



2018 ANNUAL REPORT



**THE 2018 ANNUAL SUMMARY FOR
FREDERICK IRWIN ANGLICAN SCHOOL**

29 May 2019

OUR MISSION

To provide a high quality, inclusive, caring Christian education which encourages students to fulfil their potential.

OUR CORE VALUES

- Respect
- Responsibility
- Honesty
- Compassion
- Courage

SCHOOL PERFORMANCE INFORMATION 2018

Frederick Irwin Anglican School is a co-educational, Kindergarten to Year 12, day school, serving the Rockingham, Peel, Pinjarra, Murray and Waroona districts.

In 2018, the School had 1560 students across 2 campuses. As a school of the Anglican Schools Commission (Inc), we are proud of our Anglican tradition, broad based curriculum and holistic approach to education, all of which support our Mission Statement: To provide a quality, inclusive, Christian education which encourages students to fulfil their potential.

While academic achievement is promoted and valued, outstanding effort is also celebrated. Our students are encouraged to be creative thinkers and inquiring learners, and the curriculum and co-curricular programmes are designed to assist them to build resilience, develop confidence in their own abilities and strive to achieve their personal best.

Our Core Values of Respect, Responsibility, Honesty, Compassion and Courage inform our educational philosophy and practice; while our pastoral system underpins all that we do and seeks to provide a caring and supportive environment.

Our community is inclusive and diverse, and our students are nurtured to show their care and compassion for others within the community and beyond.

Our Strategic Plan recognises the imperative of having an effective blueprint for further success which will position our students well as we advance further into the 21st century and an increasingly globalised world. It is for this future that we seek, through careful planning and the introduction of well-chosen initiatives, to prepare our students with the knowledge and skills they will need.

Our approach continues to be holistic as we focus on the development of the 'whole child'. While excellence in our 'core business' of teaching and learning will continue to be pursued as one of the elements that is highly valued, we also continue to strive to attain distinction through our pastoral care, co-curricular, faith-based and service learning programmes, all of which contribute towards inspiring our young people to achieve their personal best in all areas, as well as to be considerate, compassionate, well-rounded members of society. Our Strategic Plan (2017 – 2020) is available on the School's website: www.frederickirwin.wa.edu.au





STAFF

STAFF COMPOSITION

The workforce composition for 2018 was as follows:

Teaching	Primary	41.4 FTE	(5.4 Male; 36 Female)
	Secondary	74.1 FTE	(29.5 Male; 44.6 Female)
Non-teaching	Whole School	53.4 FTE	(8 Male; 45.4 Female)
Total Staff		190 (168.9 FTE)	

STAFF ATTENDANCE

Average Staff Daily Attendance:	Teaching staff	96.6%
	Non-teaching staff	96.5%

TEACHING STAFF RETENTION (2017/18) 89.2%

EXPENDITURE ON STAFF PROFESSIONAL DEVELOPMENT: \$77,878 (not including relief)

STAFF QUALIFICATIONS are published annually in the School Magazine and available in School Administration and Primary Reception.

STUDENTS

STUDENT ATTENDANCE

Average Daily Attendance (%)

Pre Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94.1 ↓	93.3 ↓	94.6 ↓	95.1 ↑	95.1 ↑	95 ↓	96.1 ↑	93.9 ↓	94.5 ↓	93.8 -	93.1 ↓	94.2 ↑	94.2 ↑

Average Daily Attendance:	Primary	95.0%
	Secondary	94.0%

↓ Indicates less than 2017
↑ Indicates more than 2017

STUDENT ABSENCES

If a student is absent, parents are required to notify the School by 9am on the day that their child is absent. A dedicated telephone line with voicemail, and an email address, are available.

If a student is absent and no telephone call or email has been received by 9am, parents of students who are marked as 'unexplained absences' will be contacted via telephone or sms, by Administration staff, requesting an explanation for the their child's absence.

