



# Bundaberg Christian College

Education with Wisdom

## 2009 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 significant 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 attends Professional Development & Training opportunities.

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

**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

#### **ROLE OF THE ANNUAL REPORT:**

This year's Annual Report relates to the 2009 school year and informs the development of the 2010 Operational Plan. It highlights strengths and identifies areas for development and improvement.

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 throughout 2009. 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.

**Mr. Mark Bensley**  
**Principal**

## **DISTINCTIVE CURRICULUM OFFERINGS:**

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. Our student population is a fairly even mix of boys and girls, including a small number of Aboriginal and Islander students.

At Bundaberg Christian College, staff endeavours 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.

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

2009 saw the third 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).

Further to the Curriculum Trial Pilots in Senior Physics, Music Extension and Science 21, 2009 saw the full implementation of these syllabi at the College. Support was also received from ISQ to assist with the development of our Language program.

During 2009, the College was part of a number of Special Funding Projects including Planning for All Learners (PAL) and Sustainable Interventions – a literacy strategy for Years 5 and 6. This is a two year project to be continued in 2010.

Given that one of the goals of BCC is to help students attain their full potential, it was especially pleasing the number of students who achieved an OP score of 1- 15 and also were awarded their Certificate of Education. Further to this, we were pleased that 20% of our OP eligible students scored an OP in the range 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
- Chess and Photography Clubs
- 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 Program  
Primary Strings Ensemble  
Year 5 Brass

Junior Concert Band  
Senior Concert Band  
Jazz Band

Primary Brass Ensemble  
Voiceworx (Senior Choir)

Primary Choir

### **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. Further to this, in 2009 students were encouraged to impart this culture to their wider community, taking active service roles in their Churches and community organisations, including sporting teams and other cultural activities.

## **PASTORAL CARE:**

The College has strengthened the role & responsibilities of both the Heads of Primary and Secondary and Deputy Heads of Primary and Secondary to assist with Curriculum Development and Behaviour Management.

### *Other initiatives included:*

- Increased support provided by the College Chaplain.
- Increased Teacher Aide support provided to students with Special Needs, particularly in Secondary classes
- Provided training for our Staff & Student Contact Officers as identified in the Student Protection Policy.
- Implemented strategies from the review of the Behaviour Management Plan, which occurred in 2008, improving home/school communication about student's behaviour at the College and the impact behaviour has on a student's academic performance and progress
- Encouraged "buddy classes" across the College while also developing mentoring roles.
- Mentoring with College leaders.
- Strengthened SRC opportunities (including Class Captains representation of their classes).
- Implemented a school-based resilience-building program for Year 8 students.

Our Pastoral Care program aims to 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.

Other initiatives included:

- 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 Convenor 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:

- Literacy Support (Support-a-Reader and Support-a-Writer)
- Numeracy Support (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)
- Gifted & Talented opportunities (e.g. Scaffolding for Excellence)

## **REPORTING & COMMUNICATION:**

A comprehensive school newsletter was compiled weekly. This was 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 for the whole school were held once a term to which parents were invited. Primary and Secondary Assemblies were held on a weekly basis with their own programs for disseminating information to all students.

## **THE USE OF COMPUTERS**

BCC has a sophisticated integrated network system. Our student to computer ratio across P-12 is approximately 2:1 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 ICT (Information Communication Technologies) and ITS (Information Technology Systems). Throughout 2009 we introduced additional Interactive Whiteboards into both primary and secondary classrooms and the Library.

## VALUE ADDED

Throughout 2009, 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 professional development activities for staff in the areas of Literacy Across the Curriculum and Planning for All Learning. 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 45% of our students achieving an OP Score between 1-8 and 20% of our students achieving an OP Score between 1-5.

2009 saw an increase in the number of student traineeships and others accessing the local TAFE College and other RTO's.

2009 also saw the continued development of the initiative called *Scaffolding for Excellence*, a Gifted & Talented Program providing students with a more challenging academic environment suited to their learning needs. The Program was initially aimed at supporting boys in Year 9, but quickly provided an enhanced avenue of learning for all students, particularly in Secondary. 2010 will see further expansion of this Gifted and Talented program.

