

School Annual Report 2015 (Based on 2014 data)

Mandatory Information to be published by 30 June each year¹

DESCRIPTIVE INFORMATION

Whitsunday Anglican School was established in 1988 by the Anglican Diocese of North Queensland. Moves towards this commenced within the Anglican Community of Mackay in 1981.

In early 1987, The Anglican Bishop of North Queensland appointed a Council to establish and develop the School. The first Principal, Mr Ron Bourne, was appointed in July 1987, taking up duties in October of that year.

Classes commenced on the 27 January, 1988, with an enrolment of 87 students in Years 5 – 8.

At the end of 1999 the School became separately incorporated as Whitsunday Anglican School Limited and is governed by a Board of Directors.

Mr Ron Bourne was the first Principal of Whitsunday Anglican School (1988 – 1994). The second Principal was Mrs Carol Bown (1995 – 1999). The third Principal was Mr Craig Bassingthwaite (2000 – 2008). The fourth Principal was Mr Tony Greer (2009 – 2013). Mrs Maria McIvor is the fifth and present Principal.

School sector:

Independent - Anglican

School's address:

2-16 Celeber Drive, Beaconsfield.
P O Box 3390, North Mackay Qld 4740

Total enrolments: *[schools might wish to include comparative data from previous year(s) here]*

819

Year levels offered:

Kindergarten to Year 12
Junior School K – Year 4 Middle School Years 5 – 8 Senior School Years 9 - 12

Co-educational or single sex:

Co-educational

Characteristics of the student body: for example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.

47% male, 53% female; 1% indigenous students

Distinctive curriculum offerings:

Teaching and learning are the core activities of the School. Whitsunday Anglican School expertise and resources are dedicated to the achievement of excellent standards in all curriculum areas. The School is dedicated to the development of “contemporary young men and women” who are imbued with wisdom, perspective, insight and balance as a consequence of their engagement with the education offered by the School. It is our belief we enhance the personal growth of the girls and boys through developing thinking skills, encouraging a resilient personality while encouraging academic performance. Whitsunday Anglican School is renowned for its academic rigour and the results included in this report are unequivocal testament to the partnership of staff parents and students in achieving success. Offering 23 OP eligible subjects for a cohort of 84 students in Year 11 and 65 in Year 12, class sizes are delivered at a size most suitable for effective learning. The School's Queensland Core Skills Test (QCST) Preparation programs are known across the state for their success and are run by senior markers and supervisors of the state's QCST marking fraternity. In our quest for scholarship and extension of our students' learning, English Extension, Music Extension and James Cook University Maths are also offered.

The School hosts the Whitsunday Voices Youth Literature Festival annually and between 5000-6000 students from around the region enjoy two days of book talks and workshops with Australia's leading authors.

The Middle School Curriculum is designed to cater for the specific needs of this age group. It is innovative, hands on and engages students to optimize their learning experiences. As well as the core offerings from the Australian Curriculum and the Queensland Curriculum & Assessment Authority, students experience offerings from the Arts (Drama, Visual Art & Music), Design Technology (ICT,Graphics & Industrial Art) and Languages (French, Japanese & Cultural Studies), all taught by specialist teachers. Students from Year 5 have their Science classes in a laboratory taught by Science teachers.

The Junior School provides a curriculum which places the student at the centre of learning. Student-centredness is underpinned by real-life contexts, integrated and cross-curricular studies and learning experiences which promote intellectual rigour and engender a life-long learning. The early literacy and numeracy foundations that are so important to future success are set in a developmentally appropriate Kindergarten program. These are further enhanced in the School's Preparatory program and curriculum; the first formal year of school at Whitsunday Anglican School. In addition to the core program, Junior School students also have specialist lessons in Music, Art, Health & Physical Education and Languages (French & Japanese) all taught by specialist teachers.

In line with our Strategic Plan (2015-2019), which commits to offering courses which cater for the diverse abilities of the students, Learning Enrichment is offered for students who are identified as needing assistance or extension.

Extra-curricular activities:

The School offers a complete co-curricular program of sporting, cultural and recreational activities. We actively compete in club and school competitions. There is a strong focus on service activities throughout the school. International expeditions that have either an adventure or service focus are offered to Year 11 & 12 students each year.

The social climate of the school:

Pastoral care:

Underlying all activities of the whole School is the Pastoral Care Program. Each staff member is expected to pursue a pastoral care role. Within the Senior School, the Pastoral Care system is organised on a House Structure from Year 9 to Year 12. Heads of House and Pastoral Access Teachers play an important role in monitoring the performance of students.

Within the Middle School, the Pastoral Care Program has the Character Counts program as its philosophical underpinning and is based upon year level Tutor Groups. Staff are allocated to each group as Tutors and are charged with the welfare of their students. All Class Tutors in the Middle School work together as a team to provide an effective and caring pastoral structure that caters for the needs of all students during their middle schooling experience. Opportunities to address issues related to cyber safety and bullying are addressed within the Pastoral Program. Students are given every opportunity to identify with their allocated House through the Inter-House sporting and cultural program.

Within the Junior School the Pastoral Care Program is informed by the You Can Do It! Education foundations of Organization, Cooperation, Confidence, Persistence and Resilience. These are explicitly taught across the Junior School by Home Room Teachers and supported by all Staff. The Better Buddies program, from the Alannah and Madeline Foundation also provides a framework for our Year 4 students and their Preparatory Year buddies to develop a range of anti-bullying strategies and social skills. The Junior School students have regular opportunities to identify with their House in sub-School and whole School sporting and cultural events.

