



2020 Annual Report



Ellenbrook
CHRISTIAN COLLEGE

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)

(Currently Under Review)

The Ellenbrook Christian College community is motivated to build and sustain a place of wisdom and knowledge, where the people, the learning and the physical setting, come together to promote and sustain a biblical vision of flourishing. The diverse and aspirational nature of the College community seeks; through encounters of wonder, love, faith, patience and self-discipline, an identity and character that embodies godly confidence, humility and courage to challenge and enrich culture.

Our Graduates (Our Goal)

Inspired and motivated by the words of Jesus when He said, "... I came that they may have life, and have it abundantly..."; The Ellenbrook Christian College community aspires to equip, enable and empower each student, to live a joyful and effective life of service, first within the College, but ultimately beyond, the structured setting, to be a godly influence in the wider world.

What we value (Our Values)

Humility, integrity, purpose (or "HIP")

Guiding Scripture (Food for thought)

"So don't lose a minute in building on what you've been given, complementing your basic faith with good character, spiritual understanding, alert discipline, passionate patience, reverent wonder, warm friendliness, and generous love, each dimension fitting into and developing the others. With these qualities active and growing in your lives, no grass will grow under your feet, no day will pass without its reward as you mature in your experience of our Master Jesus." (2 Peter 1 v 5-8)

2020, a Principal's Perspective

In recent years, Ellenbrook Christian College has been through a period of significant transition and the 2020 College year, was the first time a principal has been solely responsible for Ellenbrook Christian College since 2013. The key focus for the 2020 year has been the realignment of the College to be one College, starting at Pre-Kindergarten and progressing through to Year Twelve, ensuring students and families have one journey through the College to the point of graduation in Year 12.

The end of 2020 brought a change in the leadership structure across the College, as Mrs Liana Luyt, our former Head of Primary, made the decision to pursue Doctoral studies and an alternative career pathway. This change provided an opportunity to rethink our College structure in support of creating a Pre-Kindergarten to Year Twelve College model. A new leadership structure was created, that included a Deputy Principal role, an amalgamation of the Head of Secondary and the vacant Head of Primary rolls. A new middle leadership structure was designed to create structures for effective collaboration.

Like all schools and Colleges throughout the state, Ellenbrook Christian College was forced to rapidly respond to the challenges of the COVID-19 pandemic, putting Western Australia into lock down for most of March and April. Our teachers and leaders were compelled by circumstances, to adapt their programs and develop online learning in a very short time frame, a task that they did very effectively. The impact of the virus was heavy on our students, especially our Year Elevens and Twelves, who despite the upset, were able to continue learning, through online programs and virtual/video linked lessons. The quick and efficient way the College staff were able to adapt to this very significant challenge, meant that we were able to continue to assess and report student attainment throughout the year. Something not all schools were able to do.

The outstanding dedication of our staff to serve the students throughout the pandemic was evidenced in our academic results. 2020 saw the College record it's most successful ATAR score in its twenty-year history and we were placed in the top 100 schools for Year Twelve results for the first time. Although NAPLAN did not take place, we were

able to collect data from other sources and the College experienced improved academic results in all areas. Also worthy of highlight was the success of the Year Nine students completing their Online Literacy and Numeracy Assessment (OLNA). A very high number of passes was achieved, ensuring WACE attainment in Year Twelve for those students.

Despite the significant changes and challenges 2020 brought, the College was not only able to retain student numbers, but also to grow. Several families joined our community last year, ensuring an increase in student numbers across Ellenbrook Christian College. This increase was testimony to the hard work and dedication of all staff who are working hard at all times to make the College a great place to be.

Unless the LORD builds the house, they labor in vain who build it;
Unless the LORD guards the city, the watchman keeps awake in vain.
Psalm 127:1

I am very grateful to the Lord for the growth and blessing we have seen in all areas of the College. There is still plenty of work to be done but we have a wonderful staff and we are very excited about what is being done and where we are headed.

2020 ECC Community Highlights

(Community events in 2020 were severely impacted by Covid-19 restrictions)

- The Year 7 Transition Program
- Year 7 Camp -held at the College during the school day without a sleepover
- College Drama Productions including: 'Escape Room' and 'The Lion King'
- Movie Premier- 'Behind the Eight Ball'
- Twilight Tours
- Year 6 Graduation and Awards Assembly
- Secondary Awards Assembly
- Year 12 Graduation

Mike Pitman
Principal

Student Characteristics and Attendance

Primary and Secondary School

The average student attendance in 2020 was 92.02%

Enrolment by year group	Total in year group	Average class size	Average student attendance %
Pre-Kindergarten	31	15	93.17%
Kindergarten	34	17	94.21%
Pre-Primary	32	16	91.43%
Year 1	29	29	92.56%
Year 2	28	28	96.15%
Year 3	30	30	89.70%
Year 4	20	20	91.10%
Year 5	29	29	92.63%
Year 6	27	27	92.85%
Year 7	43	21	92.72%
Year 8	45	22	94.04%
Year 9	38	19	90.07%
Year 10	54	27	93.94%
Year 11	49	24	92.18%
Year 12	43	21	92.91%
Total	532		



