



Ellenbrook
CHRISTIAN COLLEGE



2017 Annual Report

The Spirit of Ellenbrook

Our Motto

Leadership through service.

What we do (Our Mission)

We partner with families and communities to provide Christ-centred, innovative and relevant education so that our graduates will be equipped to serve and lead in society.

Where we're going (Our Vision)

Our vision is to be a College community that is in Christ and therefore equipped to serve, encourage empower and develop students and staff, a College community that embraces a global outlook in order to serve the international community; a College community that is passionate about lifelong learning so that our members can actively contribute to society.

Our Graduates (Our Goal)

In being this College, we ultimately seek to produce graduates who will be informed of the gospel and consequently empowered by the principles of love, justice and mercy in order to serve the lead society graduates who are well-educated, skilled and knowledgeable so that they can live productive and rewarding lives.

What we value (Our Values)

Humility, integrity, purpose (or "HIP")

We Believe

Unless the Lord builds the house, they labour in vain who build it; unless the Lord guards the city; the watchman stays awake in vain. Psalm 127:1 (New King James Version)

We believe that wisdom is of God and recognize that all experience, good judgement, knowledge and understanding come from Him. An education therefore only has true value and purpose if children are taught to know and follow God, who is the author of all creation. It is by learning about God, knowing Him and building their lives on His principles that students will be able to apply knowledge in a way that serves society and be equipped to live satisfying lives amidst change and challenge.



2017, a Principal's Perspective

"The purpose of life is a life of purpose."

Robert Byrne

With all the firm foundations established and process and structures aligned to bring us maximum effectiveness, the time was ripe for a re-evaluation of our purpose and mission. For organisations to be effective, they need to be constantly vigilant about the 'why'. Clarity of purpose informs better decision making and ensures that focus, resources and energy of the organisation are aligned to furthering the purpose.

The development of the Salt and Light philosophy as the vehicle for articulating our core Christian and educational purpose was one of profound value. It was strategic planning at a grassroots level in which we, through deep discussion, collaboration and refinement jointly articulated our purpose and direction as a College.

Salt and Light

13 "You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot. 14 "You are the light of the world. A town built on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. *Matthew Chapter 5*

Mission Statement

We are a Christian community dedicated to sharing God's love for the world through an exceptional educational experience. We value the uniqueness of every child and understand the crucial place educators have in assisting them to reach their full potential.

Our Graduates:

- Exhibit a highly developed moral compass, displaying integrity, humility and purpose and lead by example.

- Possess an awareness of the global community, inspired by a genuine Christian foundation which fuels a desire to contribute positively to society.
- View challenges as opportunities to achieve personal excellence and possess skills and passion to pursue lifelong learning.

This mission is further broken down into a specific focus for each phase of learning. The strategy plans for the sequential and cumulative growth and development. Very importantly the Salt and Light strategy is designed to complement and align with the SCEA Strategic Plan.

2017 saw the implementation of a new leadership structure. Our leaner more focused structure is targeted at implementing the strategic direction and school improvement plans as well as developing a strong learning culture supported by a strong focus on student wellbeing. Leadership development and the empowering of staff in their areas of strength has seen initiatives being implemented that are staff conceived and led, closely aligned to the strategic direction of the College.

The College enjoyed a much stronger performance in Year 12 results this year, an indicator that our improvement agenda is moving us in the right direction. Community engagement continues to grow and remains a strong priority.

2017 is further characterised by the early indications embedding of our positive school culture that values personal excellence, respect and strong student engagement. The priorities laid out for the standards, attitudes and positive contributions are showing robust growth and acceptance. Staff have been instrumental in developing, living and implementing the message and becoming co-architects of the College culture.

Justin Krause
Principal



Primary Highlights

2017 could be characterised as the 'year of playgrounds'. With the support of the College Fundraising Committee we were able to create an entirely new playground for our upper primary students.



The River Ranger Cadets oversaw the expansion of the Junior Playground by creating an excellent nature play area. The College was very thankful for the team of parent volunteers who made it all possible.



