



2021 Annual Report



Ellenbrook
CHRISTIAN COLLEGE

Our School

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)

(Still in progress)

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)



2021, a Principal's Perspective

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The scripture that heads up this report has been inspirational throughout 2021 and could well stand as a permanent point of reference, as the ECC leadership team work to forge a vision strong enough, to launch the community into a confident and mature future. The message presents not only a high standard, but importantly, one that is also practical; providing a corporate posture to which all community members can confidently aspire.

The 2021 year has been impacted by a range of events and circumstances and not the least of these being the ongoing effects of the COVID-19 pandemic. The overall community response to the virus has been largely good-natured and practical and has been efficiently supported by SCEA and the ECC Operational staff who have interpreted the expectations and enabled a community outcome that has been coherent.

Over the course of 2021, one of the major catalysts for change has been the growing enrolment of families who are taking advantage of the educational programs that the College can provide for their children. At the beginning of the year, with the loss of several key staff, a decision was taken to employ an Acting Deputy Principal, a decision that proved to be effective in highlighting the need to be operating as one team. As the student numbers increased throughout the year, the need for the appointment of Heads of School became more clearly necessary, and the financial situation made it possible to employ Heads of both the Primary and Secondary Schools for 2022.

The development of the Morley Ellenbrook line, and the impact of its construction have been significant considerations during the year. The transport corridor running through the College grounds has been, until recently, a distant reality. In 2021, that changed for the ECC community

when Melconnex, the PTA Alliance tasked with the construction of the Railway, began engaging with us to explain the details and impact of the build. The developmental and preparatory work necessary for the construction of the rail is now in full swing, ensuring a start to the rail, at the end of 2022.

One of the benefits of the trainline for ECC, has been the provision of State Government funding to support the building of a Pavilion, that will enable the normal running of the Sporting and Phys Ed programs. The coordination of this pavilion construction, and the commencement of the Melconnex project, are tightly contested deadlines and it is going to be very important that the new pavilion is functional by the start of 2023 in order to run the Sporting and Phys Ed programs.

The ratifying of Constitutional change has heralded the commencement of the Parents in Partnership committee and to that end, I have asked Mr Alex Follington to be the inaugural Chair of that body. This is an exciting opportunity for the College and will provide us with a way of carefully forming and developing our ECC community so that we can grow and care for one another in a way that honours the Lord. 2021 has been a year of growth and change in a way that creates a great sense of purpose and encouragement. We look forward to building upon the foundations that have been developed over the last two years.

Unless the LORD builds the house, those who build it labor in vain. Unless the LORD watches over the city, the watchman stays awake in vain. (Psalm 127 v 1)

2021 ECC Community Highlights

(Community events in 2021 were again this year severely impacted by Covid-19 restrictions)

- 20th Anniversary Thanksgiving Service
- Oliver Production
- Year 7 Transition Program
- Year 6 Graduation and Awards Assembly
- Secondary Awards Assembly
- Year 12 Graduation

Mike Pitman
Principal

Our Community

Our College was purposely designed to be at the heart of Ellenbrook and is interwoven in the community. Our global outlook, inspired and enriched by our diversity, means we have a welcoming and close-knit school environment.

We believe that fostering a strong partnership between the family and the school through clear and continuous communication, is a key element in students' success at our school.

We welcome all parents to be actively involved in their child's education and in school events.

Our College seeks to provide students with the opportunity to develop their talents, pursue excellence and foster a passion for lifelong learning so that they can serve and be leaders in society.

Our graceful Christian environment is the foundation of a strong sense of community and holistic educational philosophy, supporting students in becoming the Salt and the Light of the world.

Our personalised learning experience inspires students to be globally aware and compassionate, guided by the principles of Humility, Integrity and Purpose.



