



Our School

Our Motto

Building Character, Fostering Commitment
and Embracing Community: Thrive

What we do (Our Mission)

Ellenbrook Christian College is a Pre-Kindergarten to Year 12 co-educational independent school that seeks to serve the families and community groups in the Swan Valley region, by offering first class and diverse educational experiences within a distinctively Christ-centred and biblical framework, consistent with the notion, "Christ, the Wisdom of God" (1 Cor. 1:16).

Where we're going (Our Vision)

The ECC staff have a determined and focused commitment to understand the needs of our students and actively support our families. The desire of ECC staff is to work closely with families and young people, to empower them, as they develop their capacities, towards successfully navigating the cultural, academic, social-emotional, physical, and spiritual landscape of life, as they forge a purposeful pathway.

Our Graduates (Our Goal)

College seeks to develop committed life-long learners, whose character is forged through challenge and perseverance, and who use their gifts to actively build up others in the community through a lifetime of leadership and service.

What we value (Our Values)

Ellenbrook Christian College as our name indicates, is a community of people who greatly value the message and person Jesus Christ, who when asked what the greatest commandment, clearly expressed that to love God and to love our neighbour were the most important human pursuits. At ECC, the intentional development of Character (Flourish), Commitment (Encounter) and Community (Belong) expresses and shapes our core values.

Guiding Scripture (Food for thought)

*And He (Jesus) answered, "You shall love the Lord your God with all your **heart** and with all your **soul** and with all your **strength** and with all your **mind**, and your **neighbour** as yourself."
(Luke 10: 27)*



Ellenbrook
CHRISTIAN COLLEGE

2022, a Principal's Perspective

In 2021 the College staff identified 2 Peter 1 v 5-8 as a statement to inform community development at Ellenbrook Christian College. In 2022, we added to that, with the words of Jesus who, when describing the greatest commandment said, "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and 'Love your neighbor as yourself.'" (Luke 10 v 27) The range of life domains contained in this scripture provide a framework that speak powerfully into the three C's of our motto;

ECC – Building Character, Fostering Commitment and Embracing Community:
THRIVE

The start of 2022 proved to be a very challenging period, with COVID-19 creating staff shortages and heavily impacting all aspects of the learning program. Many members of the ECC community were impacted by the virus, and relief staff were scarce. However, the ECC community pulled together, to provide outstanding online learning for students.

During 2022 staffing structures changed significantly with the arrival of a Head of Primary and a Head of Secondary. This has been an exciting development, providing focused care and expertise across the College. The impact of having Mrs Cockrell and Mr Dufty working together, has strengthened our learning and assessment programs significantly.

The Primary School has built on the previous work, retaining a focus on writing and spelling. 'Talk for Writing' and 'Seven Steps for Writing' have been established as desired approaches for writing development, with the 'Brightpath' assessment tool being used to track progress. 'Sounds-Write' has been established as the standard phonics program for the early years from KG to Year 3.

The Secondary School has also been very busy with a restructured school timetable enabling increased subjecting offerings. These subjects include, Politics and Law, Outdoor Education, English Literature, Specialist Mathematics, Mathematics Enrichment and also English Literacy and Numeracy classes that provide students with extra learning and agency opportunities.

During 2022, there were also a number of exciting whole school initiatives undertaken. They included the rebuilding of the semester reporting procedures, from K – 12, the expanding of the Engineering Program, down into the Primary classes, creating learning pathways and providing STEM learning experiences. There was also a range of electives added for Primary classes including woodwork, outdoor education, sport, art and computer programming

Another very special opportunity was offered to our Year 9 Girls, through Melconnex, the alliance partnership, completing the rail works. Lang O'Rourke one of the alliance partners, provided a team of their engineers and community liaison personnel, to work with ECC Staff and students, to provide them access to an industry-based STEM program. The girls thoroughly enjoyed the experience, providing them real options for future pathways.



2022, a Principal's Perspective (continued)

The Morley to Ellenbrook rail works through the College, has become a reality, presenting a key feature on the landscape of the College grounds. With the rail alignment work complete, the works on the underpass between, the oval and the academic precinct, are being developed, with an expectation of an early opening in 2023. The underpass will enable the students to use the oval for sport and ultimately access the pavilion.