Parental involvement:

Parents are encouraged to be part of their children's education. There is parent membership of the School Board, the Parents' & Friends' Association, and the School Foundation to enshrine the role of parents in the success of student outcomes. Parent Teacher Student interviews are held two (2) times a year and Student Reports are issued tri-annually.

Parent, teacher and student satisfaction with the school

Satisfaction data:

The School reviews its performance regularly. A randomly-generated cross-section of parents are invited to participate in a feedback forum each year and a number of visits, to feeder areas to obtain feedback from boarding parents also occurs each year. Students in Years 7, 8, 10 and 12 are surveyed on various aspects of School performance at the end of each year. The essence of the results obtained from these sources is very positive.

Contact person for further information:

Mrs Maria Mclvor –Principal

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Mr Jamie Novosel – Director of Admissions

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School web site: www.was.qld.edu.au

School Income broken down by funding source

STAFFING INFORMATION

Staff composition, including Indigenous staff:

The school employs 72 teaching staff (60 Full time & 12 Part time). Within the teaching staff, 12 staff hold a post graduate qualification as their highest qualification and 53 have a Bachelor Degree as their highest qualification. The school employs 50 non-teaching staff (27 Full time & 23 Part time). All staff are encouraged to continue their studies and become members of relevant professional organisations such as the Australian College of Educators. The school has an open recruitment policy, employing staff from a range of backgrounds including one indigenous staff member.

Qualifications of all teachers:

<i>Qualification</i>	<i>Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	0
Masters	12
Bachelor Degree	53
Diploma	7
Certificate	

Expenditure on and teacher participation in professional development:

Teacher participation in PD

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Discovering Aspergers 2014	5
ISQ Principals Briefing	6
Dimensions of Learning Training	12
Apply First Aid Course Qld Ambulance	9
Edutech	4
Teaching Strategies for Successful Education	4
Provide Cardiopulmonary Resuscitation	25
Provide First Aid/Refresher	22

Expenditure on PD

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
72	\$72,375	\$1005

The total funds expended on teacher professional development in 2014 was \$ 72375

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
110	195	544	97.5%

For permanent and temporary staff and school leaders the average staff attendance rate was 97.5% in 2014.

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
60	55	92%

From the end of 2013 92% of staff were retained for the entire 2014 school year

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

<i>Number of school days in program year</i>	<i>Total number of all students</i>	<i>Total number of all student absences</i>	<i>Average Attendance Rate %</i>
195	819	8100	94.93%

The average attendance rate for the whole school as a percentage in 2014 was 94.93%

Average student attendance rate for each year level:

<i>Number of school days in program year</i>	<i>Total number of students in a particular year level</i>	<i>Total number of student absences in a particular year level</i>	<i>Average Attendance Rate for a particular year level %</i>
195	Kindergarten – 39	318	95.8%
195	Preparatory – 51	680	93.2%
195	Year 1 – 50	432	95.6%
195	Year 2 – 49	508	94.7%
195	Year 3 – 56	594	94.6%
195	Year 4 – 55	554	94.8%
195	Year 5 – 56	655	94.0%
195	Year 6 – 55	676	95.6%
195	Year 7 – 47	537	94.1%
195	Year 8 – 75	693	95.3%
195	Year 9 – 71	899	93.5%
195	Year 10 – 66	598	95.4%
195	Year 11 – 84	531	96.8%
195	Year 12 – 65	625	95.1%

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2014</i>
Kindergarten	95.8%
Preparatory	93.2%
Year 1	95.6%
Year 2	94.7%
Year 3	94.6%
Year 4	94.8%
Year 5	94.0%
Year 6	95.6%
Year 7	94.1%
Year 8	95.3%
Year 9	93.5%
Year 10	95.4%
Year 11	96.8%
Year 12	95.1%

A description of how non-attendance is managed by the school:

Parents are contacted if a student appears on the daily absentee report as an unauthorised absence. Absences which do not have the approval of the parents or the School are dealt with through our behaviour management processes. Absences which manifest as school-refusal are rare but are managed pastorally through consultation with parents, students, teachers and health professionals.

NAPLAN results for Years 3, 5 and 7 and 9 in 2014

BENCHMARK DATA FOR YEAR

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	457	419	9.1%
Year 5 (2014)	501	501	0.0%
Year 7 (2014)	583	546	6.7%
Year 9 (2014)	611	580	5.3%

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	433	402	7.7%
Year 5 (2014)	479	468	2.4%
Year 7 (2014)	538	512	5.1%
Year 9 (2014)	570	550	3.6%

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	441	412	7.0%
Year 5 (2014)	494	498	-0.8%
Year 7 (2014)	577	545	5.9%
Year 9 (2014)	609	582	4.6%

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	476	426	11.7%
Year 5 (2014)	512	504	1.6%
Year 7 (2014)	591	544	8.6%
Year 9 (2014)	612	574	6.6%

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	445	402	10.7%
Year 5 (2014)	515	487	5.7%
Year 7 (2014)	597	546	9.3%
Year 9 (2014)	614	588	4.4%

Apparent retention rate:

	Year 10 Base	Year 12	Retention rate %
Number of Students	73	74	101%

Year 12 student enrolment as a percentage of the Year 10 cohort is 101%

Year 12 outcomes:

<i>Outcomes for our Year 12 cohort 2014</i>	
Number of students awarded a Senior Education Profile	65
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	62
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	7
Number of students awarded a Queensland Certificate of Education at the end of Year 12	65
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	79.2%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%