

Whitsunday Anglican School Annual Report 2018 (Based on 2017 data)

School Sector:

Independent - Anglican

School's Address:

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

Total Enrolments:

702

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:

49.85% male, 50.15% female, 0.85% 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 all students through developing thinking skills and 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 21 OP eligible subjects for a cohort of 62 students in Year 11 and 67 students 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 markers 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. Whitsunday Anglican School is proud to be a STEM School of Excellence (Science, Technology, Engineering and Maths), catering to the needs of our young men and women. Opportunities such as Optiminds, the McDonald's Mathematics Competition, the Model United Nations Forum, the Women in Science Forum and the National Titration Competition further enrich our students experience. Every year, students are encouraged to enter and do extraordinarily well in events such as the National Youth Science

Forum, ICT Young Explorers, Brainiacs, Australian Trust Mathematics Challenge, Australian Brain Bee, Sparq-ed Research Immersion Program, RACI Chemistry Quiz, STEM Boyne Island camp; Junior Physics Olympiad, Robocup Challenge, UQ/QAMT Problem Solving Competition, Australian Mathematics Competition (by Australian Maths Trust), Australian Statistics Competition (Australian Maths Trust) and the Education Perfect Maths Championships. In 2015, 2016 and 2017, Whitsunday Anglican School young adults have been awarded the Peter Doherty Award for Excellence in STEM - Outstanding Senior STEM Student Award.

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. Whitsunday Anglican School also hosts the Model United Nations Forum and supports the development of global education of its students. The School's Global Learning Program provides educational experiences through experiential learning to increase international and cultural understanding to promote a globally competent school community. Students in Years 10 and 11 have the opportunity to undertake a reciprocal exchange with a student at one of our Global Partner Schools. Senior students are also able to participate in Global Exploration activities such as a Service Learning Expedition to Vietnam or a physically challenging expedition to Tanzania .

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 (STEM, ICT, Graphics & Industrial Art) and Languages (French and Japanese), 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 ethos. 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, with a number of service clubs operated by the student body and engaged in activities to raise awareness of issues within the community. With the involvement of these clubs and a variety of charities, the student body participates in fund raising activities to support a variety of local, national and international causes. International expeditions to destinations such as Vietnam and Tanzania that have either an adventure or service focus, are offered to Year 11 & 12 students each year.

Beyond the classroom, Whitsunday Anglican School offers its students every opportunity to develop, learn new skills and give back to the community. One way in which students do this is through the School's Global Learning Program which encompasses global exchanges and expeditions. This unique program designed for a regional school has seen 319 members of the School community participate in the various global experiences on offer. These experiences have included serving communities in Vietnam and Laos, the personal challenge of climbing Mount Kilimanjaro in Tanzania, and developing independence and cultural understanding in a number of countries around the world. Additionally, partnerships have been established with seven partner schools throughout the world to provide collaborative opportunities for staff and students. These partnerships

have allowed for three visiting academics from the US and the UK to spend time at the school. In 2017 a group of 25 students, staff and parents travelled over to Laos and Vietnam. The group undertook three days of service in which they were sanding, painting, digging, repairing and renewing a small government school. Also in 2017, 12 students in total undertook a Global Exchange and the School had 15 visiting exchange students.

Social Climate:

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, with a focus on the development of leadership and resilience. 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. Parents are invited to participate in an annual feedback forum, and a number of visits to feeder areas to obtain feedback from boarding parents also occurs each year. All families, from Kindergarten to Year 12 are surveyed on various aspects of School performance at the end of each year. In 2017 we had a pleasing response rate of 50.6%. All Year 12 students participate in a Year 12 Leavers Exiting Survey, providing the School with direct feedback about holistic School satisfaction. The essence of the results obtained from these sources is very positive. The School has introduced The Related Appraisal System (RAS) to enhance and support staff with a view to improve student outcomes. RAS biennially engages and invites specific feedback from fellow staff members, students and their parents on the School's Key Review Areas of Student Achievement, Relationships, Communication, Initiatives and Reputation.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title:

Mrs Maria Mclvor –Principal

Email: mmcivor@was.qld.edu.au

Ms Connie Alexander – Registrar

Email: calexander@was.qld.edu.au

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

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

The school employs 74 teaching staff (61 Full time & 13 Part time). Within the teaching staff, 14 staff hold a post graduate qualification as their highest qualification and 65 have a Bachelor Degree as their highest qualification. The school employs 45 non-teaching staff (33 Full time & 12 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:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1
Masters	13
Bachelor Degree	65
Diploma	6

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Drama Queensland Conference	1
DRA Safety	75
Student Protection Office workshop	1
Developing an effective writing program	2
Hawker-Brownlow Teaching and Learning Conference	1
AIM Conference	1
Vid con	1
Anglican School Cyber Safety Champion Workshop	1
Australasian Brain-Based Education	1
Building Assessment Communities	4
ICPA National Conference	1
ALEA National Conference	1
Learning Analytics	2
Mindbrain Education Conference	1

Digital Technologies	5
EduTech	1
Ancient History Syllabus Implementation Workshop	2
Building stronger, more effective teams	2
Middle Years Schooling Conference	1
Write to Spell Conference	4
Literacy Learning in the early years	1
Preparing Curriculum Leaders for Change	2
Safeguarding our Students – online training	75
JCU STEM Workshop	2
Lab Con	1
Australian National History Conference	1
IPSHA Conference	1
Emergency Response and Rescue Training for Bushwalking	1
LitChat (Writing Forum)	3
Literacy-Building Language and Communication	2
ASA Conference (Emerging Leaders)	1
Mind Brain Education Workshop	1
Anglican Synod conference	1
Athletics coach accreditation	2
All Languages Event	1
Australian Boarding Schools' Association Conference	1
QCAA Workshop Leaders Conference	2
Primary Connections workshop	11
Write to Spell	4
QCAA Senior Syllabus Implementation Workshops (various subjects)	16
Supporting Literacy Learning in the early years	1
Beginner Teacher Workshop	1
QCAA Numeracy Numeracy: Building confidence in Number Prep-2	1
Senior Science PD	2
ISQ Support School and Curriculum Leaders	2
Generation Next Mental Health and well being	2
Zones of Regulation Workshop	1
Total number of teachers participating in at least one activity in the program year	75

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
73	\$59,505.54	\$815.14
The total funds expended on teacher professional development in 2017		\$59,505.54
The proportion of the teaching staff involved in professional development activities during 2017		100%

1. DRA Safety
2. Safeguarding Our Students – online training
3. QCAA Senior Syllabus Implementation Workshops

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

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
74	185	482	96.48%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.48% in 2017			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
56	52	92.9%
From the end of 2016 92.9 % of staff were retained for the entire 2017 school year		

Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2017 was 94.17%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Kindy	94.5
Prep Year	94.1
Year 1	94.7
Year 2	94.9
Year 3	93.8
Year 4	95.4
Year 5	95.0
Year 6	95.3
Year 7	95.1
Year 8	94.0
Year 9	93.4
Year 10	91.6
Year 11	93.5
Year 12	94.1

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 2017

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Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	489	431	13.46
Year 5 (2017)	574	506	13.43
Year 7 (2017)	585	545	7.34
Year 9 (2017)	599	581	3.10
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	439	414	6.04
Year 5 (2017)	520	473	9.94
Year 7 (2017)	551	513	7.41
Year 9 (2017)	557	552	0.91
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	438	416	5.29
Year 5 (2017)	558	501	11.38
Year 7 (2017)	589	550	7.09
Year 9 (2017)	607	581	4.48
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	501	439	14.12
Year 5 (2017)	581	499	16.43
Year 7 (2017)	593	542	9.41
Year 9 (2017)	584	574	1.74
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	486	409	18.83
Year 5 (2017)	546	494	10.53
Year 7 (2017)	602	554	8.66
Year 9 (2017)	615	592	3.89

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 95.71%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	67
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	60
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	9
Number of students awarded a Queensland Certificate of Education at the end of Year 12	62
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	91.6%
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	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

Background information: The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately 6 months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

School Response Rate to the Survey

Number of Year 12 students in 2017 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
67	58	86.6%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (degree)	43	74.1%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	6	10.3%
Working full-time	5	8.6%
Working part-time/casual	3	5.2%
Seeking work	1	1.7%
Not studying or in the labour force	nil	%
Total Year 12 students	67	

Chart showing main destinations of students.

Main Destination in 2018