Teacher Development

In addition to individualised teacher professional development, the School, in conjunction with AISWA, ran a series of workshops on improved Humanities and Social Sciences curriculum delivery. Practical PD ran a series of three workshops upskilling teachers in teaching digital technologies.



In collaboration with parents and students there was an ongoing focus in establishing and monitoring individual student learning goals. New approaches to parent interview evenings were established as foundational to ongoing student progress conversations.

All teaching staff participated in a root and branch review of who we are as a school culminating in a new strategic plan.

Community

Primary initiated a Father's Day Breakfast followed by a Year 1 to Year 6 paper plane competition.



Stuart Harris
Head of Primary

Secondary Highlights

During 2017 the Secondary School built on the foundation established in 2016 with a continued focus on expectations, personalised learning programs and pastoral support. This allowed each student to strive for their personal excellence in all areas of school. Staff and students united to establish a truly Christian culture where everyone is honoured, and we bring glory to God in all that we do.

The year also provided many opportunities for continued renewal of operations and directions to provide a future platform for growth. Our emphasis on quality teaching and learning allowed our students to take advantage of the opportunities provided to them through extensive co-curricular offerings.

Results

2017 NAPLAN results demonstrated improvement from previous years. The growth rate in student performance from Year 7 through to 9 was particularly pleasing with the data showing a growth rate at ECC greater than state averages. Our class of 2017 also achieved some outstanding academic results with record six students achieving an ATAR score above 90. The College median ATAR result increased from 2016 by 10.65 - a significant improvement. The number of students achieving the WACE was above state average and the College achieved 100% VET completion.

- Six students (20% of ATAR students) achieved an ATAR above 90, placing these students in the top 10% of the state. This is the highest number of students scoring above 90 in the College's history.
- The College median ATAR score increased by over 17% or 10.65 ranking points in 2017.
- The College has also been listed as receiving 100% VET Achievement for 2017.
- 92.7% of students achieved a WACE percentage higher than the state average. A total of 51 students achieved WACE.

In 2018 the Secondary School will continue to build upon the foundation set in 2017 with continued focus on personal excellence which in turn drives improved educational outcomes for all students. With this at the forefront of our focus the Secondary School will continue to establish itself as a School of excellence in Christian education.

Jordan Smith
Head of Secondary



Policies

Updates of processes and internal policies are under continual review at Ellenbrook Christian College to keep in line with government changes and legal requirements. During 2017 our policies on our regulatory framework, CompliSpace have been updated and rolled out to staff.

Workforce Composition

Staff	Admin Staff	Teaching Staff	EA	Executive	Total
Male	4	11	1	4	20
Female	9	44	10		63
Indigenous					
Total	13	55	11	4	83

Executive Team

The 2017 Executive Team consisted of the following staff:

- Mr Justin Krause, Principal, Beechboro Christian School and Ellenbrook Christian College
- Mr David White, Business Manager, Beechboro Christian School and Ellenbrook Christian College
- Mr Stuart Harris, Head of Primary Ellenbrook Christian College
- Mr Jordan Smith, Head of Secondary, Ellenbrook Christian College

Staff Attendance

In 2017 the average daily staff attendance was 85%.

Staff Retention

The proportion of Primary and Secondary School teaching staff retained from 2016 to 2017 was 78%.

Teacher Qualifications

Highest Qualification	Number of Teachers
Masters	5
Bachelor Degree	57
Diploma	3
Total Number of Teachers	65

All teaching staff have current registration with the Teachers' Registration Board of WA (TRBWA).

College Professional Learning

All Ellenbrook Christian College teaching and non-teaching staff participated in a diverse number of professional learning sessions during 2017 including:

Mandatory Reporting, First Aid, CompliSpace training modules completed are, Code of Conduct, Child Protection Overview, Meaning of Child Abuse and Key Risk Indicators, Legal and Regulatory Child Protection Framework, Statement of Commitment of Child Safety and Child Safety Code of Conduct, Responding to a Child Protection Incident Internally, Child Protection Reporting to External Agencies, Working with Children Checks and Staff and Student Professional boundaries.

