

ESPERANCE CHRISTIAN SCHOOL

2018



ANNUAL REPORT

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Esperance Christian School Annual Report 2018

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

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 privilege to present this Annual Report of 2018 for Esperance Christian School. While I have only filled this position for the last six months, I would like to thank the staff, students, parents and wider school community for their strong commitment to this school and their welcoming acceptance. It has been an amazing time, experiencing a new level and range of whirlwind activities as our school endeavours to nurture students and encourage engaging learning, while also supporting spiritual, social and emotional growth in our school.

I would like to acknowledge the outstanding and dedicated efforts of our previous principal Anne Tonkin. Over an extensive time, Anne managed the school in an exemplary manner and her help in preparing for the Department of Education Services Renewal of Registration last week was invaluable.

I would like to further acknowledge the committed teaching and ancillary staff, who contribute their skills, talents and thoughtfulness to create an enjoyable, amicable and supportive environment. This positive relationship extends beyond just the school staff, including students, parents and the school community and is strengthened by our shared core values. These strong values enhance the performance and standards of our students. Thank you to all who have contributed to the success of the school.

I thank God for His leading, His enduring presence, His relentless love, guidance and care.

Julie Hall
PRINCIPAL

Progress Against Identified Priorities

In 2018 the staff members continued developing a strong culture of quality improvement, completing the cycle of the Quality Adventist Schools Framework and National Quality Standards, which reflects on practice and gathering evidence to inform future directions. The Quality Improvement Plan was received by ACSBOD with no changes being recommended, noting that all Quality areas were reported as being met and substantiated with an array of evidence for each area.

As we embark on the next cycle of quality improvement it is important to note that the Quality Adventist Schools Framework and National Quality Standards has recently been reviewed and updated. Our next focus areas for 2019 are: Special character; Vision, Mission & Values; Curriculum, Assessment & Reporting and Church. These focus areas will be systematically examined and discussed, evidences will be gathered and decisions made as to how well our school rates against the criteria for excellent practice as part of our Quality Improvement Plan.

The implementation of our differentiated curriculum, and its ability in helping students to thrive, as expressed by our parent body, is vital. Our ongoing aim is to increase achievement levels through improved practice and a range of various activities. As part of this focus, we are incorporating a greater focus on our music programme, through the choir and the formation of a ukulele group, improving neural plasticity and further engaging our students. Much is also planned for the further development of the Nature Space, incorporating new pathways, sensory gardens, a mud kitchen and a paved firepit.



REPORT TO PARENTS – SCHOOL PERFORMANCE INFORMATION 2018

In accordance with Federal Government reporting requirements, the following information outlines our school's performance in specified criteria for 2018. The information is to assist parents to understand how our school performed in 2018. 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 Julie Hall.

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 2018 the school employed 4 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, South African and Indian. Most of whom use English as their first language.

School Enrolments

As at the August, 2018 Census, the school had an enrolment of students from Kindergarten to year 6. This was comprised of: 88

Pre-Kindy:	7 students
Kindergarten:	15 students
Pre-Primary:	11 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. In 2018 he engaged with students mainly by way of class and parent visitations, assembly presentations, the mountain bike program and general 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 2018 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 Squash programs.
- The *Stepping Stones Maths* program is used as the basis for teaching Maths in Kindy and PrePrimary and also in year 5 & 6. 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.
- While Go Maths program is utilised in Year 3 & 4 and Year 1 & 2.
- The English program uses the, SoundWaves Spelling Conventions and Grammar Conventions programs for the students in years 1-6. Kindergarten to Years 1 students also use the SoundWaves Jolly Phonics program and specialised speech techniques developed by the local Speech Therapy and OT Department. All 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 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, 2018:

Overall attendance of all students : 90%

Proportion of students attending at least 90% of the time: 68%

Please note that Indigenous proportion of students attending reporting requires at least 5 students.

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 '**Keeping Safe : Child Protection Curriculum**' 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 *Keeping Safe: Child Protection Curriculum : Training the trainer Program*.