Our Students

College Overview

Year Level	Females	Males	Students with Disability	Indigenous	Permanent Resident Visa or 457 Visa	Totals	Streams
Pre-Kindergarten	16	14				30	3
Kindergarten	24	25		1		49	3
Pre-Primary	23	24	2	1		47	2
Year 1	16	18	1		1	34	2
Year 2	15	15			3	30	1
Year 3	11	18		1	1	29	1
Year 4	16	20		1	2	36	2
Year 5	17	8		1	1	35	1
Year 6	16	14			4	30	1
Year 7	21	18			1	39	2
Year 8	21	24		1	6	45	2
Year 9	23	19	4	1	2	42	2
Year 10	23	12	3		4	35	2
Year 11	14	31		2		45	2
Year 12	23	23			4	46	2
Total	279	273		9		552	

Student attendance

The average student attendance in 2021 was 92%.

Enrolment by year group	Total in year group	Average class size	Average student attendance %
Pre-Kindergarten	30	17	96.54%
Kindergarten	55	18	89.10%
Pre-Primary	38	21	91.51%
Year 1	34	18	94.39%
Year 2	30	31	92.65%
Year 3	30	31	93.79%
Year 4	37	19	93.12%
Year 5	26	27	94.14%
Year 6	30	31	93.25%
Year 7	39	20	92.71%
Year 8	45	26	90.80%
Year 9	44	24	90.36%
Year 10	35	19	85.43%
Year 11	48	26	90.10%
Year 12	47	22	92.31%
Total	468		

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.

Apparent Retention Rate

Primary School

Calendar Year	Academic Year	2021 August Census	Retention Rate %
2019	Year 4	30	-
2021	Year 6	30	100%

Based on 30 Year 4 students reported on our August 2019 Census and 30 students continued through to Year 6 in 2021.

Secondary School

Calendar Year	Academic Year	2021 August Census	Retention Rate %
2019	Year 7	49	-
2021	Year 9	44	83%

Based on 49 Year 7 students reported on our August 2019 Census, 44 students continued through to Year 9 in 2021.

Students' Countries of Birth

Ellenbrook Christian College has a diverse range of cultures and ethnicities.

Year Group	Country of Birth	Students on Visas
Pre-Kindergarten		0
Kindergarten		0
Pre-Primary	2 Australia	2
Year 1	1 Australia, 1 U.K., Channels Islands and Isle of Man	2
Year 2		0
Year 3	2 Australia, 1 New Zealand	3
Year 4	1 Australia, 1 South Africa, 1 U.K., Channels Islands and Isle of Man	3
Year 5	1 New Zealand, 1 Nigeria	2
Year 6	1 New Zealand, 1 South Africa	2
Year 7	1 England, 1 India, 2 South Africa, 1 Zimbabwe	5
Year 8	2 Australia, 3 South Africa	5
Year 9	1 Botswana, 1 India, 1 Mauritius, 3 South Africa, 1 U.S.A.	7
Year 10	1 England, 3 New Zealand, 1 South Africa	5
Year 11	1 Kenya, 1 New Zealand, 3 South Africa, 1 U.K., Channels Islands and Isle of Man	6
Year 12	1 Kenya, 1 New Zealand, 1 South Africa	3

Primary and Secondary School Characteristics

At the close of 2021, Ellenbrook Christian College offered co-educational Christian education for 572 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 2021, is listed below.

Indigenous Students	Females	Males	Total	Indigenous status
KG		1	1	Aboriginal
PP		1	1	Aboriginal
Year 3	1		1	Aboriginal
Year 4		1	1	Aboriginal
Year 5	1		1	Aboriginal
Year 8	1		1	Aboriginal
Year 9	1	1	2	Aboriginal
Year 11	1	1	2	Aboriginal
Year 12	1		1	Aboriginal
Total	6	3	9	

Our Staff

Type of Staff	Admin Staff	Teaching Staff	Education Assistants	Executive	Total
Male	5	11	1	4	19
Female	9	36	17	1	63
Indigenous	-	-	-	-	-
Total	14	47	18	5	84

Executive Team

The 2021 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
- 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 2021 the average daily staff attendance was 96%.