The pavilion will provide a wonderful point of focus for the sport program at ECC, when it is completed. Throughout 2022 however, the advancement of the project was put on hold, as rail alignment works were completed. During the year, building prices were heavily impacted by worldwide conditions and more funding for the project was needed.

Parents in partnership now has a formal place in the College and the development of the committee and appointment of office bearers, and Christian Life Committee will enable a calendar of events, fundraising and parent support groups to take a strong place in the College.

Highlights:

- The growth in student numbers from 2021 to 2022
- Girls Stem program
- Introduction of Hockey
- Filthy Fun Friday – ELC outdoor program
- Year Camps from 3 – 10
- Year 11 Headstart Program
- Year 10 Parent Pathways discussions
- Year 7 Orientation Days
- Student Alpha Course
- Reading Academy: Y1 – 3 reading focus supported by high school student volunteers.



Our Community

Ellenbrook Christian College is a rich and diverse community of families who have been drawn together from across the world, with representation from over forty different nations. The families of the ECC community are motivated, inspired and enriched by a depth of experience, that arises out of personal history, circumstance, necessity, opportunity, courage, faith and a shared purpose of seeing their children enjoy what God has purposed for them.

Motivated with the knowledge that every person is valuable, the educational community of staff at ECC, have a determined and focused commitment to understand the needs of the students and support the aspirations of their families. The desire of ECC staff is to work closely with families and young people, empowering them, as they develop their capacities towards successfully navigating the cultural, academic, social-emotional, physical, and spiritual landscape of life, as they forge a purposeful pathway.

We believe that the ECC community is a powerful force for good, as together, we build the character of our students with the dispositions of trustworthiness, respect, responsibility, fairness, compassion and citizenship.

We believe that the key to great community starts with a faithful commitment to intentionally building it together.

For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love. For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ. (2 Peter 1:5-8)



Our Students

College Overview

| Year Level | Females | Males | Students with Disability | Indigenous | Permanent Resident Visa or 457 Visa | Totals | Streams |
|--------------|------------|------------|--------------------------|------------|-------------------------------------|------------|-----------|
| Foundation | 23 | 29 | 3 | 0 | 2 | 52 | 2 |
| Year 1 | 23 | 13 | 3 | 0 | 1 | 36 | 2 |
| Year 2 | 19 | 19 | 1 | 0 | 3 | 38 | 1.5 |
| Year 3 | 20 | 20 | 6 | 0 | 2 | 40 | 1.5 |
| Year 4 | 12 | 18 | 4 | 0 | 4 | 30 | 1 |
| Year 5 | 18 | 23 | 10 | 0 | 1 | 41 | 2 |
| Year 6 | 19 | 11 | 2 | 0 | 4 | 30 | 1 |
| Year 7 | 29 | 28 | 4 | 1 | 3 | 57 | 2 |
| Year 8 | 23 | 26 | 4 | 0 | 9 | 49 | 2 |
| Year 9 | 22 | 21 | 6 | 1 | 3 | 43 | 2 |
| Year 10 | 30 | 23 | 5 | 2 | 8 | 53 | 2 |
| Year 11 | 22 | 16 | 3 | 0 | 3 | 38 | 2 |
| Year 12 | 13 | 29 | 6 | 2 | 4 | 42 | 2 |
| Total | 273 | 276 | 57 | 6 | 47 | 549 | 23 |

Student attendance

The average student attendance in 2022 was 90.46%.

| Enrolment by year group | Total in year group | Average class size | Average student attendance % |
|-------------------------|---------------------|--------------------|------------------------------|
| Foundation | 52 | 26 | 89.21% # |
| Year 1 | 36 | 18 | 91.71% * |
| Year 2 | 38 | 25 | 93.64% * |
| Year 3 | 40 | 27 | 88.95% * |
| Year 4 | 30 | 30 | 92.48% * |
| Year 5 | 41 | 21 | 91.58% * |
| Year 6 | 30 | 30 | 91.65% * |
| Year 7 | 57 | 29 | 91.90% * |
| Year 8 | 49 | 25 | 90.62% * |
| Year 9 | 43 | 22 | 93.12% * |
| Year 10 | 53 | 27 | 90.24% * |
| Year 11 | 38 | 19 | 82.96% # |
| Year 12 | 42 | 21 | 87.96% # |
| Total | 549 | 318 | 90.46% |

Based on Tass student % report

* Based on T3 STATS report

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 | 2022 August Census | Retention Rate % |
|---------------|---------------|--------------------|------------------|
| 2020 | Year 4 | 20 | - |
| 2022 | Year 6 | 30 | 100% |

Based on 20 Year 4 students reported on our August 2020 Census and 20 students continued through to Year 6 in 2022.