Parent Body: The ECS values the involvement of parents in their children’s education. In 2018 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 our school sports carnivals



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 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/Groundsperson	0.1 approx		

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

Staff Attendance: The number of days taken by full time and part time teaching staff for sick, bereavement and personal leave during 2018 was 32 days. This gives an approximate 83% 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 2018 staff participated in and attended the following Professional Learning seminars:

- Quality Adventist Schools Framework
- Student Motivation
- Child Protection
- Code of Conduct
- Mandatory Reporting
- AdSAFE – Types of Abuse & Indicators
- Cultural Competency
- Australian Archivists
- Child Centred Disaster Risk Reduction
- First Aid Training
- OSH Representative
- Keeping Safe : Child Protection Curriculum
- SEQTA unit planning



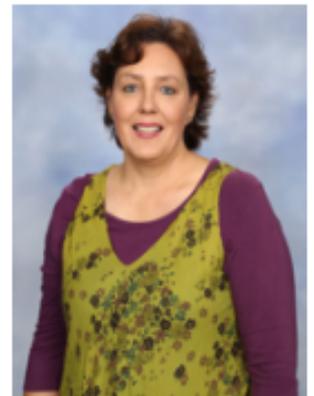
Anne Tonkin
Principal



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



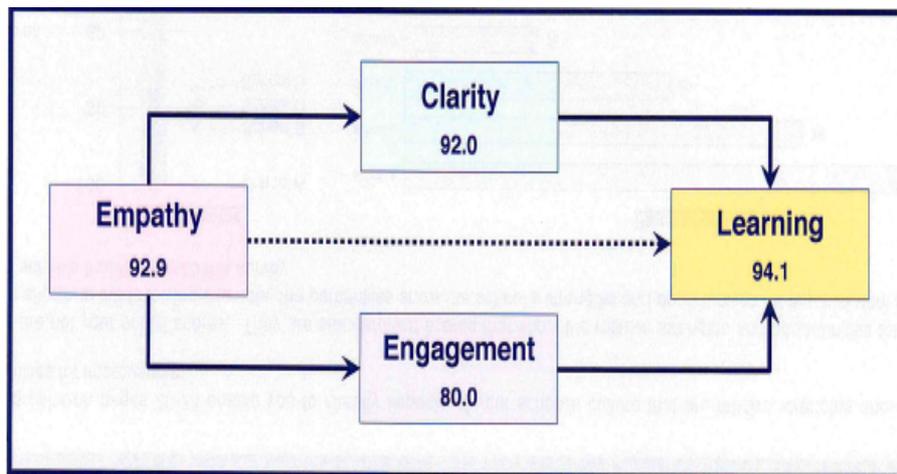
Rhonda Wohling
Admin Assistant

School perception Survey:

A School Improvement Survey was conducted in 2018 by staff, parents and students. 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:

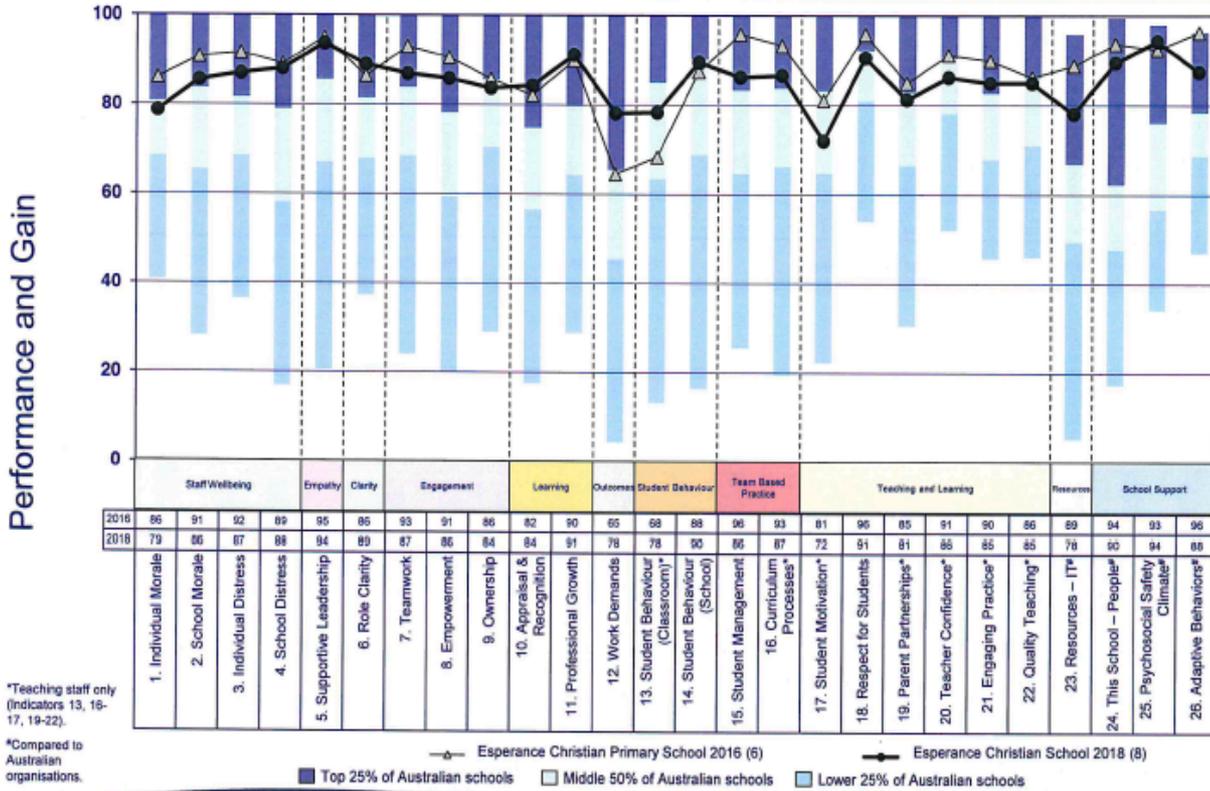
Empathy (Supportive Leadership); **Clarity** (Role Clarity); **Engagement** (Teamwork, Empowerment, Ownership) and **Learning** (Appraisal & Recognition, Professional Growth).

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



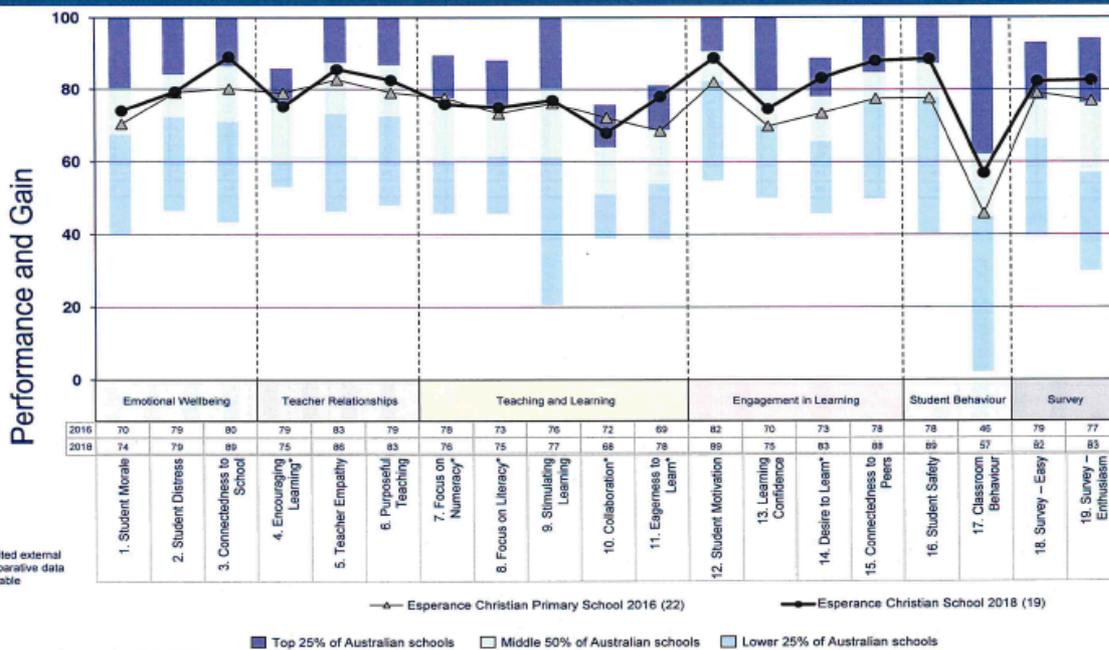
2018 school climate – actual scores ...

