



# Bundaberg Christian College

Education with Wisdom

## 2008 ANNUAL REPORT

Bundaberg Christian College commenced operations in 1996 with an enrolment of 50 students in response to a call from the Christian churches of Bundaberg to establish a school facility to cater for the Christian families of the Bundaberg and Coral Coast districts.

Over the past five years there has been a 60% growth in student numbers at the College. This has accelerated the building plans for the College.

Bundaberg Christian College staff seek to provide excellence in education and to inspire Christian character, empowering students to develop their potential and fulfil their destiny. We are building futures and shaping lives. We believe our Mission is to provide a Christ-centred and Bible-based education within a caring environment equipping students to make a positive impact on the world around them.

Bundaberg Christian College is a dynamic and productive learning community of 569 students, built on strong academic and Biblical foundations and supported with an effective Pastoral Care program. This balance offers an ideal environment for each of its students to develop their God-given potential academically, spiritually, socially, culturally and physically.

At Bundaberg Christian College, the staff endeavour to provide the foundations of success for every student. The high academic standards and character of the students are reflected in their successful entry into tertiary and further education, and employment.

Approximately two-thirds of the families associated with the Bundaberg Christian College identify with local Christian Churches. The remaining third are sympathetic to the Christian ethos of the College.

The College uses the Queensland Study Authority Syllabus documents to develop distinctive primary and secondary work programs. The staff are well trained and regularly attend Professional Development & Training opportunities.

Technology is used extensively throughout the College and students work through an Information Skills Continuum from Prep to Year 12.

The College is a part of a number of Special Funding Projects including Effective Behaviour and Planning for All Learners (PAL). The College is also a Trial School for the Senior Physics, Music Extension and Science 21 Syllabi. Support was also received from ISQ to assist with the development of our Languages programs.

**School sector:** Independent

**School's address:** 234 Ashfield Road Bundaberg Q 4670

**Total enrolments:** 569 students (279 secondary & 290 primary)

**Year levels offered:** Prep to Year 12

**Co-educational or single sex:** Co-educational

**SES Index Rating:** 89

**Student Mobility:** Minimal

### **DISTINCTIVE CURRICULUM OFFERINGS:**

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Distinctive curriculum offerings include:

Marine Studies for Junior Secondary & Senior Secondary

Agricultural Studies for students in Years 8 -12

Music Extension for Senior Secondary

Information Technology Streams

2008 saw the second year of offering a wider range of opportunities of Senior subject choices because of the inclusion of six authority registered subjects alongside our diverse range of authority subjects. This gave more students the opportunity to select a pathway suited to their personal goals and abilities (e.g. students were able to select 'Recreation', whereas previously were only offered the more academically demanding subject of Physical Education).

Given that one of the goals of BCC is to help students attain their full potential, it was especially pleasing that the top five students achieved the highest group of OP scores attained at BCC (scores of 1-5). This reflects that the teaching staff are responding well to their Professional Development (especially QSA requirements) and meeting the academic needs of individual students.

**EXTRA-CURRICULAR ACTIVITIES:**

Hoof & Hook Agricultural Program  
Thursday afternoon Co-Curricular Programs  
Green & Healthy Schools Competition – Eco Kids  
Opti Minds  
Chess Club  
Photography Club  
Active After School Program

In addition to the many sports that students participated in, the following cultural activities were offered to our students:

Year 4 Strings	Junior Concert Band
Primary String Ensemble	Senior Concert Band
Year 5 Brass	Jazz Band
Year 5 Woodwind	Primary Choir
Primary Brass Ensemble	Voiceworx (Senior Choir)

At all times a philosophy of participation is encouraged.

**ROLE OF THE ANNUAL REPORT:**

This year's Annual Report relates to the 2008 school year and informs the development of the 2009-2010 Annual Operational Plan. It highlights strengths and identifies areas for development and improvement during 2009 and beyond. In 2009 we will develop the next phase of our Strategic Planning (2010-2012).

School Annual Reports are formal reports required for school and systemic accountability and improvement purposes. The report provides valuable information for the College community on the achievement of the school's declared priorities for that year.