Secondary School

| Calendar Year | Academic Year | 2022 August Census | Retention Rate % |
|---------------|---------------|--------------------|------------------|
| 2020 | Year 7 | 36 | - |
| 2022 | Year 9 | 43 | 84% |

Based on 43 Year 7 students reported on our August 2020 Census, 36 students continued through to Year 9 in 2022.

Students' Countries of Birth

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

| Country of Birth | Number of Students | Country of Birth | Number of Students |
|--|--------------------|--------------------------|--------------------|
| Australia | 513 | Singapore | 1 |
| South Africa | 25 | Scotland | 1 |
| India | 15 | Kuwait | 1 |
| New Zealand | 11 | Mauritius | 1 |
| United Kingdom, Channels Islands and Isle of Man | 10 | Malaysia | 1 |
| Zimbabwe | 9 | Aruba | 1 |
| England | 8 | United Arab Emirates | 1 |
| Phillippines | 6 | Nigeria | 1 |
| Botswana | 3 | United States of America | 1 |
| Canada | 3 | China | 1 |
| Kenya | 2 | Qatar | 1 |
| Ghana | 2 | Russian Federation | 1 |
| Thailand | 2 | | |
| Sierra Leone | 1 | | |
| Iraq | 1 | | |
| Hong Kong (SAR of China) | 1 | | |

Primary and Secondary School Characteristics

As of August census 2022, Ellenbrook Christian College offered co-educational Christian education for 549 students from various nationalities as well as 6 indigenous students. A breakdown of male and female indigenous students as well as their year groups, is listed below.

| Indigenous Students | Females | Males | Total | Indigenous status |
|---------------------|----------|----------|----------|-------------------|
| Year 7 | | 1 | 1 | Aboriginal |
| Year 9 | 1 | | 1 | Aboriginal |
| Year 10 | 2 | | 2 | Aboriginal |
| Year 12 | 1 | 1 | 2 | Aboriginal |
| Total | 4 | 2 | 6 | |

Our Staff

| Type of Staff | Admin Staff | Teaching Staff | Education Assistants | Executive | Total |
|---------------|-------------|----------------|----------------------|-----------|-----------|
| Male | 4 | 11 | 1 | 2 | 18 |
| Female | 10 | 39 | 18 | 2 | 69 |
| Indigenous | - | - | - | - | - |
| Total | 14 | 50 | 19 | 4 | 87 |

Executive Team

The 2022 Executive Team consisted of the following staff:

- Mr Mike Pitman, Principal
- Mrs Kylie Smith, Business Manager
- Mr Matthew Dufty, Head of Secondary
- Mr John Igglesden, Marketing and Community Relations
- Mrs Marisa Streeton, Enrolments and PA to the Principal

Staff Attendance

In 2022 the average daily staff attendance was ??%.

Staff Retention

The proportion of Primary and Secondary School teaching staff retained from 2021 to 2022 was 78%

Teacher Qualifications

| Highest Qualification | Number of Teachers |
|---------------------------------|--------------------|
| Masters | 9 |
| Bachelor Degree | 27 |
| Certificate | 13 |
| Graduate Certificate | 1 |
| Diploma | 7 |
| Graduate Diploma | 17 |
| Total Number of Teachers | 74 |

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 2022 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 Spelling, well above average in Grammar and Punctuation, and below in all other areas. In Year 5, scores were above the National and State averages in Writing, well above in Spelling, about equal in Grammar and Punctuation and Numeracy and below in Reading.

