



Ellenbrook
CHRISTIAN COLLEGE



2018 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 therefor 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.

2018, a Principals Perspective

“Remember to celebrate milestones as you prepare for the road ahead.” - Nelson Mandela

2018 will be recognised as a year of vision and planning. It will also be remembered as a year of growth and progress. The culmination of our strategic plan, as an underpinning document for our ongoing growth and progress as a school, informed by surveys, rigorous discussion, analysis and consultation.

2018 also saw the school engaging architects, Parry and Rosenthal to develop the Master Plan for the College. The detail, vision and scope of this process are unique in the history of the College. The result is an exciting, yet attainable plan for the future development of the College that is both aspirational and realistic, with a number of projects that can be prioritised in the next 5 years. The completed Master Plan will be presented to the Board in 2019.

At the conclusion of Term 2, we said farewell to Mr Stuart Harris, as he took up a Principal's position at Treetops Montessori School. In December we also said farewell to Mr Jordan Smith as he took up and the Associate Principal's role at John Septimus Roe. The growth and development of leaders have long been the legacy of our College, and we are proud to send these two excellent Executive members to their respective new schools as they further their careers and contribute to the broader education community. We were delighted to appoint Mrs Liana Luyt and Mr Andrew Johnston as their successors, and there is already strong evidence that they are going to build on the great work done before.

As part of our improvement agenda as a College, we partnered with Endeavour, a community relations and marketing consultancy, to develop a rigorous plan to raise engagement with our immediate community and the broader community.

Parents took part in a very large and detailed survey to give feedback on their experiences, celebrations, concerns and suggestions for improvement. The high response rate provided the

College with very useful and insightful data. This feedback will form the Community Relations and Marketing Plan that will be delivered by Endeavour in 2019.

The targeted focus on continuous improvement in Teaching and Learning continued with a strong professional development programme for staff. Professional Learning Communities and being used effectively to analyse, plan and develop the future direction of the College as well as harnessing the knowledge and expertise of our staff.

This year we saw the unveiling of the Year 9 Challenge Programme. This programme endeavours to engage students in their commitment to reaching achievable goals. The aim is to achieve as many of the challenges as possible. The Challenge Programme aims to engage the students in a positive manner focusing on three important factors; themselves, others and their community. It is hoped that during the transition period they are currently going through, the challenges they complete will enhance those characteristics of elation, thrill-seeking and excitement. When confronted by a stressful situation, the problems they solve and the confidence that is grown will help them make a smooth transition through adolescence.

Another new initiative that was a resounding success was the Year 11 Head Start programme.

1. The objectives of the programme were to:
2. Prepare students for Year 12 through exposure to a range of creative and alternative experiences that help to raise their expectations of themselves.
3. Provide students with a range of life skills ready for transition out of school at the end of Year 12.

4. Provide ATAR teachers with an opportunity to return Year 11 exams and provide direction and resources for Year 12 Unit 3 subjects, giving students a running start for Term 1, 2019
5. Improve cohort cohesiveness and deepen relationships between students.
6. Provide opportunities for the Student Leadership Group to lead and direct their cohort.

The programme involved a broad range of activities ranging from sailing, seminars, team cooking activities, community service, outdoor activities (e.g. hiking), trade skills, to interview preparation and experience, cyber safety training, the Ballet, the PARTY program run at St John of God, Uni tours and even a Leeuwin Day Voyage.

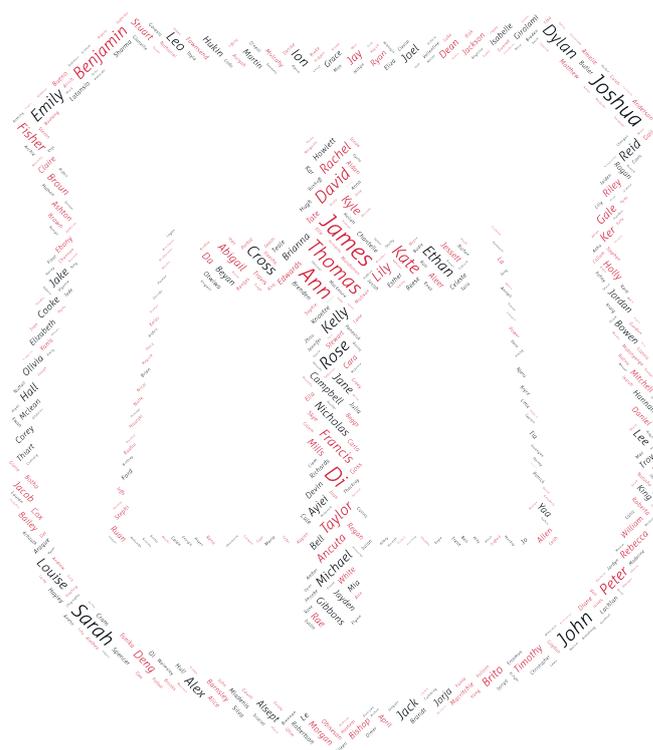
The reinvigoration of the House Competition has been a great success. The designs for the new banners drew inspiration from student concepts with the support of the talented Mrs Falloon. Our Marketing Department has assisted us in creating these banners which can now be seen hanging in our Gymnasium. Just as importantly, we have expanded our House Competition as well as a continuing to develop strong focus on House Identity and House Spirit as part of the great strategic planning in Pastoral Care. This contributes to our commitment in developing an integrated approach to increase engagement, participation and personal growth. Our Visual Art precinct received a long overdue overhaul. The upgraded space now enjoys more open plan spaces, significantly improved storage and is completely fitted out with new furniture. We have enjoyed the continued growth of our music programme as well as a much deeper integration of the Arts more broadly.