The School Annual Report is a public document. It provides outcomes information on the achievement of goals. It is signed off by the School Principal and the Chairman of the Bundaberg Christian College Board. Copies of the report will be provided to the Parent and Friends' Association and will be posted on the College website.

This report is presented with a feeling of optimism and pride.

I would like to encourage all families to spread the good news about the Bundaberg Christian College and to share their positive experiences with others. I trust that staff, students and parents are filled with a sense of pride at what we have achieved and personally dedicated to building upon our combined successes in 2008.

Without a doubt, one of the defining features of our school is the students' attitude to it.

Finding an environment where children are happy and safe and challenged academically, culturally and spiritually is a significant challenge, one that we work hard to achieve.

What we have achieved is tremendous, but not unexpected considering the commitment of staff and the cooperative partnership that exists between home and school.

The Annual Report was produced in consultation with the College Board and College Executive.

## **COLLEGE CULTURE:**

One of the defining features of BCC is its commitment to a Biblical model of community and family. To support this, the staff, parents and students have continued to unpack the distinctive values which now underpin and define our College Culture, whilst also fostering an atmosphere of high standards and expectations.

**R** ESPECT  
**I** NTEGRITY  
**S** ERVANTHOOD  
**E** XCELLENCE

Our aim at BCC is to help students set the foundations for success beyond school. We believe these are best set in a small Christian school that affords students the individual attention they deserve.

## **STAFF DEVELOPMENT:**

All members of staff have established strong support networks, both within and external to the school. Regular staff meetings facilitate the communication process. All staff members are encouraged to input on important school issues through the relevant committee structure. Both staff and parents are represented on these committees. The Curriculum Committee has been especially active through 2008. The Deputy Head of Secondary (Curriculum) has driven the scope and sequence of this committee.

New QSA Syllabus Projects

Values Education

Catering for the student with Special Needs

Healthy Food Choices – for the Tuckshop and College events

Curriculum Committee

Library Advisory Committee

Music Support Group

Uniform Committee

Hoof & Hook Parent Committee

*Scaffolding for Excellence* Parent Network Committee

## **PASTORAL CARE:**

The College has strengthened the role & responsibilities of the Head of Primary and Head of Secondary, while also adding the roles of Deputy Head of Primary and Deputy Head of Secondary to assist with Curriculum Development and Behaviour management.

*Other initiatives include:*

Increasing the support provided by the College Chaplain to full time.

Increasing the Teacher Aide support provided to students with Special Needs, particularly in Secondary classes

Appointing Staff & Student Contact Officers as identified in the Student Protection Policy.

Reviewing the Behaviour Management Plan, which will continue in 2009.

Encouraging “buddy classes” across the College while also developing mentoring roles.

Mentoring with College leaders.

Strengthening SRC opportunities (including Class Captains representation of their classes).

Our Pastoral Care program aims support our students so that they are able to reach their God-given potential within their academic and extra-curricular endeavours.

In the primary department, classroom teachers help mentor personal values, leadership qualities and assertive behaviours that will help students in their daily life.

In the secondary department form teachers play a vital role. They know their students well, communicate with parents when required and take an active role in the behaviour management program (together with the respective Year Level Coordinators).

**PARENTAL INVOLVEMENT AND SATISFACTION:**

At BCC we believe parents play the primary role in the education of their children. We encourage the active involvement of parents in both the education of their children and the life of the College.

The P&F Association ran throughout the year. Membership was open to all community members over the age of 18 years. The Executive consisted of the President, Theresa Pascoe, Secretary, Jo-Anne Harper, Treasurer, Liz Lawrance and the Principal, as an ex-officio member. There were three official P&F committees – Uniform, Sew What’s Crafty & Tuckshop. The P&F Association is very active and supportive, and is consulted and involved in the direction of the school through collaborative decision making processes. All members of the P & F are encouraged to input on important school issues through the relevant committee structure.

A Parent Think Tank was held in July to provide an opportunity for P&F members to have input into our Parent Opinion Survey.

The role & responsibilities of Primary Parent Convener was strengthened.