Student Characteristics and Attendance

Primary and Secondary School

The average student attendance in 2017 was 92.06%

Enrolment by year group	Total in year group	Average class size	Average student attendance %
Pre-Kindergarten	39	20	92.20%
Kindergarten	38	17	91.01%
Pre-Primary	33	17	94.50%
Year 1	28	22	93.60%
Year 2	34	19	92.64%
Year 3	34	30	89.90%
Year 4	28	28	93.75%
Year 5	36	18	94.57%
Year 6	42	21	92.18%
Year 7	60	30	91.36%
Year 8	52	20	92.40%
Year 9	50	22	90.01%
Year 10	64	21	91.99%
Year 11	38	13	89.55%
Year 12	55	18	90.40%
Total	631		

Absentee Management

In Primary School, daily absentees were entered directly into Teachers Kiosk live, at the commencement of the day and after lunch, by classroom teachers. In Secondary School, daily absentees were entered directly into Teachers Kiosk live, at the commencement of the day and each period, by teaching staff.

Students were only recorded as "parent contact" or "medical" by Student Services staff if they were confident that the contact was made by the parent. Physically sighting parents where the message was given, a signed note, verbally or by text from a recorded phone number or email from a recorded email address were taken as acceptable parent contact. All recorded absentees remained as 'unresolved' until contact with a parent/guardian explaining the absentee was received, as stated above.

Student Characteristics and Attendance

Absentee notes received were entered into TASS Web on a daily basis by Student Services staff. Unresolved absentees were followed up each morning by SMS to parents. Details of students arriving late to school were entered directly into TASS Web. If the absentee SMS was not replied to, a follow-up phone call was made on the same day. An email was sent to parents/guardians at the end of the day if the absentee was still unresolved. A daily email for students arriving late to school without parent contact, was sent to parents.

A daily enquiry report was run regularly throughout the day to identify students who may be missing from a lesson. The records were adjusted accordingly to show where the student was. The students attendance record was updated by teaching staff, showing the reason why they were late to class. The Head of Secondary carefully monitors any students at risk through non-attendance in the Secondary due to the negative impact this has on WACE achievement. On rare occasions it is necessary for the College to report significant non-attendance to the Department of Education.

- Nine students out of thirty-two in Year 3 came from households with language backgrounds other than English.
- Twelve students out of thirty-six in Year 5 came from households with language backgrounds other than English
- Seventeen students out of sixty-two in Year 7 came from households with language backgrounds other than English
- Twelve students out of fifty-five in Year 9 came from households with language backgrounds other than English

Primary and Secondary School Characteristics

At the close of 2017, Ellenbrook Christian College offered co-educational Christian education for 631 students from various nationalities as well as 7 indigenous students. A breakdown of male and female students as well as year groups students were in during 2017, is listed below.

Indigenous Students	Females	Males	Total	Indigenous status
Year 5	2	-	2	Aboriginal
Year 7	1	3	4	Aboriginal
Year 10	-	1	1	Aboriginal
Total	3	4	7	

School Income by Funding Source

Source	Total	Per Student
Australian government recurrent funding	\$4,363,038	\$7,370
State/Territory government recurrent funding	\$1,922,258	\$3,247
Fees, charges and parent contributions	\$3,385,043	\$5,718
Other private sources	\$339,294	\$573

For additional financial information please visit www.myschool.edu.au

NAPLAN

Comparisons of Ellenbrook Christian College to West Australian and National Averages

At Ellenbrook Christian College all students in Year 3, 5, 7 and 9 sat the NAPLAN tests in Term 2, 2017.

Good results were achieved overall in all years. Average ECC scores were above or at the national average in 8/10 areas in Years 3 and 5 and 9/10 for Years 7 and 9. One Year 3 student and three Year 9 students were exempt from the tests.

