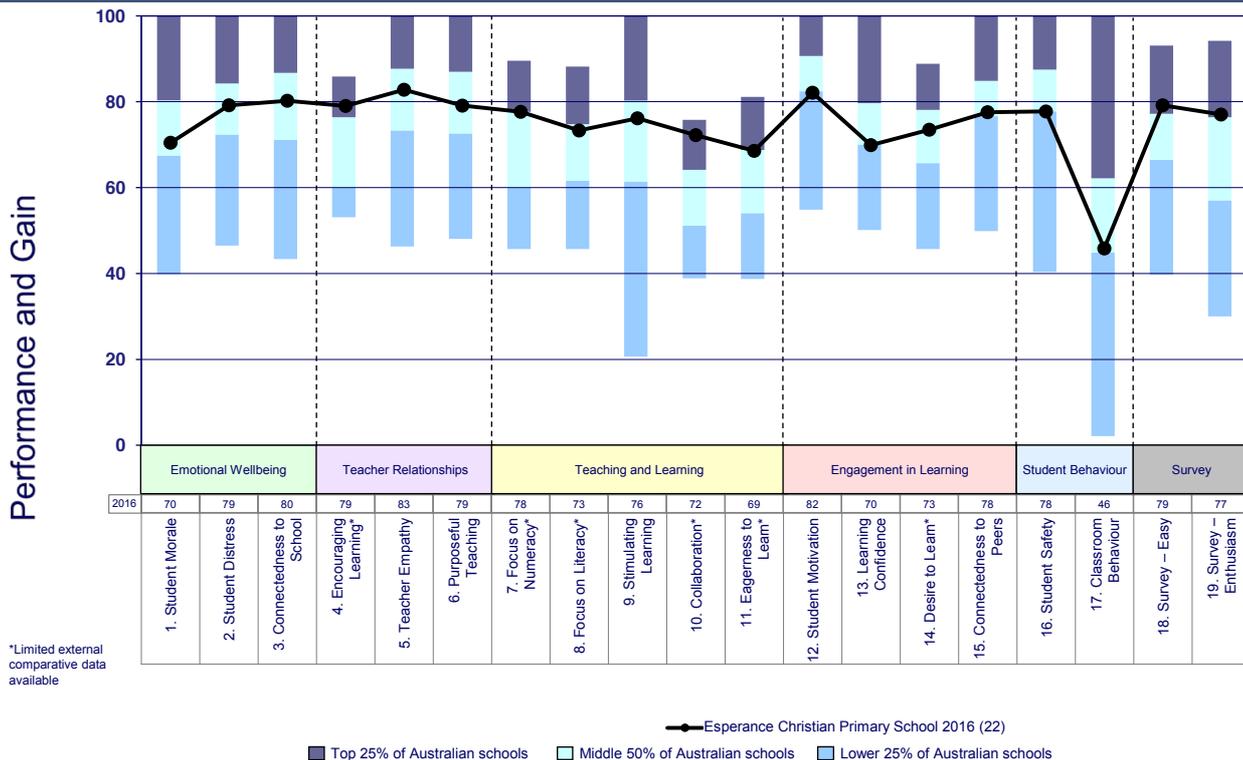
# 2016 school climate – actual scores ...

Your school relative to the range for Australian schools.