Two parents maintained their participation on the College Board of Directors.

Parents continued their involvement in Fundraising activities (e.g. Sew What’s Crafty Expo) and on other Committees (e.g. Uniform Committee).

Parents continued to support student learning as trained volunteers in the following areas:

- Reading Groups (Support-a-Reader)
- Writing Groups (Support-a-Writer)
- Maths (Support-a-Maths)
- Perceptual Motor Program

Parents continued to support student learning in out-of-classroom activities in the following areas:

- Camps & Excursions
- Agricultural Shows (e.g. Hoof & Hook students)
- *Scaffolding for Excellence* opportunities

### **REPORTING & COMMUNICATION:**

A comprehensive school newsletter is compiled weekly. This is circulated to all school community members as well as local business people who sponsor the newsletter, sister Christian schools and the local newspaper.

Regular items submitted to the newspaper keep the school in the public eye.

Written Reports of student progress occurs three times per year. Opportunities for Parent /Teacher interviews follow the release of these reports.

The school promotes an open door policy where parents are encouraged to discuss their child's progress with the class teacher as the need arises. Teachers and Parents are also encouraged to use the Student Organiser as a communication tool.

Formal assemblies are held on a weekly basis to which parents are invited.

### **STAFFING:**

Principal	Physical Education	System Administrator
Head of Primary	Teacher	IT Technician
Head of Secondary		
Deputy Head of Primary	Learning Support	6 Administration
Deputy Head of Secondary	Music Coordinator	Assistants (1 Office
Special Projects &		Trainee)
Accreditation Officer	7 Instrumental Music	
Business Manager	Teachers	9 Teacher Aides
37 Classroom Teachers	LOTE Teacher	Groundsman
Teacher Librarian	Library Assistant	
	(Trainee)	

Of the teaching staff 45% have more than 12 years teaching experience and 25% have less than 3 years teaching experience. The school has a core of 9 teachers who have been at the College for more than five years.

**QUALIFICATIONS OF TEACHING STAFF:**

All Teaching Staff have as a minimum qualification – Diploma or Bachelor of Teaching with other supporting qualifications for their specialist areas.

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate	3%
Masters	14%
Bachelor Degree	86%
Diploma	51%
Certificate	11%

**PROFESSIONAL DEVELOPMENT:**

All members of the Teaching Staff participated in Professional Development and Learning throughout 2008. The total funds expended was \$ 41,578. The average expenditure on Professional Development per teacher was \$1112.73. The major initiatives were Curriculum Planning, Documentation, Assessment and Reporting.

**STAFF ATTENDANCE:**

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
37	195	237	188.5

**TEACHING STAFF RETAINED FROM 2007:**

Number of permanent (incl. Part time) teaching staff at end of program year	Number of these staff retained in the following year	% retention rate
40	36	90%

**THE USE OF COMPUTERS**

BCC has a sophisticated integrated network system. Our student to computer ratio is approximately 3:1 and is deployed through the provision of three fully equipped computer laboratories, two mini laboratories and multiple stand-alone computers in all classrooms (both primary and secondary). These facilities allow for both formal and informal curriculum teaching and incorporate such subjects as KIP (Keyboarding Information Processing), ICT (Information Communication Technologies) and IPT (Information Processing and Technology).

Throughout 2008 we introduced additional Interactive Whiteboards into both primary and secondary classrooms and the Library.

## VALUE ADDED

Throughout 2008, BCC sought to improve current resources to add value to our students learning and teaching environment. Our Building program has continued to flourish and provides students with quality classrooms. Our curriculum also underwent considerable renewal through inservice activities for staff in the areas of Literacy Across the Curriculum and PAL. Technology resources were upgraded to reflect these curriculum changes. The Library also purchased numerous resources to support this curriculum renewal.

Better QCS preparation, together with better awareness from staff have led to our highest academic outcomes in the history of the College with 30% of our students achieving an OP Score between 1-9 and 16% of our students achieving an OP Score between 1-5, including our first OP 1.

2008 has seen an increase in the number of student traineeships and others accessing the local TAFE College and other RTO's.