STUDENT RETENTION

Student retention rate from 2017 (Year 7 - 11) to 2018 (Year 8 – 12) 92.3%

The percentage of Year 9 students starting in 2015 and completing Year 12 in 2018 87.5%

RESULTS 2018 (139 students)

Graduation 136 students – 97.8%

Highest performing courses (based on % of students who achieved WACE course score of 75 or more) in WACE course:

- Health Studies
- Computer Science

Tertiary Ranking

Australian Tertiary Admission Rank (ATAR) >90

> 98	3 students
96 – 98	4 students
94 - 96	6 students
92 – 94	3 students
90 – 92	7 students

Median ATAR 80.40

- 2017 – 80.00
- 2016 – 76.30
- 2015 – 73.55

Course Enrolment

- Students who completed 4 or more ATAR courses – 108 students (78%)
- Of the 108 students who received an ATAR:
 - Students with an ATAR of 70+ - 80 students (74%)
 - Students with an ATAR between 60 and 70 – 15 students (14%)
 - Students with an ATAR less than 60 – 13 students (12%)
- Students enrolled in fewer than 4 ATAR courses and who completed a VET Certificate II or higher – 31 (22% of total cohort)

General and ATAR Course Completion

- General course units completed – 284 (16.96%)
- ATAR course units completed – 1008 (60.18%)
- VET (unit equivalents) completed – 378 (22.57%)
- Endorsed programs completed – 5 (0.29%)

ATAR Summary

ATAR	Female	Male	Total
95 – 99.55	4	6	10
90 – 94.95	7	6	13
85 – 89.95	10	4	14
80 – 84.95	12	6	18
75 – 79.95	8	4	12
70 – 74.95	9	4	13
65 – 69.95	8	4	12
60 – 64.95	2	1	3
55 – 59.95	2	3	5
50 – 54.95	1	0	1
50 and below	5	2	7
Total ATAR	68	40	108



2019 UNIVERSITY APPLICATION STATISTICS

Number of students with an ATAR who applied: 103

Median ATAR of the students who applied: 80.55

	Curtin	ECU	Murdoch	UWA	Total
Number of students with a 1st preference (includes students without an ATAR)	52	7	25	28	112
Number of students offered 1st preference	43	4	20	18	85
Number of students offered any of their preferences	52	8	28	21	109
Number of students who have enrolled	39	4	19	19	81
Number of students who have deferred	3	2	1	1	7

NAPLAN: Comparison of School Averages to State and Similar Schools' Averages for 2018

	Year 3			Year 5			Year 7			Year 9		
	School	State	Similar	School	State	Similar	School	State	Similar	School	State	Similar
Reading	435	423	424	528	502	513	564	537	561	622	589	609
Writing	413	400	410	473	460	472	531	505	524	595	551	573
Spelling	397	411	410	506	500	497	559	545	559	611	586	587
Grammar	424	424	423	517	500	490	570	542	565	620	582	590
Numeracy	403	403	416	501	490	489	575	549	567	646	602	622

NAPLAN: Achievement 'At or Above' National Minimum Standard (%)

Year 3	Reading			Writing			Numeracy		
	At	Above	Below	At	Above	Below	At	Above	Below
2018	8	87	5	5	94	1	11	89	0
2017	6	89	5	3	97	0	8	92	0
2016	5	90	5	5	95	0	19	78	3

Year 5	Reading			Writing			Numeracy		
	At	Above	Below	At	Above	Below	At	Above	Below
2018	7	89	4	8	84	8	8	92	0
2017	7	88	5	7	91	2	5	94	1
2016	12	83	5	10	87	3	13	86	1

Year 7	Reading			Writing			Numeracy		
	At	Above	Below	At	Above	Below	At	Above	Below
2017	3	97	0	3	96	1	4	96	0
2016	5	94	1	12	86	2	4	96	0
2015	1	98	1	14	85	1	4	96	0

Year 9	Reading			Writing			Numeracy		
	At	Above	Below	At	Above	Below	At	Above	Below
2018	5	94	1	9	86	5	0	100	0
2017	4	96	0	3	95	2	1	99	0
2016	6	94	0	7	91	2	2	97	1
2015	5	95	0	8	87	5	1	99	0



SATISFACTION LEVELS

Parent Surveys

Parents of students in Years 2, 6 and 12 were invited to respond to an online survey at the end of the year. These are the exit points from Early Learning, Upper Primary and Senior Secondary. The return rate was higher than the previous year. (29%, 83% and 31% respectively).