Staff Retention

The proportion of Primary and Secondary School teaching staff retained from 2020 to 2021 was 93%

Teacher Qualifications

Highest Qualification	Number of Teachers
Masters	11
Bachelor Degree	31
Diploma	5
Total Number of Teachers	47

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

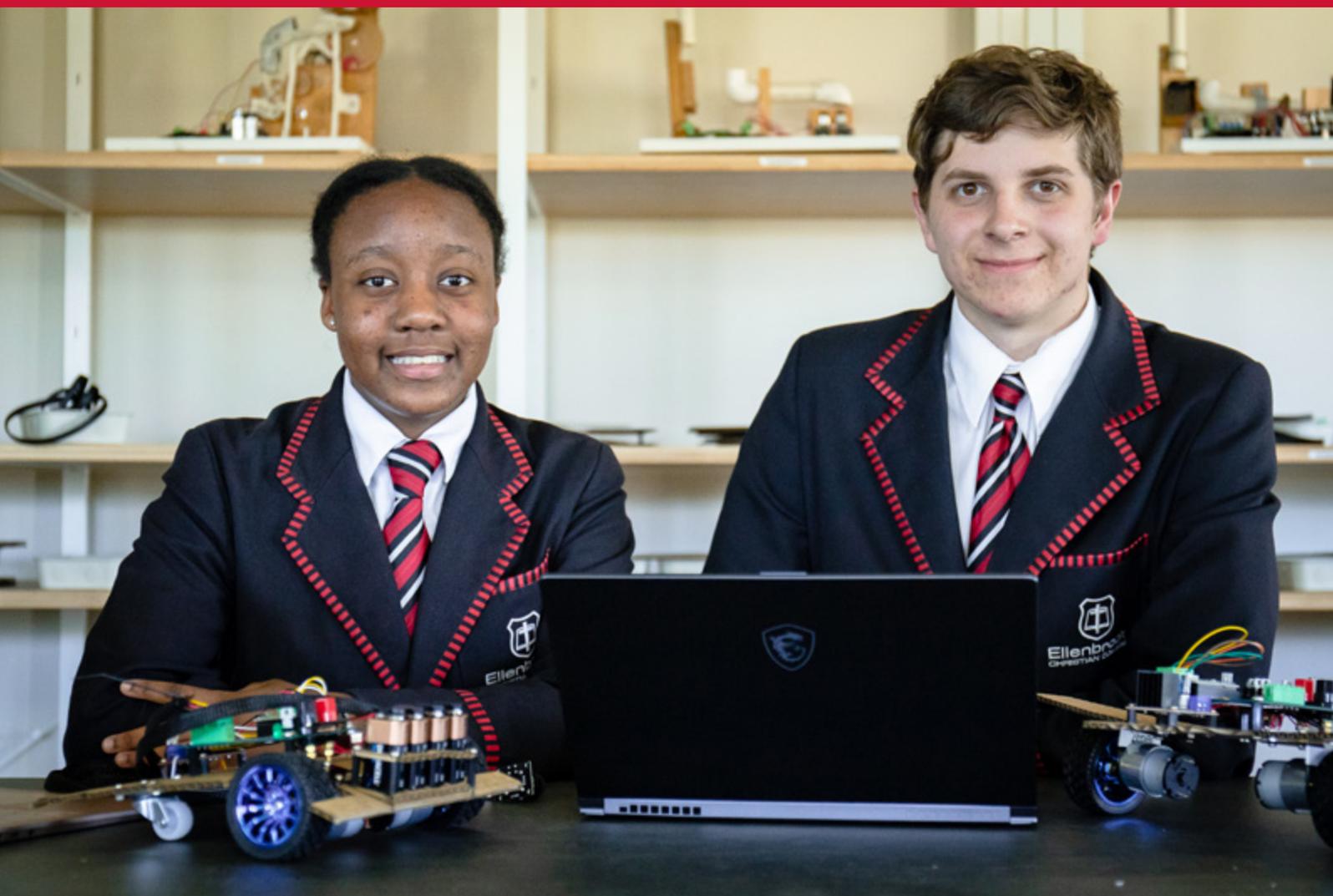
Our Care

The Ellenbrook Christian College community is motivated and shaped by scripture in all aspects of academic, operational and pastoral enterprise. There are many biblical values that can be faithfully applied to the pastoral care of ECC community members, including a 'universal truth', affirmed by Jesus and recorded in Luke's Gospel. It asserts that people should, *"Love the Lord their God with all their heart and with all their soul and with all their strength and with all their mind"*; and *"love their neighbor as themselves."* Luke 10: 27

The breadth of this declaration is vast. Regardless of age, it embraces all members of the community, addressing the affections and motivations, awareness of self, the physical and mental capacity to influence, through which change is affected and things come into being. These notions of self are however not complete, until they are viewed and lived out, in the context of community; loving one's neighbour is a heartfelt, intelligent, intentional, and practical endeavour.