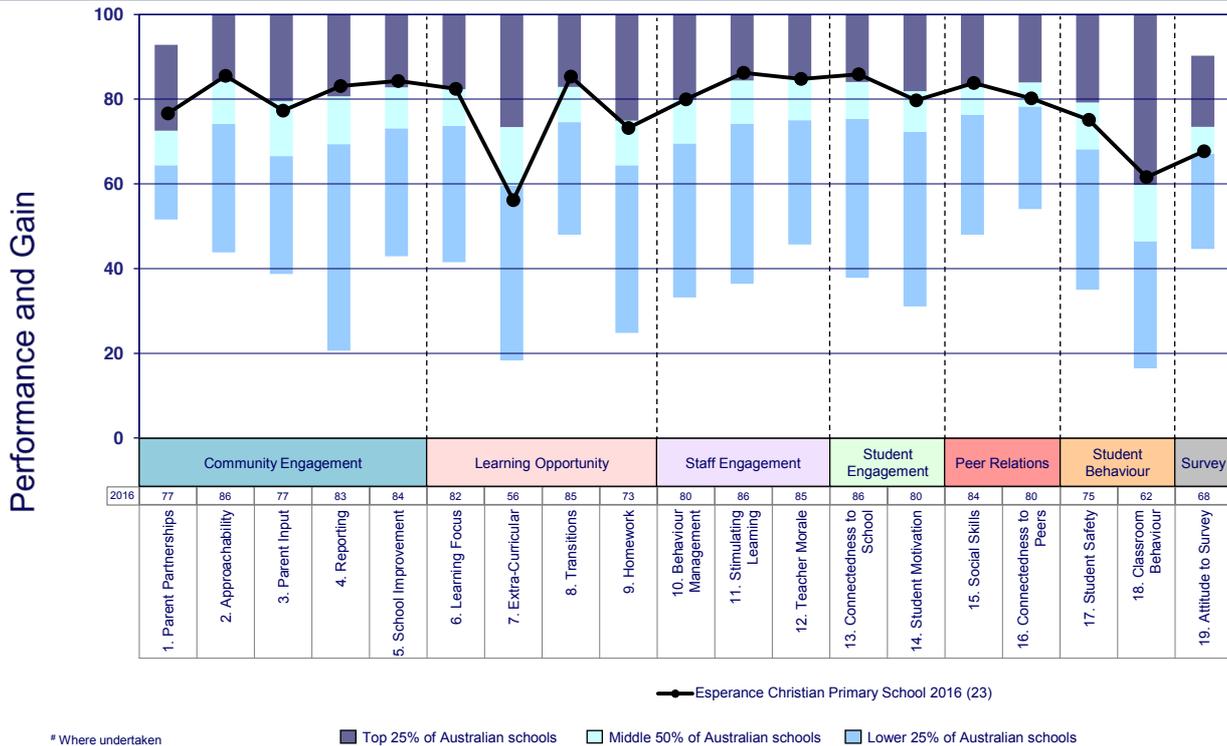
# 2016 student experience – actual scores ...

Your school relative to the range for Australian schools.



# 2016 parent opinion – actual scores# ...

Your school relative to the range for Australian schools.