Year Group	Country of Birth	Students on Visas
Pre-Kindergarten		0
Kindergarten	1 India	1
Pre-Primary	1 Kenya	1
Year 1		0
Year 2	1 Malaysia, 1 United Kingdom	2
Year 3		0
Year 4	1 South Africa	1
Year 5	1 Nigeria	1
Year 6	1 South Africa	1
Year 7	1 Botswana, 1 India	2
Year 8	1 South Africa	1
Year 9	2 South Africa, 2 India, 1 Botswana	5
Year 10	1 South Africa, 1 Kuwait	2
Year 11	2 South Africa	2
Year 12		0

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.



Primary and Secondary School Characteristics

At the close of 2020, Ellenbrook Christian College offered co-educational Christian education for 532 students from various nationalities as well as 9 indigenous students. A breakdown of male and female students as well as year groups students were in during 2020, is listed below.

Indigenous Students	Females	Males	Total	Indigenous status
PK	-	1	1	Aboriginal
Year 3	1	-	1	Aboriginal
Year 7	1	-	1	Aboriginal
Year 8	2	1	3	Aboriginal
Year 10	1	1	2	Aboriginal
Year 11	1	-	1	Aboriginal
Total	6	3	9	

School Income by Funding Source

Source	Total	Per Student
Australian government recurrent funding	\$4,532,169	\$8,519
State/Territory government recurrent funding	\$1,576,128	\$2,963
Fees, charges and parent contributions	\$2,785,461	\$5,236
Other private sources	\$213,335	\$401
Total gross income (excluding income from government capital grants)	\$9,107,093	\$17,119

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

Apparent Retention Rate

Primary School

Calendar Year	Academic Year	2020 August Census	Retention Rate %
2018	Year 4	20	-
2020	Year 6	27	87%

Based on 29 Year 4 students reported on our August 2017 Census and 23 students continued through to Year 6 in 2019.

Secondary School

Calendar Year	Academic Year	2020 August Census	Retention Rate %
2018	Year 7	43	-
2020	Year 9	38	92%

Based on 59 Year 7 students reported on our August 2017 Census, 56 students continued through to Year 9 in 2019.

Annual Priorities and Targets

Whole School Writing

Goal: A College wide approach to writing is in place and being used to improve the standard of writing in all areas.

Target:

- A College wide writing scheme of work that has been created and implemented to ensure that students have had exposure to a range of text types, at age-appropriate levels.
- All teachers are able to support the development of writing, in subjects outside of English.
- Consistent assessment and moderation of writing across the primary school and secondary school, by the end of 2021

Staff Development and Unity

Goal: To create a process whereby all staff are provided with an opportunity to receive targeted professional development that supports the needs of the College and the individual.

Target:

- An ECC mentoring procedure is created to ensure that all staff are able to receive regular opportunities to discuss their performance and professional targets throughout the year.
- Continuous professional learning opportunities are available to support the achievement of College, departmental and individual goals.
- College wide collaboration opportunities to be facilitated and utilised by staff, as they continue to develop unity.

Vision

Goal: To create a renewed vision for the College that becomes the heartbeat of the community, to the point where everything we aim for and do, lives under this umbrella.

Target:

- To agree to a vision that is created collaboratively with staff, students, parents and the wider community.
- To create a College vision, for which all stakeholders are responsible, in terms of implementation, adherence and maintenance.

ICT

Goal: To ensure that the use of technology is seen in relation to promoting learning, rather than simple engagement.

Target:

- A consistent approach to the type and use of technology across all phases of schooling, such that skills and knowledge can be built upon and programs feed into each other.
- A transparent roll-out of technology upgrades across the College, that is created, shared and in operation.
- All staff are able to use TASS to share teaching and learning information with parents and students, where appropriate, and ensure a procedure is in place to facilitate completion.

NAPLAN

No NAPLAN in 2020 due to Covid-19. Please refer to NAPLAN 2019 results, as below.

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, 2019.

Good results were achieved overall in most years. In Year 3, scores were above the National and State averages in 4 of the areas. In Year 5, scores were also above the National and State averages in 4 areas, and on par with State average in one area. 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	460	429	438	470	403
All WA Schools Mean Score	427	420	412	435	405
All Australian Schools Mean Score	432	423	419	440	408
% students above National Minimum standard (ECC)	100%	95%	95%	100%	81%
% students above National Minimum standard (NAT)	88%	93%	85%	87%	87%

Year 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	516	488	537	498	525
All WA Schools Mean Score	504	471	500	498	492
All Australian Schools Mean Score	506	474	501	499	496
% students above National Minimum standard (ECC)	91%	92%	96%	87%	100%
% students above National Minimum standard (NAT)	86%	79%	85%	82%	85%

Secondary

At Ellenbrook Christian College, all students in Year 7 (49 students) and Year 9 (56 students) sat the NAPLAN tests in Term 2, 2019; there was no absenteeism.