Your school relative to the range for Australian schools.



2018 student experience – actual scores ...

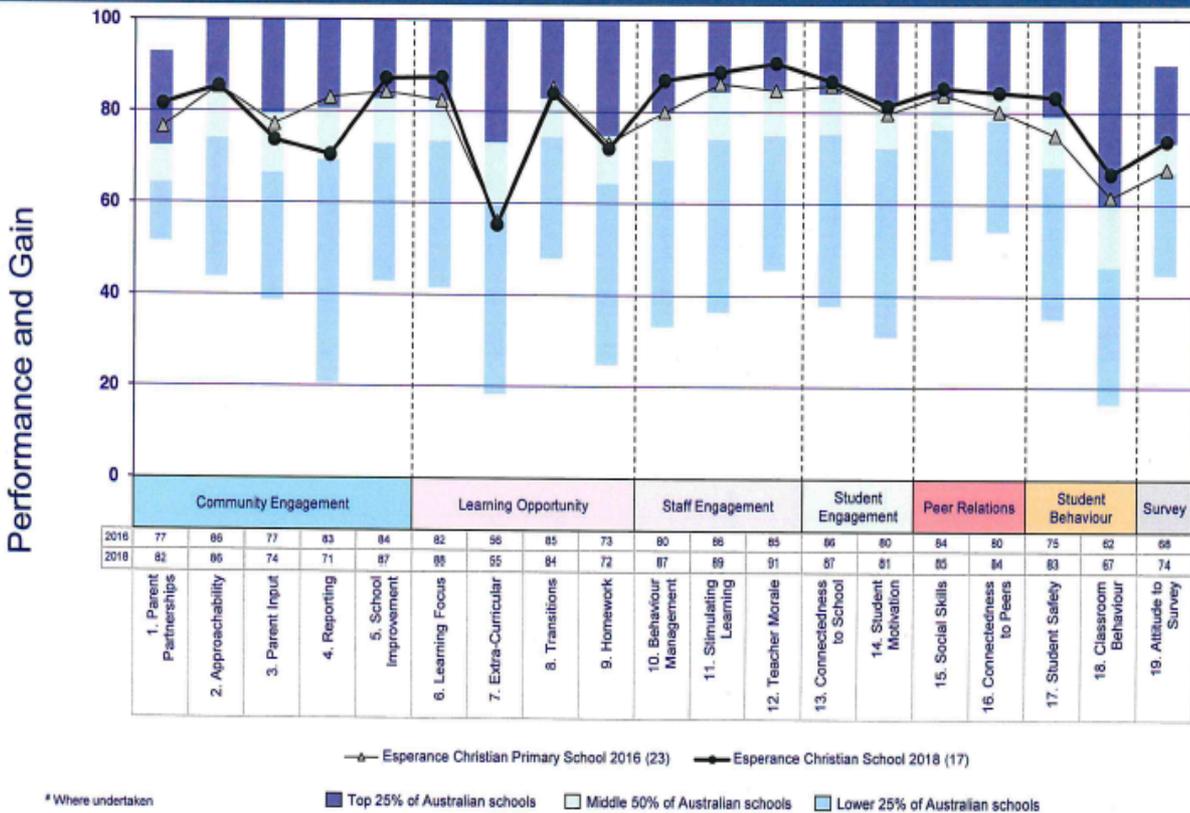
Your school relative to the range for Australian schools.