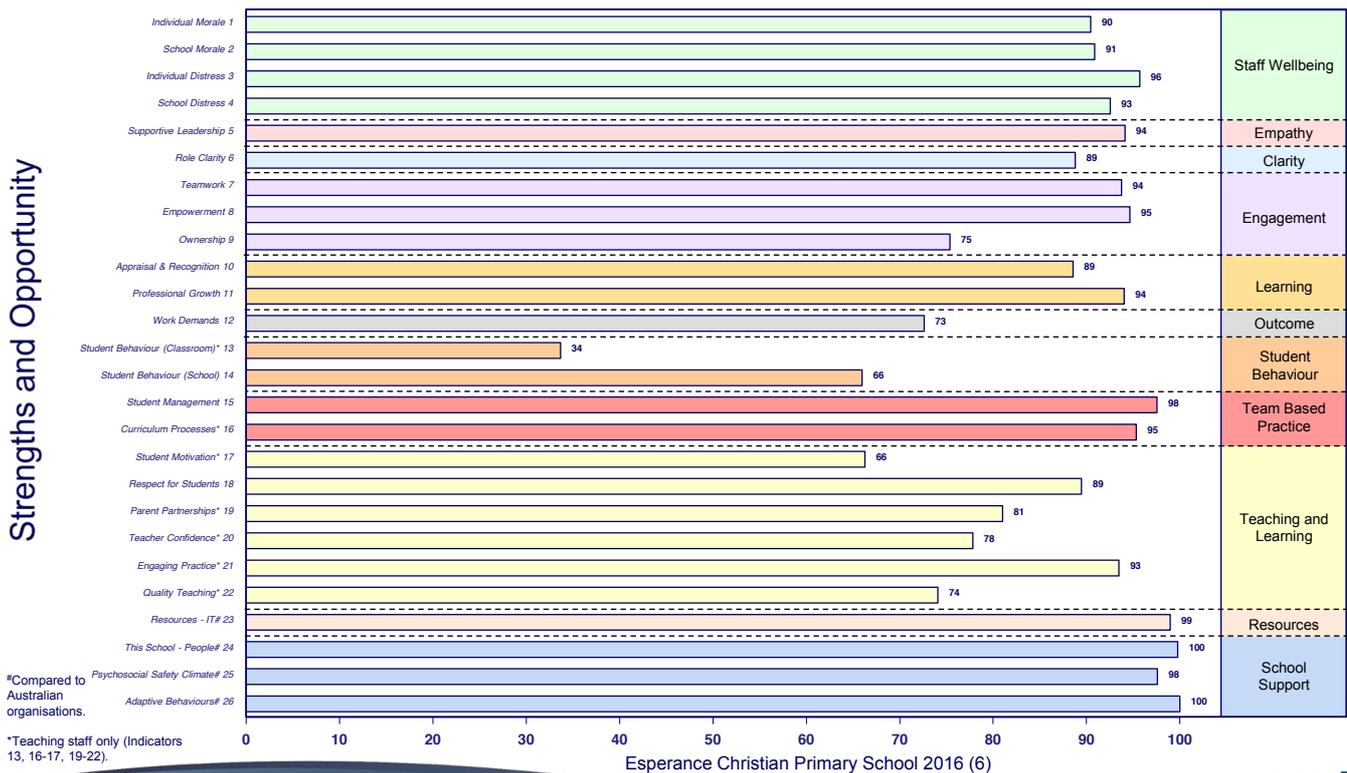


# Where undertaken

■ Top 25% of Australian schools ■ Middle 50% of Australian schools ■ Lower 25% of Australian schools

# 2016 school climate – percentiles ...

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



\*Compared to Australian organisations.

\*Teaching staff only (Indicators 13, 16-17, 19-22).

Esperance Christian Primary School 2016 (6)

## Student Progress and Achievements

Esperance Christian 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 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 2017 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 2017 students received training for and participated in: athletics, swimming, tennis, netball, volleyball, cricket and soccer. Swimming and tennis programs were funded by the *Sporting Schools* program.

The students once again excelled in drama and music performances in 2017. 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 2017

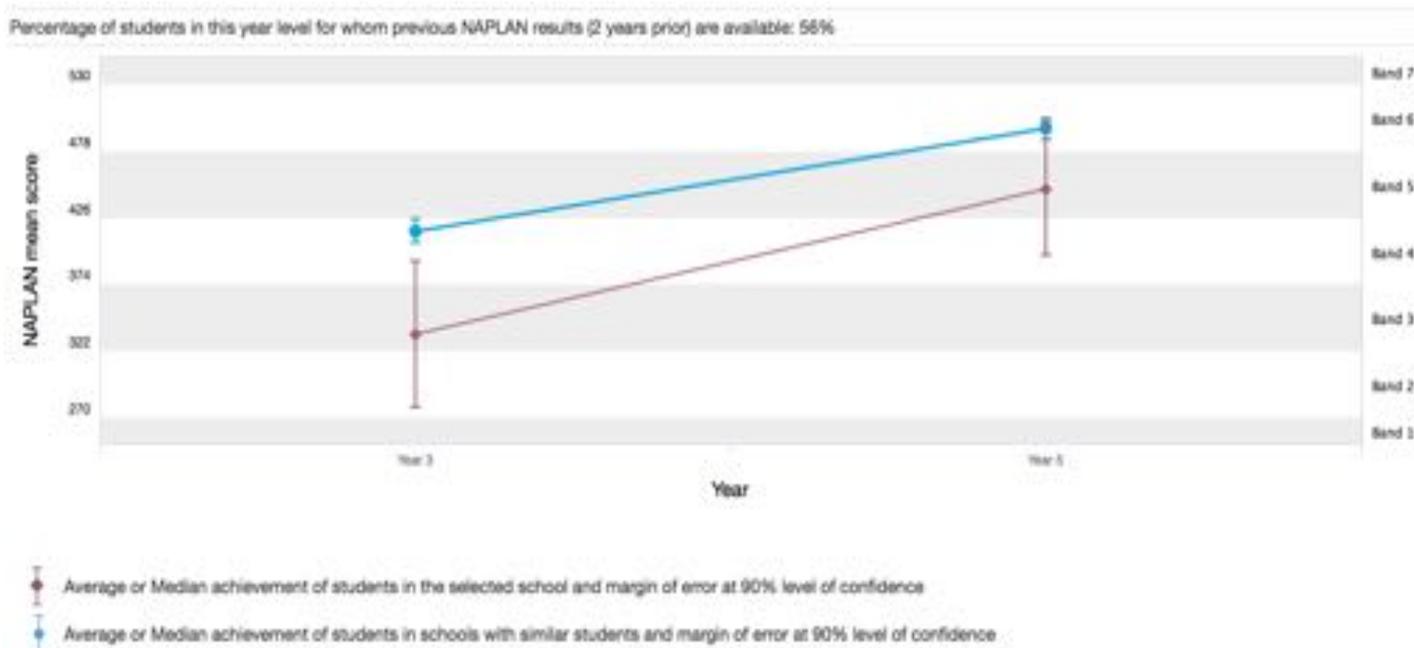
201 NAPLAN results and other standardized assessments conducted throughout the year indicate significant gains were made by students in years 3 to 5 over the two year period of 2015 – 2017. This is a very pleasing result.