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

Year 3

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--|---------|---------|----------|-----------------------|----------|
| ECC Mean Score | 420.82 | 412.76 | 420 | 438.21 | 393.92 |
| All WA Schools Mean Score | 428 | 419 | 414 | 424 | 395 |
| All Australian Schools Mean Score | 439 | 423 | 418 | 433 | 400 |
| % students above National Minimum standard (ECC) | 97.37% | 97.37% | 97.37% | 97.37% | 97.37% |
| % students above National Minimum standard (NAT) | 95.5% | 96.2% | 91.9% | 94.1% | 95% |

Year 5

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--|---------|---------|----------|-----------------------|----------|
| ECC Mean Score | 496 | 487 | 526 | 497 | 488 |
| All WA Schools Mean Score | 505 | 480 | 505 | 496 | 487 |
| All Australian Schools Mean Score | 510 | 485 | 505 | 499 | 489 |
| % students above National Minimum standard (ECC) | 97.5% | 100% | 100% | 95% | 97% |
| % students above National Minimum standard (NAT) | 95% | 92.6% | 94.1% | 94.9% | 95.1% |

Secondary

Good results were achieved overall in Year 7 and Year 9. All students in Year 7 and Year 9 were above the national and state average for all areas which is an excellent result.

Results for Ellenbrook Christian College are as follows:

Year 7

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--|---------|---------|----------|-----------------------|----------|
| ECC Mean Score | 553 | 548 | 567 | 555 | 568 |
| All WA Schools Mean Score | 541 | 527 | 549 | 532 | 549 |
| All Australian Schools Mean Score | 543 | 531 | 548 | 534 | 547 |
| % students above National Minimum standard (ECC) | 100% | 100% | 98.21% | 96.43% | 96.43% |
| % students above National Minimum standard (NAT) | 94.2% | 90.6% | 92.9% | 92% | 92% |

Year 9

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|--|---------|---------|----------|-----------------------|----------|
| ECC Mean Score | 610 | 597 | 600 | 609 | 613 |
| All WA Schools Mean Score | 586 | 565 | 581 | 580 | 595 |
| All Australian Schools Mean Score | 578 | 561 | 577 | 574 | 585 |
| % students above National Minimum standard (ECC) | 97.73% | 100% | 97.73% | 100% | 97.73% |
| % students above National Minimum standard (NAT) | 89.6% | 84.1% | 91.8% | 86.5% | 95% |



Academic achievements of our Year 12 Students

| Grade Distinction | Number of grades awarded | % of students awarded grade |
|-------------------|--------------------------|-----------------------------|
| A | 6 | 5.71% |
| B | 20 | 19% |
| C | 60 | 57.14% |
| D | 6 | 5.71% |
| E | 5 | 4.76% |

VET Courses

Ellenbrook Christian College had 52 students enrolled in school-based VET courses for 2022. All enrolled students achieved their Certificate II or Certificate III qualification.

| VET Course | No. of students enrolled | % of students awarded qualification |
|---|--------------------------|-------------------------------------|
| Certificate II in Workplace Skills | 13 | 30.95% |
| Certificate III Business | 17 | 40.48% |
| Certificate II Electrotechnology | 3 | 7.14% |
| Certificate II Engineering | 1 | 2.38% |
| Certificate III in Information Technology | 2 | 4.76% |
| Certificate III in Health Services Assistance | 1 | 2.38% |
| Certificate II in Automotive Vocational Preparation | 3 | 7.14% |
| Certificate III in Sport and Recreation | 1 | 2.38% |

Post-secondary Pathways

The following table summarises the success rate of applicants.

| Criteria | Number of Students |
|--|--------------------|
| Number of students achieving WACE | 38 |
| Number of students applying for university admission for 2023 | 16 |
| Number of students offered first preference for university admission | 13 |
| Number of students offered any preference for university admission | 13 |

2022 ATAR Subjects Offered

The following table summarises the ATAR subject offered in 2022.