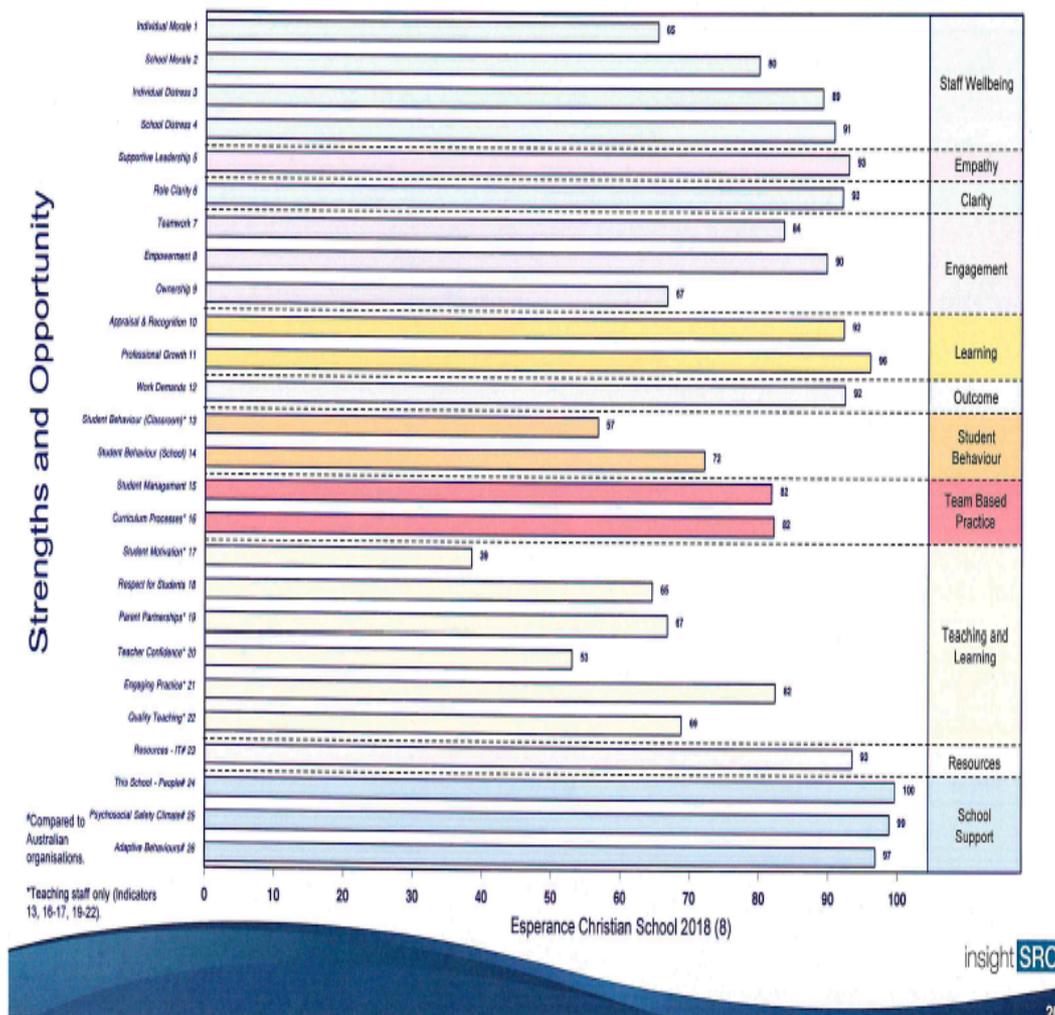
2018 parent opinion – actual scores# ...

Your school relative to the range for Australian schools.



2018 school climate – percentiles ...

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



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 2018 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 2018 students received training for and participated in: athletics, swimming, tennis, squash, netball, 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 2018. 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 School are proud of the academic and behavioural achievements of the students.