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.

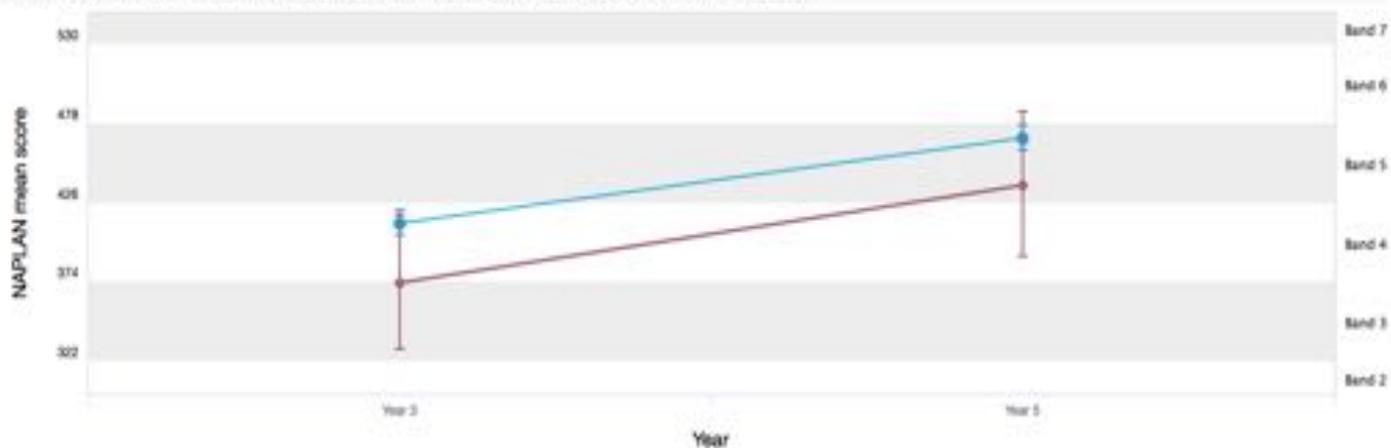
Student gain is a way to measure the impact the school has had on student progress. That is, when the background of students is similar across schools, it is more likely that any differences in gain made by schools are related to the teaching and learning capabilities of the school.

The following graphs show the average change in results for students who have taken consecutive NAPLAN tests at our school. This is measured by identifying those students who undertook NAPLAN tests either in both years (for example, in Year 3 in 2015 and again in Year 5 in 2017) at our school. No other students are included in this calculation.