The expression of faith by students has also been a significant blessing throughout 2008.

2008 also saw the establishment of the initiative called *Scaffolding for Excellence*. The Program initially aimed at supporting boys in Year 9, but quickly provided an enhanced avenue of learning for all students, particularly in Secondary. 2009 will see further expansion of this Gifted and Talented program.

## PROGRESS TOWARD SET GOALS FOR 2008

During 2008 the Towards 2010 Strategic Plan for BCC was further unpacked and achieved. The following areas were identified as focus areas

### Academic Potential

### Personal Development

### College Community Relationships and Physical Development

### Staff and Parents

From these areas, the following strategic intents were adopted with specific goals.

#### Curriculum

#### Pastoral Care

#### Staff

#### Marketing

#### Physical Facilities

#### Finances

#### College Community

#### Policy and Procedures

During 2008 many of these goals were achieved – our Building Program has provided the physical resources to cope with continued growth in our enrolments and College community. Further to this, the proposed Building Program has been reviewed and moved forward to accommodate further projected growth.

Our Curriculum has undergone considerable review in the light of recommendations received during our Accreditation process. The quality of the curriculum offered to our students during 2008 was also greatly enhanced by teacher expertise and the purchasing of appropriate resources. This enhancement was achieved across all subject and year levels.

Pastoral care of our students also underwent considerable review with changes being made in Behaviour Management approaches used by all staff as a result of the work generated by two grants received from Independent Schools of Queensland. This will continue throughout 2009.

Both of these areas (Curriculum and Pastoral Care) were also enhanced by the PAL Project funded through an Independent Schools of Queensland grant.

Processes for determining Policy and Procedures were also established. This has improved the overall functioning of the College and its operations.

## **KEY STUDENT OUTCOMES:**

### **1. Student Attendance**

The average student attendance rate was 92% with a total of 8526 absent days across the entire year.

### **2. Year 3, 5, 7, and 9 Benchmark Data**

See below

When comparing results from the 2007 and 2008 Year 3, 5, 7 and 9 Tests it is important to note that there were changes to the national testing program and the related marking system. Consequently, raw data does not reflect the true comparative performance of our students between years. In reality, substantial gains have been made between class cohorts in Year 7 Spelling and Year 3 and Year 5 Writing. The results do indicate that focused attention will need to be placed on Year 9 Writing and Year 5 Spelling. The results confirm our decision to plan additional learning support in those areas.

## Literacy & Numeracy Results – National Testing 2008

<b>READING</b>			
Year	Average Score (School)	Average Score (State)	% above National minimum standard
Year 3	376	372	78.1
Year 5	486	467	75.6
Year 7	549	529	93.3
Year 9	579	569	82.0

<b>WRITING</b>			
Year	Average Score (School)	Average Score (State)	% above National minimum standard
Year 3	415	391	97.0
Year 5	476	468	78.1
Year 7	549	521	86.3
Year 9	563	553	61.8

<b>SPELLING</b>			
Year	Average Score (School)	Average Score (State)	% above National minimum standard
Year 3	372	366	69.7
Year 5	451	461	61.1
Year 7	545	527	93.0
Year 9	570	568	74.6