The expression of faith by students has also been a significant blessing throughout 2009.

## PROGRESS TOWARD SET GOALS FOR 2009

During 2009 a Working Party developed the 2010-2012 Strategic Plan. The following headings were identified as focus areas:

- Service Delivery
- Business and Financial Management
- Technology Management
- Marketing
- Management and Culture

From these focus areas; the following strategic actions were adopted, each with specific goals.

- Curriculum
- Pastoral Care
- Staffing
- Continuous Improvement
- Risk Management
- Finances and Policy
- Information Technology Systems
- Marketing
- Communication
- Culture and Community
- Governance

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. The Building the Education Revolution (BER) initiative helped supplement finances for these projects.

Our Curriculum has undergone continued renewal in preparation for our upcoming Cyclical Accreditation Review and the move towards a National Curriculum. The quality of the curriculum offered to our students during 2009 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 2010.

To assist in the achievement of our Marketing strategic intents, a Marketing Manager was appointed during 2009. They have developed a 2009-2010 Marketing Plan which will enhance the promotion of the College and foster greater community partnerships. Two of the more significant developments in this area include:

- Investigating the feasibility of enrolling International Students on Study Visas
- Purchasing of a local property to establish a rural campus for the expansion of our Agricultural programs.

After considerable planning and development work commenced on the Early Learning Centre, thus providing an education for students in the two years prior to Prep.

In an attempt to better articulate the culture of Bundaberg Christian College a decision was made to establish a Culture Committee which would lay the foundations for the development of Key Performance Indicators for all staff.

### **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 throughout 2009. Staff developed planning teams in the Primary Department to ensure the continuity of content across year levels. The Secondary Department also worked to develop their documentation of programs delivered, assessment tasks and the moderation of marking consistently across subject areas and year levels. During 2009, the Professional Standards for Teachers was also unpacked and implemented. The Deputy Head of Secondary (Curriculum) has driven the scope and sequence of the Curriculum committee which has representation across all departments of the College. This has resulted in greater consistency across the College and has helped to improve the level of communication to students and expectations regarding their studies.

Staff have also been involved the following programs and committees

- New QSA Syllabus Projects
- Values Education particularly implementing the Travellers Program for Year 8 students
- Catering for the student with Special Needs
- Healthy Food Choices – for the Tuckshop and College events ensuring consistency
- Curriculum Committee
- Library Advisory Committee
- Music Support Group
- Uniform Committee
- Hoof & Hook Parent Committee
- *Scaffolding for Excellence* Parent Network Committee

### **STAFFING:**

Staffing at Bundaberg Christian College comprises the following positions, most of which are full time positions. Part time positions are duly noted.

Principal	Physical Education Teacher
Head of Primary	Full time secondary
Head of Secondary	1 Junior Prim P/T
Deputy Head of Primary	Learning Support Coordinator - Sec
Deputy Head of Secondary	P/T Learning Support Teacher - Prim
Special Projects & Accreditation Officer	
Business Manager	LOTE Teacher
Marketing Manager	Library Assistant – Trainee
37 Classroom Teachers	System Administrator
Teacher Librarian	IT Technician
Music Coordinator	
7 Instrumental Music Teachers (combination Full and part time)	Groundsman
6 Administration Assistants (1 Office Trainee)	
9 Teacher Aides	

Of the teaching staff, 50% have more than 12 years teaching experience and 10% have less than 3 years teaching experience. The school has a core of 13 teachers who have been at the College for more than seven 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.

<b>Qualification</b>	<b>Percentage of classroom teachers and school leaders at the school who hold this qualification</b>
Doctorate	3.0%
Masters	15.2%
Bachelor Degree	86.0%
Diploma	51.0%
Certificate	11.0%

**PROFESSIONAL DEVELOPMENT:****Expenditure on and teacher participation in Professional Development.**

All members of the Teaching Staff participated in Professional Development and Learning throughout 2009. The total funds expended were \$ 41,660. The average expenditure on Professional Development per teacher was \$905.65. The major initiatives were Curriculum Planning, Documentation, Assessment & Reporting, Pastoral Care and Managing Student Behaviour for Learning.