| Course | No. of Students | School Mean | State Mean |
|----------------------|-----------------|-------------|------------|
| Chemistry | 10 | 53.18 | 62.73 |
| Drama Written | 5 | 55.4 | 68.13 |
| Drama Practical | 5 | 50.35 | 70.14 |
| Engineering | 8 | 56.26 | 62.76 |
| English | 19 | 52.4 | 58.57 |
| Human Biology | 11 | 54.06 | 60.74 |
| Maths Applications | 11 | 63.01 | 63.15 |
| Maths Methods | 7 | 51.26 | 66.68 |
| Media Written | 2 | 64.99 | 65.25 |
| Media Practical | 2 | 42.97 | 64.28 |
| Modern History | 1 | 63.75 | 59.44 |
| PE Studies Written | 6 | 39.34 | 58.68 |
| PE Studies Practical | 6 | 35.9 | 60.95 |
| Physics | 6 | 55.21 | 59.37 |
| Politics and Law | 1 | 53.75 | 60.03 |
| Psychology | 13 | 44.31 | 52.49 |

2022 Median ATAR Performance

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

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--------|-------|------|-------|-------|----------|
| State | 81.1 | 81 | 81.65 | 82.05 | Unknown* |
| School | 63.75 | 72.5 | 75.65 | 81.75 | 69.96 |

*These values are no longer published by TISC. Any State Median ATAR available is based on ATAR scores provided by schools to external bodies such as the media.



Satisfaction

Satisfaction Surveys for the Ellenbrook Christian College community were completed, and results were returned for the 2022 year. The survey was completed by students, staff and parents.

The percentage of responses from each group was as follows:

| Students | | Parents | | Staff | |
|-----------|---|-----------|---|-----------|---|
| Primary | % | Primary | % | Primary | % |
| Secondary | % | Secondary | % | Secondary | % |

Parents

The overall tone of the parent responses to the satisfaction survey, was positive with a large majority of parents answering questions in a positive or very positive manor. The areas that continue to provide the College leadership with targets for improvement include, communication with parents either lacking or not timely. Overall there were many very encouraging comments from the parents.

Staff

The overall tone of the staff responses to the satisfaction survey was positive, with slightly greater variation in responses compared to the parent responses. In general terms, some observations for improvement, that were reflected in some of the comments, include:

- a desire for increased resourcing to classrooms and programs
- appropriate rewards for work done
- a desire for better overall communication from leadership/admin to teaching staff
- the development and maintenance of a sustainable work life balance
- amount of time available to complete assigned tasks.

For the amount of staff at the school, there was not a large amount of written responses, suggesting staff were satisfied with answering on a scale and did not have many issues to bring forward. Many of these comments included praise for culture and staff support.

Students

The overall tone of the student responses to the satisfaction survey was positive. There were some student comments that signal a need to look more closely at the way teachers treat the students. There was also some indication that there are students who perceive that some teachers are not happy in their roles. A majority of the 45 comments left by the students were positive or simply stating they have no comments.



School Income by Funding Source

| Source | Total | Per Student |
|--|-------|-------------|
| Australian government recurrent funding | \$ | \$ |
| State/Territory government recurrent funding | \$ | \$ |
| Fees, charges and parent contributions | \$ | \$ |
| Other private sources | \$ | \$ |
| Total gross income (excluding income from government capital grants) | \$ | \$ |

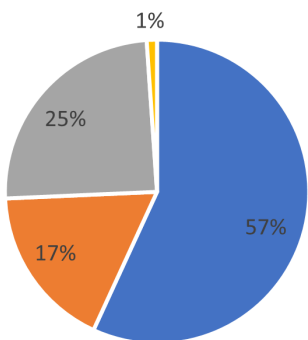
For additional financial information please visit the My School website (www.myschool.edu.au)

School Net Recurrent Income

| Net Recurrent Income | Total | Per Student |
|--|-------|-------------|
| Australian Government recurrent funding | \$ | \$ |
| State/Territory Government recurring funding | \$ | \$ |
| Fees, charges and parent contributions | \$ | \$ |
| Other private sources | \$ | \$ |
| Total Gross Income | \$ | \$ |

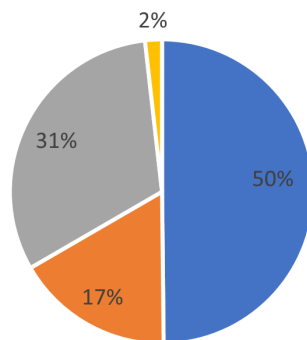


School Income by Funding Source



- 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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