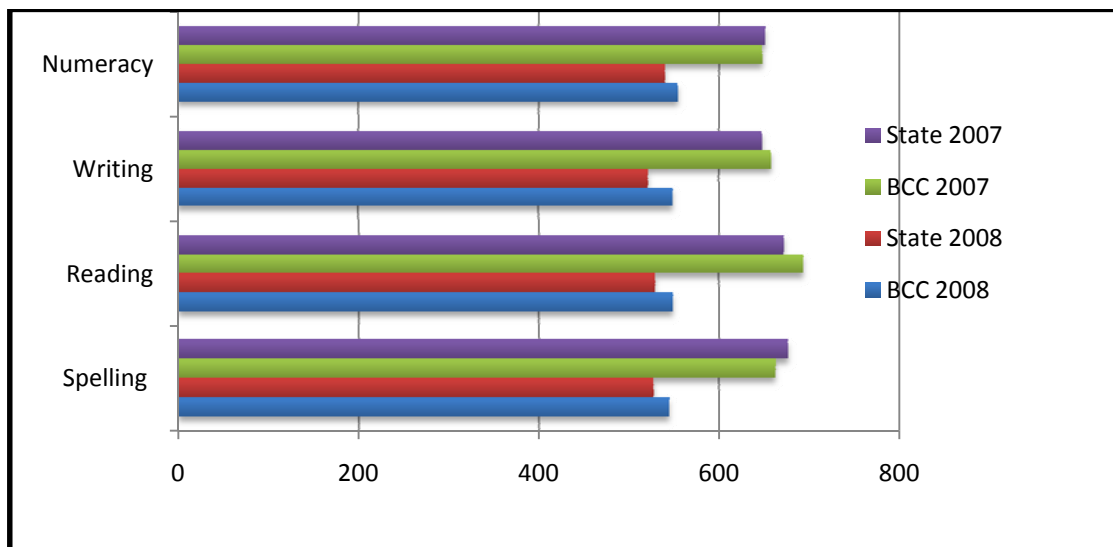
<b>GRAMMAR AND PUNCTUATION</b>			
Year	Average Score (School)	Average Score (State)	% above National minimum standard
Year 3	367	370	75.7
Year 5	468	477	70.8
Year 7	546	519	81.4
Year 9	565	566	66.6

<b>NUMERACY</b>			
Year	Average Score (School)	Average Score (State)	% above National minimum standard
Year 3	371	368	84.5
Year 5	469	457	77.5
Year 7	554	540	81.8
Year 9	574	573	72.9

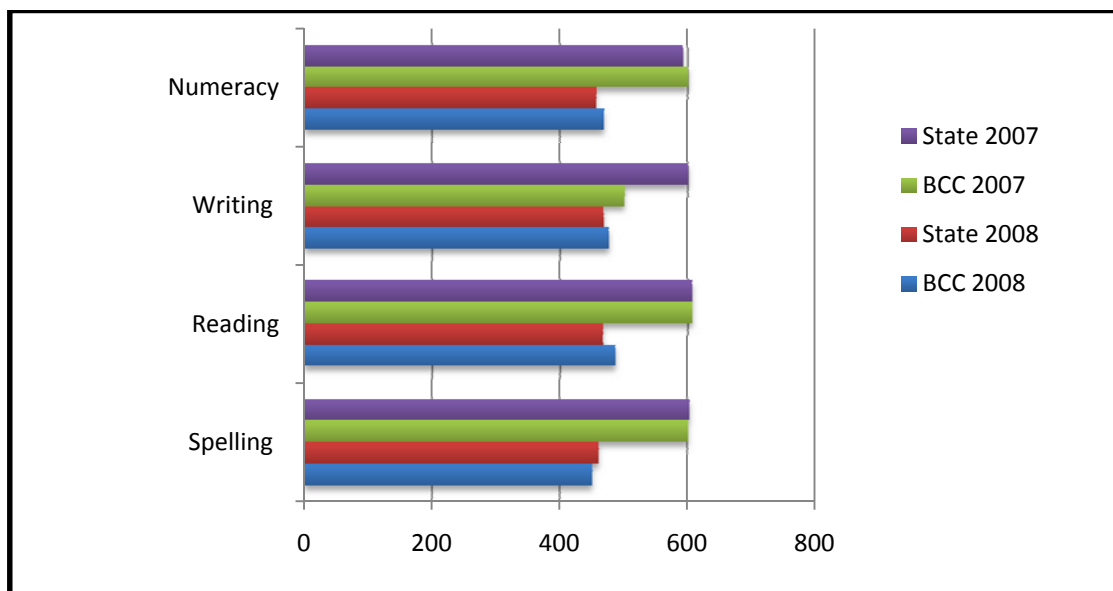
## Comparison of 2007 and 2008 Results Statewide Literacy and Numeracy

The following graphs indicate the school's performance against the State benchmark in relation to the **Year 3**, **Year 5** and **Year 7** Tests in 2007 and 2008.