The staff of Ellenbrook Christian College are aligned with these principles and understand that the work of the College elevates the care of the community, provoking action across the academic, pastoral, operational and cultural domains.

The pastoral care of the College is supported by a well-trained and compassionate Counsellor and a Chaplain, as well as Heads of Pastoral Care, in both the Primary and Secondary Schools. All staff are knowledgeable of the care structures of the College and engage these processes to support students, staff and families as we shape a culture of care and respect.



Our Priorities

The Priorities and Targets for the ECC community have been the subject of ongoing scrutiny and responsive change throughout the 2021 year.

Although the priorities were desirable and relevant, the targets that we aspired to hit, were too numerous to be able to address in their entirety. Despite the aspiration, there were valuable achievements and understandings were gained along the way, that have served to inform the direction and focus of the ongoing Strategic and School Improvement Plans.

At the start of the year there were five specific priorities that were central to our Strategic and School Improvement Planning, the targets for some of these being, in retrospect, somewhat ambitious. The priorities and targets identified were as follows:

Biblical worldview development

(Developing and ongoing)

- A clear Scope and Sequence within Christian Studies for the development of Biblical Knowledge across the College is effectively implemented.
- The College has developed pathways for families and members of our local community to learn about Christian faith and promotes their engagement.
- Our Biblical Worldview is expressed within our community and mission.

(Aspiration – long term and ongoing)

- A clear and intentional Biblical perspective is evident in all learning across the College.
- All Policies and Procedures are shaped by scripture.

The diverse nature of the College community and the scope of the learning program, necessitates the establishment of a clear Biblical narrative that permeates and impacts the academic curriculum and the communal expression of living. The ongoing development of Christian missional vision is taking shape with staff and student devotions, Christian studies, vision formation and policy development.



Teaching and Learning

(Developing and ongoing)

- The College has established practices in learning diversity that focuses on the needs of all students and is aligned with their academic growth.
- A College wide approach to planning, assessment, moderation and reporting is driving academic improvement in all subjects across all years.
- All teaching staff are able to analyse attainment data and use it to inform academic improvement.

(Aspiration – long term and ongoing)

- Establishing seamless subject learning pathways from PK – Y12 using high quality pedagogical approaches is evident across all learning areas.

The College has embarked on gaining and developing an in-depth knowledge and understanding of the writing process from K – 12, drawing together the stages and faculties of the College and bringing focus to the differentiation, planning, assessment, moderation and reporting processes.

Staff Development and Welfare

(Developing and ongoing)

- A regular, supportive and effective appraisal and professional development partnership between staff and College leadership has been established and maintained.

(Aspiration – long term and ongoing)

- The College is positively nurturing the personal growth of staff through Biblical and spiritual development.

The Middle Leadership structure has built within it, an agenda that unites the well-being of staff, the EBA and the elements of support and accountability. Spiritual encouragement and reflection are a continuing and developing part of the life and culture of the College.

Infrastructure

(Developing and ongoing)

- The College is aligned to the development of the Trainline.
- The College is maintaining an operational capital works plan that continues to evolve as project goals are achieved.

(Aspiration – long term and ongoing)

- Development and integration of ICT infrastructure across the College to cater for 21st century students.
- The College is maintaining an established resource acquisition and management plan that continues to be upgraded in line with current and future growth and learning needs.

Establishing and maintaining a strategically appropriate, and predictable Infrastructure Plan, is critical for ensuring the outworking of the Mission of the College. A good working relationship with the Melconnex Alliance, has impacted the capital works program of the College as plans are confirmed for the rail construction project. With the arrival of a new business manager the ongoing development of clear analysis and reporting will enable appropriate and well-paced growth in all infrastructure.

Cultural & Community Development

(Developing and ongoing)

- Collaborative and interactive community involvement across all aspects of the college, building and maintaining positive relationships between staff, families and the local community.
- Understanding the cultural diversity of our local community and nurturing positive growth.