The deliberate strategy to create more opportunities to perform and showcase the strengths in the areas of Drama, Music, Dance, Visual Arts and Media has been a success, and we look forward to ongoing growth in this area. Our inaugural Music on the Green this year was an excellent event to showcase The Arts and just as importantly to bring our community together.

The 'Bearers of Light' Art Exhibition, a joint venture between Ellenbrook Christian College and our sister school Beechboro Christian School, showcased the Visual Arts talents of our students in the opening evening and across the week of the open exhibition.

As we have grown to expect, the drama performances across the year have been not only of exceptional quality but again demonstrate the diversity, creativity and inspired interpretive skills of our drama staff and students.

Justin Krause
Principal



Primary Highlights

Many exciting things happened in 2018 in the Primary School. We focussed on how we can be good stewards of God's planet, which, later on in the year, resulted in our Sustainability Project with our 'War on Waste' program and the Year 6 food wrap fundraiser. 3D printers were also installed which were used in Technology lessons.



Within Sport, due to performing very well in both Athletics and Swimming Carnivals, the School participated in a higher division in both of these areas.

As a whole School initiative, both the Primary and Secondary Schools were involved in Afterschool Sports Clubs and Music performances like 'Music on the Green'. A very successful whole School Art Exhibition was held in Term 4.



Teacher Development

In addition to individualised teacher professional development, the School, focusing on the improvement of writing across the Primary, sent teachers to be trained in Talk 4 Writing at the Dyslexia Speld Foundation. This focus will be ongoing as more Teachers get trained using this approach. With the writing focus in mind, staff were upskilled in benchmarking writing using Brightpath. We also delved deeper into Microsoft 'Teams' training for effective systems, as well as assessment and programming for 21st Century skills.



Community

Primary continued to celebrate the important figureheads in our lives with both the Mother's Day afternoon tea and Father's Day boat challenge. The ECC Big Day in at the end of the year, which was organised and run by our Parent Committee, was a tremendous success and ended the year on a very positive note.

Liana Luyt
Head of Primary

Secondary Highlights

During 2018 the Secondary School built on the foundation established in 2018 with a continued focus on personal, professional development, excellence in teaching and learning with a strong pastoral care focus.

2018 expectations of further developing a culture of high expectations that supports deep teaching and learning through personalised learning programs and pastoral support to allow each student to receive a Christ centred education to transform lives.

2018 also provided new initiative and opportunities to develop the whole student with extra-curricular activities and cross-curricular lower school challenges offered.



Results

2018 NAPLAN results demonstrated improvement from previous years. The growth rate in student performance from Year 7 through to Year 9 was particularly pleasing with the data showing a growth rate at ECC above the national, state and similar school average in all areas except Year 7 Numeracy. 2018 strengths of progressive improvement over three years in numeracy, reading and spelling with significant improvement over three years in grammar and punctuation.

The College achieved 100% VET completion.

All Year 12 students achieved their 'C' grade average to obtain WACE. 100% of graduation was not obtained due to 4 students not passing

OLNA. Our College median was down in 2018 with a College median of 63.75 compared to the State median of 81.80. This is due to our inclusive practice of allowing all students to study ATAR subjects.



Of the 25 students that received an ATAR score

- 12 students received ATAR of 62.30+
- 7 students received ATAR of 74.95+
- 5 students received ATAR of 81.70+
- 1 student received an ATAR score 94.20
- 5 / 25 students received an ATAR above the State Average of 81.80

In 2019 the Secondary School will continue to build upon the foundation set in 2018 with a 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. With a commitment to focus on deep teaching and learning to improve the Colleges ATAR results.