### STUDENT GAINS IN READING: Year 3-5, 2015 – 2017

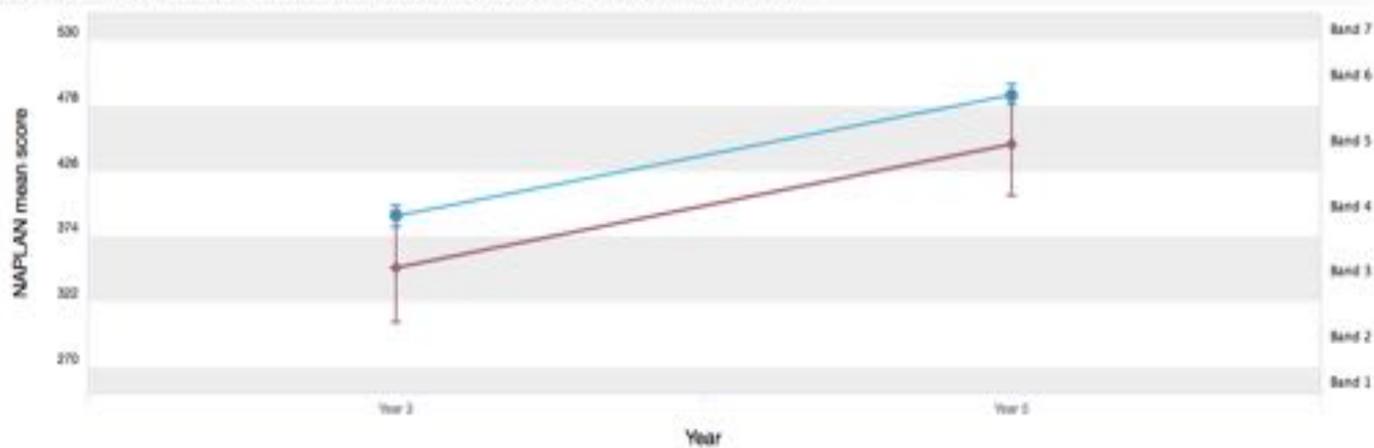
Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 56%



- Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
- Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence

### STUDENT GAINS IN WRITING: Year 3-5, 2015 – 2017

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 56%



- Average or Median achievement of students in the selected school and margin of error at 90% level of confidence
- Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence

### STUDENT GAINS IN NUMERACY: Year 3-5, 2015 – 2017

## NAPLAN RESULTS 2017

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	427	395	370	416	417
Year 5	453	450	433	478	456

Selected school's average when compared to schools with similar students is:

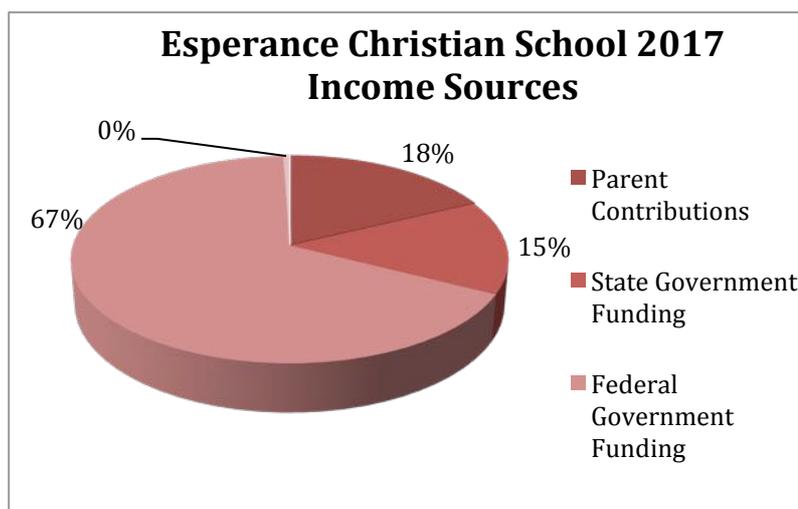
- Substantially above
- Above
- Close to
- Below
- Substantially below

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.



## 2017 OPERATING EXPENSES

Teaching staff employment costs	64.07%
Non-teaching staff employment costs	13.46%
Teaching expenses and materials	5.37%
Administration expenses	14.32%
Building and grounds expenses	2.20%
Other expenses	0.57%
	100.00%



Parent Contributions	17.83%
State Govt Funding	14.67%
Federal Govt Funding	66.96%
Other	0.55%
<b>Total</b>	<b>100%</b>

## SCHOOL IMPROVEMENTS

A few improvements were made to the school in 2017.

- We received a \$10,000.00 Digital Literacy Grant and purchased many resources, including robotics for teaching coding and programming to students from Kindergarten to year 6. These resources greatly enhance our STEM activities and provide students with a large variety of hands-on learning opportunities.
- The development of our Nature Space continued, with the nurturing of many native trees and bushes that were planted in 2016. A pathway was partially completed, the area was fenced and plans were made for further work on the space to continue in 2018.
- New shade sails for the playground were purchased and installed.
- New carpet was installed in the school's entry, main passageway and staff room.
- 

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**