(Aspiration – long term and ongoing)

- Establishing and maintaining relationships and interactions with local businesses and service providers.

The constitutional change that has been confirmed and ratified by the SCEA Board, has provided a formal and nimble mechanism to be able to engage with families and create more opportunities to capitalise on the talent within the community, developing strong and robust endeavour.



Student Achievements

NAPLAN - Comparisons of Ellenbrook Christian College to West Australian and National Averages

Primary

Good results were achieved overall in most years. In Year 3, scores were above the National and State averages in 2 of the areas. In Year 5, scores were well above the National and State averages in 1 area.

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

Year 3

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	409	390	436	442	380
All WA Schools Mean Score	426	426	410	421	395
All Australian Schools Mean Score	437	425	421	433	403
% students above National Minimum standard (ECC)	82%	86%	89%	93%	86%
% students above National Minimum standard (NAT)	95.9%	96.7%	93.1%	94.4%	95.4%

Year 5

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	503	476	529	476	486
All WA Schools Mean Score	505	481	503	497	489
All Australian Schools Mean Score	512	480	505	503	495
% students above National Minimum standard (ECC)	96%	96%	92%	88%	100%
% students above National Minimum standard (NAT)	95.1%	93.3%	94.1%	93.9%	95%

Secondary

Good results were achieved overall in Year 7 and Year 9. For Year 9 were above the national and state average for 4 areas, with the last area only coming a few points below. For Year 7 all literacy results were equal or above the national and state average except for one, also only a few points below. One Year 9 student was absent.

Results for Ellenbrook Christian College are as follows:

Year 7

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	542	522	576	552	548
All WA Schools Mean Score	538	527	547	530	549
All Australian Schools Mean Score	542	522	549	533	551
% students above National Minimum standard (ECC)	97%	100%	97%	97%	97%
% students above National Minimum standard (NAT)	93.8%	89.7%	93.8%	89.9%	93.2%

Year 9

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
ECC Mean Score	597	561	602	611	599
All WA Schools Mean Score	587	564	583	576	596
All Australian Schools Mean Score	578	551	580	571	588
% students above National Minimum standard (ECC)	96%	96%	96%	98%	96%
% students above National Minimum standard (NAT)	89.7%	82.2%	91.1%	87.7%	94.7%



Secondary School Outcomes

Academic achievements of our Year 12 Students

Grade Distinction	Number of grades awarded	% of students awarded grade
A	11	35%
B	16	20%
C	37	46%
D	9	11%
E	8	10%

VET Courses

Ellenbrook Christian College had 52 students enrolled in school-based VET courses for 2021. 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	30	64%
Certificate II in Engineering	3	6%
Certificate II in Building and Construction	4	9%
Certificate III in Educational Support	2	4%
Certificate II in Electrotechnology	4	9%
Certificate III in Population Health	3	6%
Certificate III in Events	3	6%
Certificate III in Hospitality	1	2%
Certificate II in Horse Care	1	2%
Certificate III in Early Childhood Care	1	2%

Post-secondary Pathways

The following table summarises the success rate of applicants.

Criteria	Number of Students
Number of students achieving WACE	45
Number of students applying for university admission for 2021	11
Number of students offered first preference for university admission	9
Number of students offered any preference for university admission	11

2021 ATAR Subjects Offered

The following table summarises the ATAR subject offered in 2021.

Course	No. of Students	School Mean	State Mean
Chemistry	8	55.38	60.03
Biology	13	56.82	55.85
Engineering	3	72.67	59.97
English	14	58.08	58.51
Human Biology	7	72	62.1
Maths Applications	10	50	63.77
Maths Methods	6	58.67	68.78
Modern History	11	61.91	61.52
Physics	2	68	57.14
Psychology	5	57.8	55.59

2021 Median ATAR Performance

The following table summarises the median ATAR results across the last five years.

	2017	2018	2019	2020	2021
State	81.4	81.1	81	81.65	82.05
School	72.2	63.75	72.5	75.65	81.75



Satisfaction

Satisfaction Surveys for the Ellenbrook Christian College community were completed, and results were returned for the 2021 year. The survey was completed by students, staff and parents.