NAPLAN RESULTS

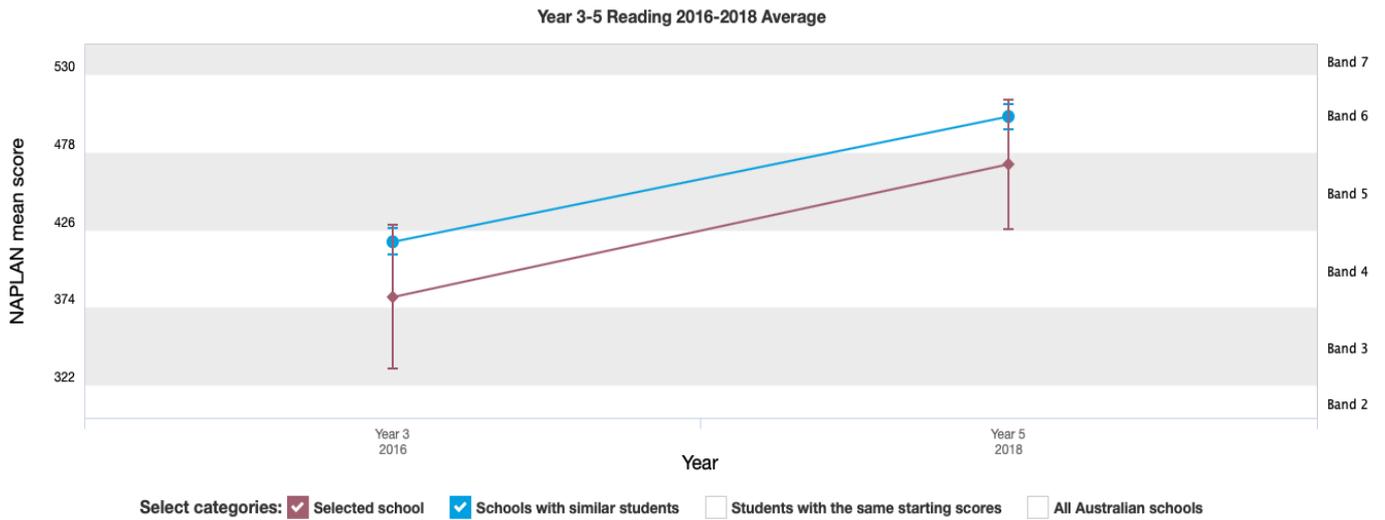
2018 NAPLAN results and other standardised assessments conducted throughout the year indicate significant gains were made by students in Years 3 to 5 over the two year period of 2016 -2018. This is a pleasing result.

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

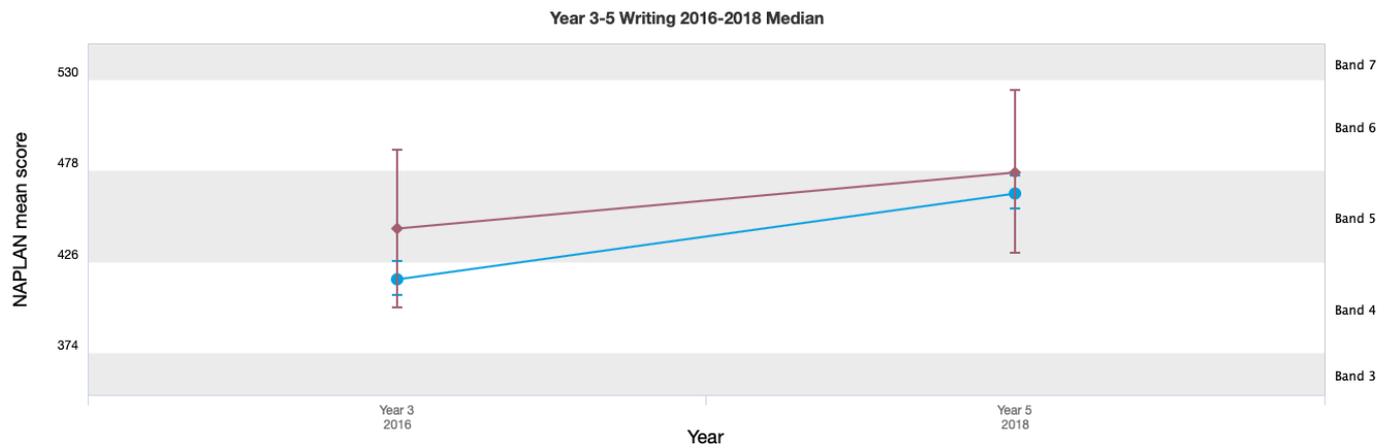
What is most important to us is that all students who attend our school, regardless of their ability level, make rapid and significant gains in their learning.