**Teacher participation in PD**

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Curriculum Issues – KLA'S, Planning and Assessment	20
QCAR/ QCATS	3
Learning Support/Special Needs	1
Student Achievement	4
Literacy/ Numeracy	3
Pastoral Care	3
Library /Oliver/Edna	4
Data Analysis	1
Teaching Observation	1
Child Protection update	46
First Aid	38
ICT/Early Years ICT	3
Traveller's Program	5
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>46</b>

**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
46	183	227	97.3%

**TEACHING STAFF RETAINED FROM 2008:**

Number of permanent (incl. Part time) teaching staff at end of program year	Number of these staff retained in the following year	% retention rate
46	46	100%

## KEY STUDENT OUTCOMES:

### 1. Student Attendance

The average student attendance rate was 90.6% with a total of 9734 absence days across the entire school year.

The following table shows the average attendance by year level.

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2009</i>
Prep	90.6%
Year One	91.7%
Year Two	91.6%
Year Three	91.6%
Year Four	90.4%
Year Five	90.3%
Year Six	92.2%
Year Seven	90.8%
Year Eight	91.6%
Year Nine	90.2%
Year Ten	88.7%
Year Eleven	90.1%
Year Twelve	90.4%

Bundaberg Christian College manages the non-attendance of students in the following ways:

- A digital roll is marked each morning by Primary teachers
- A digital roll is marked each lesson by Secondary teachers
- Parents are required to notify the College prior to the start of classes if their child is away for any reason.
- Non-attendance without due cause is followed up by the Student Services staff.
- A letter is forwarded to parents/caregivers requesting an explanation for non-attendance without due reason or evidence provided (e.g. doctor's certificate).
- Attendance is recorded on the student's report card at the end of Term One, Semester One and Semester Two.
- The Head of Primary/Secondary will request an interview with the parent/caregivers and the student where non attendance affects educational outcomes or social participation at school for that student.

## 2. NAPLAN Results – Years 3, 5, 7 and 9

The National Testing Program held in May in 2009 was similar to that held in 2008 and has allowed comparisons to be made that reflect the performance of our students.

### BENCHMARK DATA

READING			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	376	372	78.1
Year 3 (2009)	376	411	84.4
Year 5 (2008)	486	467	75.6
Year 5 (2009)	462	494	64.4
Year 7 (2008)	549	529	92.3
Year 7 (2009)	559	541	83.3
Year 9 (2008)	579	569	82.0
Year 9 (2009)	567	580	74.2

WRITING			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	415	391	97.0
Year 3 (2009)	359	414	68.7
Year 5 (2008)	476	468	78.1
Year 5 (2009)	451	484	56.8
Year 7 (2008)	549	521	86.3
Year 7 (2009)	534	532	76.6
Year 9 (2008)	563	553	61.8
Year 9 (2009)	525	569	50.0

SPELLING			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	372	366	69.7
Year 3 (2009)	365	405	78.1
Year 5 (2008)	451	461	61.1
Year 5 (2009)	448	487	61.4
Year 7 (2008)	545	527	93.0
Year 7 (2009)	543	540	87.2
Year 9 (2008)	570	568	74.6
Year 9 (2009)	561	576	72.7