Results for Ellenbrook Christian College are as follows:

Year 3

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	423	427	424	443	396
All WA Schools Mean Score	420	410	409	429	402
All Australian Schools Mean Score	431	414	416	439	409
% students above National Minimum standard (ECC)	93%	100%	93%	90%	87%

Year 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	483	465	497	483	468
All WA Schools Mean Score	499	469	498	492	489
All Australian Schools Mean Score	506	473	501	499	494
% students above National Minimum standard (ECC)	72%	74%	77%	86%	71%

Year 7

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	533	511	558	532	550
All WA Schools Mean Score	539	509	547	538	551
All Australian Schools Mean Score	544	513	549	541	554
% students above National Minimum standard (ECC)	91%	67%	93%	90%	91%

Year 9

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	601	575	596	584	609
All WA Schools Mean Score	582	555	584	571	595
All Australian Schools Mean Score	581	552	581	573	592
% students above National Minimum standard (ECC)	88%	73%	85%	81%	87%

Secondary School Outcomes

Academic achievements of our Year 12 Students

Grade Distinction	Number of grades awarded	% of students awarded grade
A	40	14%
B	62	22%
C	148	52%
D	27	10%
E	6	2%

VET Courses

Ellenbrook Christian College had 10 students enrolled in school-based VET courses for 2017. All enrolled students achieved their Certificate II or Certificate III qualification.

VET Course	Number of students enrolled	% of students awarded qualification
Certificate III in Business	3	100%
Certificate II Hospitality	3	100%
Certificate II Electro Technology	3	100%
Certificate II Metal Fabrication	1	100%

Post School Acceptance

The following table summarises the success rate of applicants.

Criteria	Number of Students
Number of students achieving WACE	51
Number of students applied for university admission for 2018	24
Number of students offered first preference for university admission	15
Number of students offered any preference for university admission	22

Apparent Retention Rate

Primary School

Calendar Year	Academic Year	2017 August Census	Retention Rate %
2015	Year 4	46	-
2017	Year 6	42	91.30%

Based on 46 Year 4 students reported on our August 2015 Census, 42 students continued through to Year 6 in 2017.

Secondary School

Calendar Year	Academic Year	2017 August Census	Retention Rate %
2015	Year 7	70	-
2017	Year 9	51	73%

Based on 70 Year 7 students reported on our August 2015 Census, 51 students continued through to Year 9 in 2017.

Satisfaction

Staff, Parent and Students responded to our 2017 Satisfaction survey according to the below rates:

	Survey Completions
Admin Staff	23
Teaching Staff	37
Parents	220
Students	202

The responses received showed good general satisfaction and a strong indication that parents had noted and were appreciative of the work that the College has done over the past two years in its improvement agenda. Ellenbrook Christian College is committed to excellence in everything we do, and we will continue to ensure that we provide the best possible educational experience for our students.

An area that received some attention in the survey was Communication. We have consistently received strong positive feedback about the increased communication in the school. We have also received some feedback to the contrary. As a school, we will be reviewing, what we communicate and when as well as reviewing some of the tools we use to ensure that parents get the information they require.

There was some appetite amongst parents to have greater involvement in the school through volunteering in various areas. We are very encouraged by this and continue to expand opportunities in this area. As opportunities arise through programs such as fundraising, Liaison Parents, working parties and classroom help, please put yourselves forward. This has the potential to continue building our great community culture.

In the area of Staff and School Life, there were very positive comments made. An area of concern raised by some was the strong focus on uniform and presentation. Whilst we appreciate the varying views in the community about this, I would make the following comments. Presentation is but one part of a greater cultural focus alongside academic rigor, well-rounded education and a focus on personal development. The presentation of our students and sense of pride in the school that is developing is a source of great delight to the school and many parents. We are noting a very strong growth in engagement and the pride in the uniform is just one small indicator of this. The work being done around House pride and friendly rivalry as we roll out the far broader House completion will also be a source of motivation and a celebration of everyone's contributions.

As is common in any survey with free-form comments, individual issues can come through that do not fit a theme but are representative of an individual's experience or perception. If parents ever have concerns, broader questions and feedback to give, the school would value conversations with families. Do not hesitate to raise questions with appropriate person in the school. Accurate information is a valuable resource and our goal always to plan in the best interests of our students.

Student responses, gleaned largely from Secondary students produced some good perspectives for the College to focus on. Whilst in the main the majority of responses fell in the positive 'agree' category, there were trends that indicated that our focus on student engagement needs to continue. Positive changes to Pastoral Care classes indeed teaching and assessing approaches being considered will aim to make impact in this area as well as exploring some more in depth responses with the students through focus groups.