Good results were achieved overall in Year 7 and Year 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	559	536	572	568	569
All WA Schools Mean Score	546	513	547	542	558
All Australian Schools Mean Score	546	513	546	542	554
% students above National Minimum standard (ECC)	92%	79%	92%	87%	91%
% students above National Minimum standard (NAT)	84%	71%	82%	80%	84%

Year 9

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	583	554	593	576	598
All WA Schools Mean Score	589	587	587	579	602
All Australian Schools Mean Score	580	582	582	573	589
% students above National Minimum standard (ECC)	81%	75%	94%	74%	89%
% students above National Minimum standard (NAT)	78%	61%	78%	73%	82%



Secondary School Outcomes

Secondary School Outcomes

Academic achievements of our Year 12 Students

Grade Distinction	Number of grades awarded	% of students awarded grade
A	24	22%
B	19	17%
C	51	46%
D	11	10%
E	5	5%

VET Courses

Ellenbrook Christian College had 43 students enrolled in school-based VET courses for 2020. All enrolled students achieved their Certificate II or Certificate III qualification.

VET Course	Number of students enrolled	% of students awarded qualification
Certificate II in Business	4	9.5%
Certificate III in Business	23	54.8%
Certificate III in Hospitality	5	11.9%
Certificate II Electro Technology	2	4.76%
Certificate II in Engineering	6	14.29%
Certificate II in Building and Construction	1	2.38%
Certificate III in Information, Digital Media & Technology	1	2.38%
Certificate I - Access to Vocational Pathways	1	2.38%

Post School Destinations

The following table summarises the success rate of applicants.

Criteria	Number of Students
Number of students achieving WACE	39
Number of students applying for university admission for 2020	17
Number of students offered first preference for university admission	14
Number of students offered any preference for university admission	17

Staffing

Type of Staff	Admin Staff	Teaching Staff	EA	Executive	Total
Male	5	9	2	3	19
Female	9	37	13	1	59
Indigenous	-	-	-	-	-
Total	14	46	15	4	79

Executive Team

The 2020 Executive Team consisted of the following staff:

- Mr Mike Pitman, Principal, 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.
- Mr Steven Wellbeloved, Marketing and Community Relations, Ellenbrook Christian College and Beechboro Christian School
- Mrs Marisa Streeton - Enrolments and PA to the Principal, Ellenbrook Christian College

Staff Attendance

In 2020 the average daily staff attendance was 96%.

Staff Retention

The proportion of Primary and Secondary School teaching staff retained from 2019 to 2020 was 92%

Teacher Qualifications

Highest Qualification	Number of Teachers
Masters	5
Bachelor Degree	39
Diploma	5
Total Number of Teachers	49

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

Satisfaction

Parents, students and staff completed surveys in 2019. 66% (148) of parents, 53% (37) of staff members and 53% (286) of students completed the respective surveys.

Parents

Receiving honest and detailed feedback from families has been extremely helpful and informative. The material provided by families has highlighted improvements on previous concerns and opportunities for further development in a range of areas across the College.

The results from the 2020 survey were encouraging and from a family perspective, very positive.

Areas of College operation that provide opportunities for growth include:

- Communication – Enhancing ways of communicating more effectively with parents.
- Academic Variety – Increasing the number of elective subjects available in the Secondary School.
- Academic and Vocational pathways – developing progressive, developmentally sound and attainable pathways with a high level of staff support.

Staff

Feedback received by the staff is both genuine and encouraging. The results portray an improvement in staff culture across the College while highlighting opportunities that require further development.

The ease of access to the College leadership in the past year has been noted and provided a channel for open communication with the College leadership throughout the year. The emphasis of kindness and grace from the leadership team is filtering through the staff and the general feeling is that this is giving staff breathing room to be creative, enthusiastic and hard working.

Some opportunities for further growth and development include:

- Communication - Effective communication with staff is required to ensure that parents do not receive communication before staff do.
- Strategic Planning and Direction – continued promotion and staff involvement in the School Improvement Planning is necessary across the College in order to achieve ownership of the SIP.
- The College is a desired place for employment and development – improving access to resources, clear professional expectations and development pathways.
- Christian culture and direction – establishing and maintaining cultural and professional practices that demonstrate a biblical and godly posture.



Students

The Student Survey was completed by 286 respondents who answered a series of eleven questions, relating to their satisfaction with overall College life. The categories of interest included; academic work, teacher support and feedback; safety, connection and inclusion and also Christian values. The students responded using a six-point scale that ranged from Strongly Agree to Strongly Disagree and also a Don't Know option to provide feedback to the questions.

High levels of praise for teachers from students have been noted and their responses portray an overall level of satisfaction. The results also presented indicators that demonstrate that there is scope for continued growth and development.