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

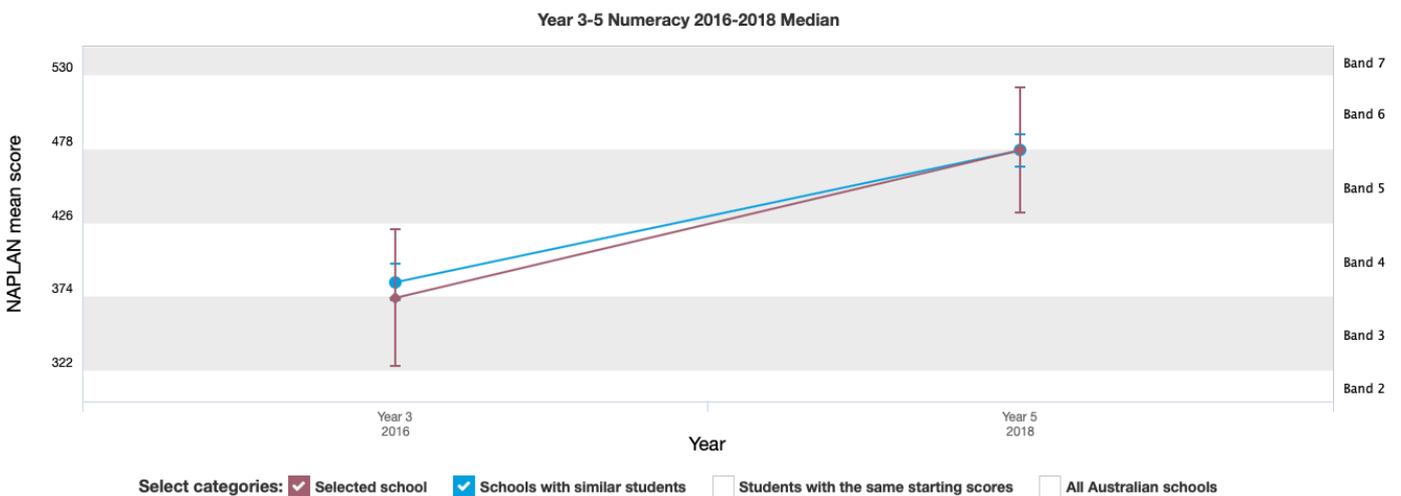
STUDENT GAINS : Year 3 -5 READING 2016 - 2018