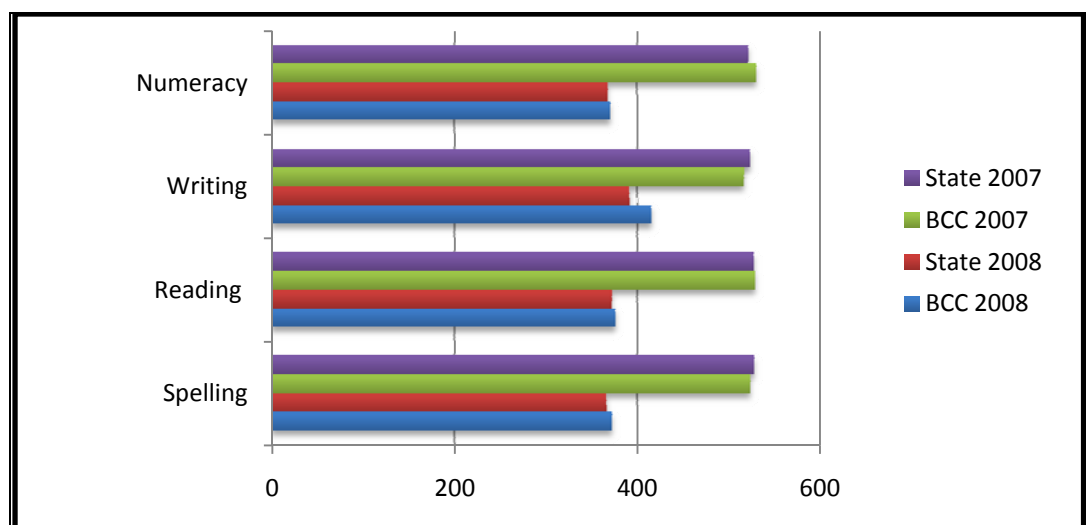
### Year 7



### Year 5



### Year 3



#### 4. Senior Secondary Outcomes – Year 12 cohort

	Number of students or percentage achieving criteria
Students completing or continuing a school based apprenticeship or traineeship (SAT)	2
Students completing one or more VET competencies	2
Students with OP 1-15	63%
QTAC applicants receiving an offer	100%
Students awarded a Senior Statement	38
Students awarded a Queensland Certificate of Individual Achievement	0
Students receiving an OP score	32
Students awarded a Certificate of Education at the end of Year 12	27
Students awarded a International Baccalaureate Diploma	0
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: a QCE, and IBD or a VET Qualification	76%

Year 12 – 38 students

Number of students who were OP eligible – 32

Number of students who were OP ineligible – 6 were completing Traineeships or completed VET studies

## 5. Retention Rates Year 10 to Year 12

Year	Year 10 enrolments	Year	Year 12 Enrolments	Year 8-12 Apparent Retention Rate
<b>2004</b>	34	<b>2006</b>	26	77%
<b>2005</b>	47	<b>2007</b>	31	66%
<b>2006</b>	53	<b>2008</b>	38	72%

## 6. Post School Destinations

### Year 12 Cohort Destination Results

#### Next Steps Survey Results –

These results come from a survey “commissioned by the Queensland Government’s Department of Education, Training and the Arts (DETA) as part of the School’s Reporting Initiative and support the State Government’s Education and Training Reforms for the Future (ETRF), which aims to have every young person earning or learning. The survey targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education (CPCSE) in 2008, whether they attended a Government, Catholic or Independent school or a TAFE secondary college. (Qld Govt – Department of Education, Training and the Arts – next step 2008)

**(Insert Next Step Destination Data when released)**

## 7. Year 2 Diagnostic Net

Although not completed for 2 years, the Year 2 Diagnostic Net was used to assess the progress of our Year 2 students. Our newly developed outcome-based curriculum is also used to detect areas of concern in student learning for students across primary. The College employs two learning support teachers to cater for students with individual learning needs.

<b>Results in the Year 2 Diagnostic Net</b>	
	Percentage of students <b>not</b> requiring additional support
Reading	93.3%
Writing	93.3%
Number	100%