The broad common areas surveyed were: Educational Programmes and Related Matters, Levels of Care and Support for Students, Communication, Discipline and Uniform. The table below reflects the outcomes of the survey.

Question	Year 2	Year 6	Year 12
Curriculum/Subjects Available	1.6	1.9	2.0
Standards of Teaching	1.7	2.2	2.3
Use/Integration of Technology	1.6	2.1	1.9
Amount and Type of Homework	1.7	2.5	2.0
Resources Available	1.6	1.6	1.8
Teacher – Parent Interactions	1.9	2.2	2.4
Reporting	1.8	2.3	2.0
Level of Care and Support Provided	1.8	2.0	2.0
Service from Office Staff	1.6	1.6	1.7
Information in Schools Newsletters	1.7	1.9	1.8
Discipline Standards	2.2	2.0	1.9
Uniform Standards	1.3	2.0	1.8

Interpretation of Results

1.00 - 1.99	An excellent outcome, indicating that the School is operating well in these areas.
2.00 - 2.99	A fair to good rating, but indicates room for improvement.
3.00 - 3.99	A poor result, indicating dissatisfaction and the need for immediate corrective action.
4.00 - 5.00	Cause for significant concern, in-depth investigation and corrective action.

Student Surveys

Students in Years 7 and 12 completed surveys.

Year 7 students completed a survey based on how they feel about and manage at school.

QUESTION		QUESTION	
I feel safe at school	1.6	I manage my homework well	2.2
I feel okay to take concerns about bullying to the right person	2.0	I cope well with lunch time	1.4
I can get help if I am worried	2.1	I am able to organise my locker	2.1

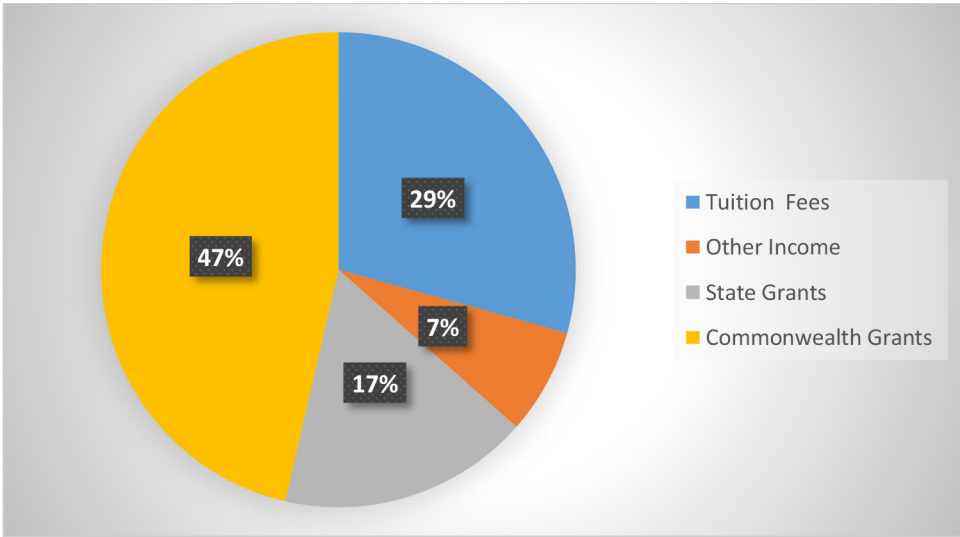
Year 7 student "Being at Frederick Irwin is amazing, I have so many friends here and find learning fun and exciting."

"The best thing about being in secondary school would be having responsibility to look after yourself. And being able to have fun while learning."

The Year 12 responses relevant to school performance are summarised below. Shows a shift to the positive weighted average.

QUESTION		QUESTION	
Curriculum/Subjects Available	2.6	Range of Extra Curricular Activities	2.7
Standard of Teaching	2.3	Level of Care and Support Provided	2.8
Assistance with Study	2.4	Personal Development and Leadership Opportunities	2.5
Resources Available	2.2	Discipline Standards	2.6
Preparation for Transition from School	3.0		

INCOME BROKEN DOWN BY FUNDING SOURCE



FINAL COMMENTS

The academic performance of Frederick Irwin Anglican School students across the year levels was a highlight for 2018 with good final results for our Year 12 students, for both the ATAR and General (VET) pathways; while our NAPLAN results in Years 3, 5, 7 & 9 were very pleasing with a very high percentage of our students above the benchmark score for their year level.