Andrew Johnston
Head of Secondary

Policies

During 2018 our policies on our regulatory framework, CompliSpace have been updated and rolled out to staff. Rolled out policies are as follows: Modules in CompliSpace, including 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.

Staffing

Type of Staff	Admin Staff	Teaching Staff	EA	Executive	Total
Male	6	11	2	3	22
Female	10	49	17	1	77
Indigenous					
Total	16	60	19	4	99

Executive Team

The 2018 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.
- Mrs Liana Luyt, Head of Primary Ellenbrook Christian College.
- Mr Andrew Johnston, Head of Secondary, Ellenbrook Christian College.

Staff Attendance

In 2018 the average daily staff attendance was 85%.

Staff Retention

The proportion of Primary and Secondary School teaching staff retained from 2017 to 2018 was 88%

Teacher Qualifications

Highest Qualification	Number of Teachers
Masters	5
Bachelor Degree	57
Diploma	37
Total Number of Teachers	99

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

College Professional Learning

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 2018 was 92.02%

Enrolment by year group	Total in year group	Average class size	Average student attendance %
Pre-Kindergarten	40	20	92.20%
Kindergarten	38	18	91.01%
Pre-Primary	34	17	94.50%
Year 1	31	15	92.83%
Year 2	23	23	94.91%
Year 3	30	30	93.70%
Year 4	31	16	90.76%
Year 5	25	25	93.16%
Year 6	33	16	93.60%
Year 7	35	17	92.55%
Year 8	59	30	91.37%
Year 9	47	24	89.79%
Year 10	48	24	90.06%
Year 11	55	27	89.55%
Year 12	38	19	90.40%
Total	567		

Year Group	Country of Birth
Pre-Kindergarten	2 India, 1 United Kingdom
Kindergarten	1 United Kingdom
Pre-Primary	
Year 1	1 New Zealand, 1 Korea
Year 2	2 South Africa
Year 3	1 New Zealand
Year 4	1 New Zealand, 2 South Africa, 1 United Kingdom, 1 Hong Kong
Year 5	1 Singapore, 1 Zimbabwe
Year 6	1 Phillipines, 1 South Africa, 1 Papua New Guinea, 1 United Kingdom
Year 7	2 Papua New Guinea, 3 South Africa, 2 Thailand, 1 United Kingdom, 1 Mauritania, 1 Zimbabwe, 1 Botswana, 2 India
Year 8	1 United Kingdom, 1 China, 2 New Zealand, 1 South Africa, 1 Nigeria, 1 India, 1 Kuwait, 1 Phillipines
Year 9	3 South Africa, 1 Phillipines, 4 United Kingdom, 1 Mauritius, 1 New Zealand, 1 Kenya, 1 Russia, 2 India, 1 Scotland, 1 Zimbabwe, 1 Sierra Leone
Year 10	1 Kenya, 1 Liberia, 2 South Africa, 1 New Zealand, 3 Zimbabwe, 1 Kenya, 1 Nigeria, 1 United Kingdom, 1 India, 1 Azerbaijan
Year 11	2 Kenya, 4 United Kingdom, 1 Ukraine, 1 South Africa, 2 Zimbabwe, 1 Fiji, 1 Canada
Year 12	3 Kenya, 2 South Africa, 1 Phillipines, 1 Lebanon, 2 Zimbabwe, 2 United Kingdom

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 note's 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 student's 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.

Primary and Secondary School Characteristics

At the close of 2018, Ellenbrook Christian College offered co-educational Christian education for 567 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 2018, is listed below.

Indigenous Students	Females	Males	Total	Indigenous status
Pre-Kindy	-	1	1	Aboriginal
Year 6	2	-	2	Aboriginal
Year 7	1	1	2	Aboriginal
Year 9	1	-	1	Aboriginal
Year 10	-	1	1	Aboriginal
Total	4	3	7	

School Income by Funding Source

Source	Total	Per Student
Australian government recurrent funding	\$4,165,224	\$7,347
State/Territory government recurrent funding	\$1,565,514	\$2,761
Fees, charges and parent contributions	\$3,124,455	\$5,511
Other private sources	\$300,555	\$530
Total gross income (excluding income from government capital grants)	\$9,155,749	\$16,147

For additional financial information please visit the My School website (www.myschool.edu.au)



Naplan

Comparisons of Ellenbrook Christian College to West Australian and National Averages

Primary

At Ellenbrook Christian College, all students in Year 3, 5, 7 and 9 sat the NAPLAN tests in Term 2, 2018.

Good results were achieved overall in most years. In Year 3, scores were above the state average in 4 of the areas. Nationally; however, it was weaker. In year 5, scores were above the National and State averages in 4 areas. Two Year 3 students and one Year 5 student was exempt from the tests.