The percentage of responses from each group was as follows:

Students		Parents		Staff	
Primary	8.5%	Primary	14.7%	Primary	29.2%
Secondary	43.3%	Secondary	44%	Secondary	33.3%

Parents

The overall tone of the parent responses to the satisfaction survey, was positive and gave reason for optimism. The areas that continue to provide the College leadership with targets for improvement include, academic rigor and general communication. These two elements of the work are, and have been, a point of focus for 2022 and appear in the Strategic Plan and SIP.

Staff

The overall tone of the staff responses to the satisfaction survey was quite mixed, with some clear distinctions being drawn between the Primary and Secondary Staff. In general terms, the graphs and visuals were positive, with some noticeable areas of concern that were reflected in some of the comments, and they related to:

- the priority for solid teaching and learning
- a desire for increased resourcing to classrooms and programs
- appropriate rewards for work done
- feedback that would offer support from leaders
- the development and maintenance of a sustainable work life balance
- a desire for better overall communication of events and changes to the calendar
- timely response to maintenance matters around the College grounds.

Students

The overall tone of the student responses to the satisfaction survey was positive, however there were a number of indicators on the graphs and visuals as well as some student comments, that signal a need to look more closely at a number of issues that relate to friendship, feeling safe and being valued. These concerns relate largely to inter-student relationships. There was also some indication that there are students who perceive that some teachers favor certain students above others. This is not at all desirable but without specific detail, this matter will need to be further explored, monitored and addressed.

General Comments

As the student numbers increase, our financial position will ensure that the staffing and leadership structures are both achievable and sustainable. As a result of this, the weight of the concerns expressed above will be intentionally, predictably, and sustainably managed. The changes in staffing structures over the last two years have been challenging but financially necessary as we seek to develop a stable academic culture.

Throughout 2021, there have been significant changes in staff and staffing structures, that have significantly impacted the way the College ran and how it influenced school culture. As an example, the Acting Deputy position, that replaced the Heads of School model, highlighted the obvious need for the Primary and Secondary teams to work more closely together. Further to this, new meeting agendas/ structures for the Middle Leaders, provided effective precursors to the planned Professional Support and Accountability Framework, providing Middle Leaders with the time and points of focus to create unity and address accountability.

The new Parents in Partnership Committee will be rolled out in 2022 and this will provide voice for our parents another avenue for effective, relevant and desired communication.



School Income by Funding Source

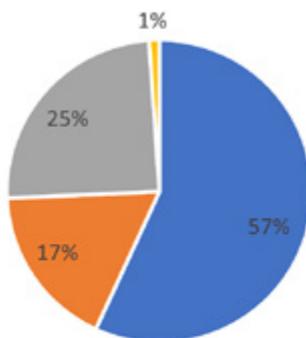
Source	Total	Per Student
Australian government recurrent funding	\$3,709,170	\$8,687
State/Territory government recurrent funding	\$1,137,585	\$2,664
Fees, charges and parent contributions	\$1,604,610	\$3,758
Other private sources	\$71,571	\$168
Total gross income (excluding income from government capital grants)	\$6,522,936	\$15,276

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

School Net Recurrent Income

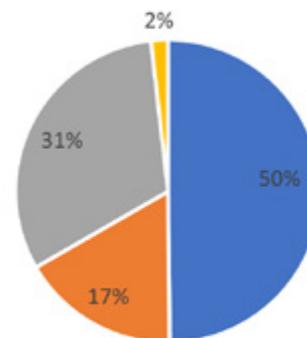
Net Recurrent Income	Total	Per Student
Australian Government recurrent funding	\$4,803,447	\$9,964
State/Territory Government recurring funding	\$1,620,878	\$3,362
Fees, charges and parent contributions	\$3,040,608	\$6,307
Other private sources	\$173,613	\$360
Total Gross Income	\$9,638,546	\$19,993

School Income by Funding Source



- Australian government recurrent funding
- State/Territory government recurrent funding
- Fees, charges and parent contributions
- Other private sources

School Net Recurrent Income



- Australian Government recurrent funding
- State/Territory Government recurring funding
- Fees, charges and parent contributions
- Other private sources



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