STUDENT GAINS : Year 3 -5 WRITING 2016 -2018



STUDENT GAINS : Year 3 -5 NUMERACY 2016 – 2018

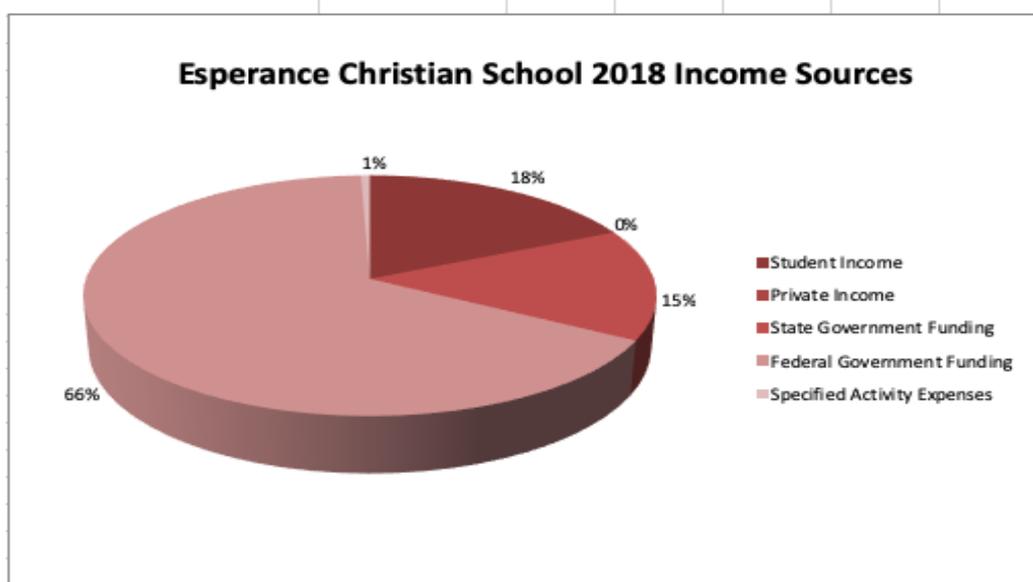


SCHOOL FINANCES 2018

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

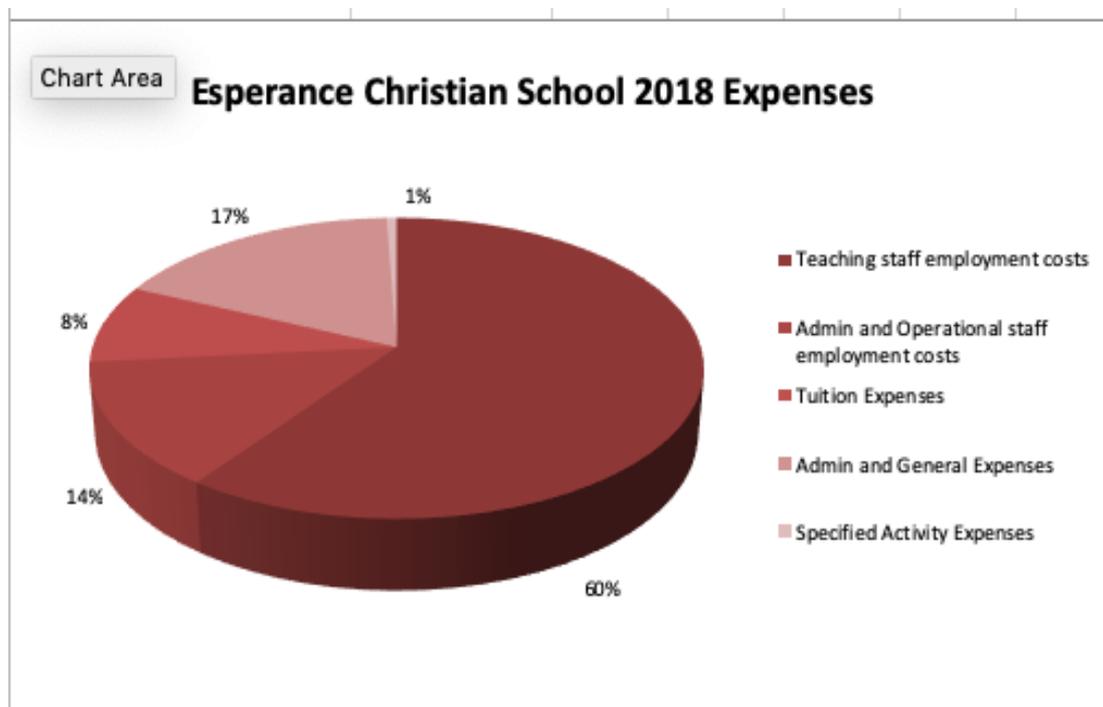
- Parent Contributions - \$ 248,220.00 (18.14 %)
- State Government Funding - \$ 204,558.00 (14.95 %)
- Federal Government Funding - \$ 907,462.00 (66.30%)
- Other Income - \$ 8,414.00 (0.62 %)

TOTAL : \$1,368,654.00 (100 %)



2018 OPERATING EXPENSES

Teaching Staff Employment Costs	\$ 713,916.00 (59.89 %)
Admin and Operational staff employment costs	\$ 161,465.00 (13.54 %)
Tuition Expenses	\$ 100,631.00 (8.44 %)
Admin and General Expenses	\$ 208,946.00 (17.53 %)
Other Expenses	\$ 7,154.00 (0.60 %)
TOTAL	\$ 1,192,112.00 (100 %)



SCHOOL IMPROVEMENTS :

General Maintenance and safety processes were regularly monitored and any maintenance issues were promptly dealt with. Some regular maintenance that was undertaken included:

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