These are the results for Ellenbrook Christian College (Year 3 and Year 5):

Year 3

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	413	404	432	430	405
All WA Schools Mean Score	423	400	424	424	403
All Australian Schools Mean Score	434	407	432	432	408
% students above National Minimum standard (ECC)	80%	97%	97%	93%	86%
% students above National Minimum standard (NAT)	90%	88%	88%	86%	%

Year 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	543	463	528	542	507
All WA Schools Mean Score	503	460	500	500	490
All Australian Schools Mean Score	509	465	503	504	494
% students above National Minimum standard (ECC)	96%	83%	91%	91%	87%
% students above National Minimum standard (NAT)	86%	75%	84%	83%	85%

Secondary

At Ellenbrook Christian College, all students in Year 7 (34 students) and Year 9 (49 students) sat the NAPLAN tests in Term 2, 2018; there was no absenteeism.

Good results were achieved overall in Year 7 and 9. For Year 9, all numeracy and literacy results were above the national and state average. For Year 7, all literacy results were above the national and state average.

Results for Ellenbrook Christian College are as follows:

Year 7

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	555	523	566	555	539
All WA Schools Mean Score	539	505	545	542	549
All Australian Schools Mean Score	542	505	545	544	548
% students above National Minimum standard (ECC)	88%	79%	91%	82%	85%
% students above National Minimum standard (NAT)	82%	66%	82%	81%	83%

Year 9

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	602	570	609	607	615
All WA Schools Mean Score	589	551	586	585	602
All Australian Schools Mean Score	584	542	583	580	596
% students above National Minimum standard (ECC)	76%	73%	94%	86%	89%
% students above National Minimum standard (NAT)	56%	61%	76%	77%	83%

Secondary School Outcomes

Academic achievements of our Year 12 Students

Grade Distinction	Number of grades awarded	% of students awarded grade
A	7	5%
B	39	30%
C	60	45%
D	22	17%
E	4	3%

VET Courses

Ellenbrook Christian College had 10 students enrolled in school-based VET courses for 2018. 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	7	100%
Certificate II Hospitality	4	100%
Certificate II Electro Technology	2	100%
Certificate II Metal Fabrication	3	100%

Post School Destinations

The following table summarises the success rate of applicants.

Criteria	Number of Students
Number of students achieving WACE	56
Number of students applying for university admission for 2019	21
Number of students offered first preference for university admission	16
Number of students offered any preference for university admission	13

Apparent Retention Rate

Primary School

Calendar Year	Academic Year	2018 August Census	Retention Rate %
2016	Year 4	37	-
2018	Year 6	34	92%

Based on 37 Year 4 students reported on our August 2016 Census, 34 students continued through to Year 6 in 2018.

Secondary School

Calendar Year	Academic Year	2018 August Census	Retention Rate %
2016	Year 7	60	-
2018	Year 9	51	85%

Based on 60 Year 7 students reported on our August 2016 Census, 51 students continued through to Year 9 in 2018.

Satisfaction

Parents surveys in 2018 were handled through the Endeavour Community Health Audit. This significant survey had a very strong response rate, with 178 families taking part.

Parents

Parents identified the following as the school's greatest strengths: Caring Christian Staff; Christian values and teaching; Community; catering to each individual child and small school size.

Areas of concern listed were: Facilities; Senior subject Choice, Staff turnover and Communications.

93% of parents indicated that they were always made to feel welcome at the school. The standard of communication between school and the home was recognized as a strength with an average rating of 7.8 out of 10. There was a strong indication that improvements in communication have been noted and appreciated. To further strengthen this, the College will undertake a Communication Survey to see if it can further build on this improvement.

The overall satisfaction rating for parents averaged 79%, which is encouraging. The detailed feedback from the survey will form the planning for 2019 and beyond in an effort to further build on this upward trajectory.

Students

Students in Year 6 and Year 12 were surveyed through the Community Health Audit.

College strengths: Helpful staff, strong student-staff relationships, a strong sense of community, a variety of co-curricular offerings.

Areas for development: Communication, uniform concerns, sporting facilities, senior subject choice.

Staff

Staff completed the annual SCEA staff survey.

Staff were very positive about the 'servant-hearted' approach of colleagues and demonstrated a strong commitment to the College. 89% of the staff recognised and valued the College's strong emphasis on delivering the highest quality education outcomes for students. The results indicated that in some areas of the College, staff were feeling that there was a greater need for deeper collaboration and professional input. There was also some indication that a proportion of staff felt that remuneration levels were did not match their levels of input. The feedback will form staff engagement and development strategies in 2019.