The Walker Learning Approach in the Primary School has received accolades with the School still being the only WA school to be recognised as a Lighthouse school by Early Life Foundations. The pedagogy stretches across the Primary from Kindergarten to Year 6. In the Secondary School, a considerable amount of work is being done to analyse and refine our educational practice, particularly in the lower years, in order to meet our students' learning needs more effectively.

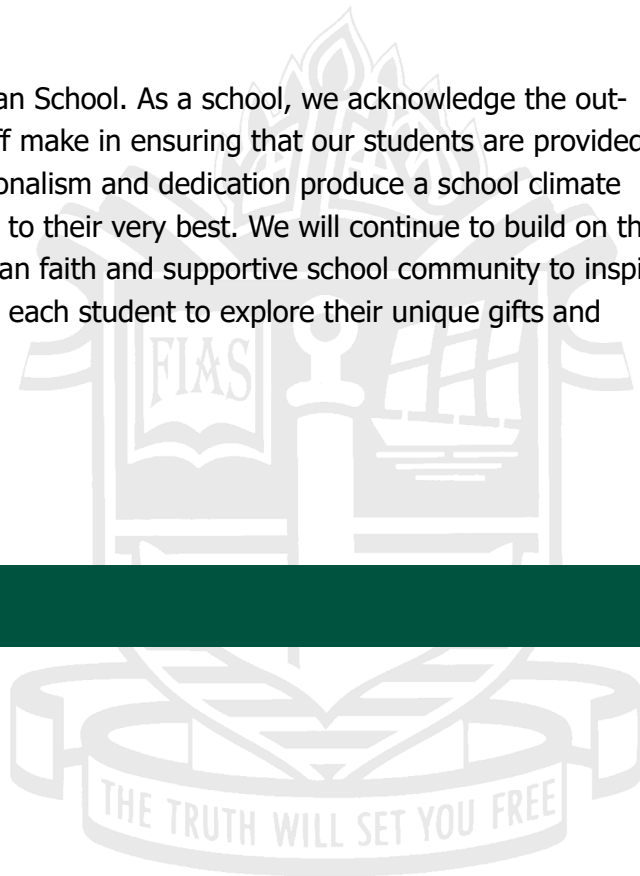
Our students have continued to involve themselves in a large number of co-curricular activities throughout 2018. Frederick Irwin Anglican School participates in the local sporting community with teams represented in cricket, AFL, soccer, netball, basketball and hockey. The school is very grateful for the support from parents and other community members for coaching and managing these sporting teams throughout the year. We have also had numerous students and staff represent Western Australia and Australia in National and International sporting competitions throughout the year.

Other co-curricular highlights for the school year included:

- Our biennial Performing Arts Nights showcasing the Music and Drama programs
- Our Walk-about pilgrimage to Cambodia in January 2018
- Annual school Snow Ski Trip
- A number of successful pastoral, Performing Arts and Outdoor Education camping experiences
- Our biennial Japanese Exchange trip to Japan

2018 was a very positive year for Frederick Irwin Anglican School. As a school, we acknowledge the outstanding contribution that our teaching and support staff make in ensuring that our students are provided with the very best learning opportunities. Their professionalism and dedication produce a school climate where each student feels safe and supported to achieve to their very best. We will continue to build on the strengths of our engaging learning environment, Anglican faith and supportive school community to inspire new levels of creativity and innovation which will enable each student to explore their unique gifts and talents and be the best they can.

Andrew Pennycott
Acting Principal





**THE ACADEMIC PERFORMANCE
OF FREDERICK IRWIN ANGLICAN
SCHOOL STUDENTS ACROSS THE
YEAR LEVELS WAS A HIGHLIGHT
FOR 2018.**

Our NAPLAN results in Years 3, 5, 7 and 9 were very pleasing with a very high percentage of our students above the benchmark score for their year level.



School Office: 36 - 66 Gordon Road, Mandurah

www.frederickirwin.wa.edu.au