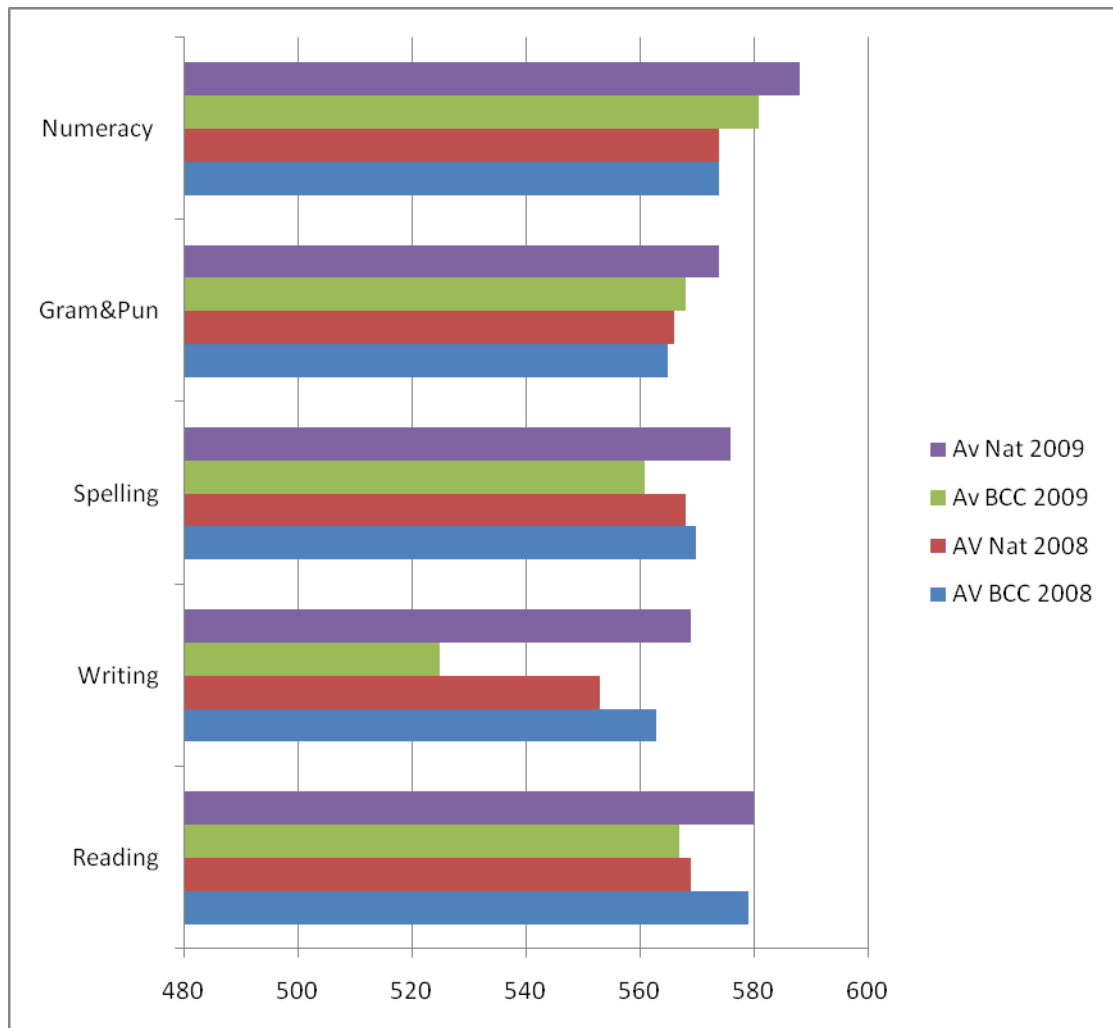
<b>GRAMMAR AND PUNCTUATION</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	367	370	75.7
Year 3 (2009)	372	420	71.9
Year 5 (2008)	468	477	70.8
Year 5 (2009)	473	500	72.7
Year 7 (2008)	546	519	81.4
Year 7 (2009)	549	539	85.1
Year 9 (2008)	565	566	66.6
Year 9 (2009)	568	574	80.0

<b>NUMERACY</b>			
Year	Average Score (School)	Average Score (National)	% above National minimum standard
Year 3 (2008)	371	368	84.5
Year 3 (2009)	331	394	46.9
Year 5 (2008)	469	457	77.5
Year 5 (2009)	465	487	75.5
Year 7 (2008)	554	540	81.8
Year 7 (2009)	550	543	87.2
Year 9 (2008)	574	573	72.9
Year 9 (2009)	581	588	90.8

## Comparison of 2008 and 2009 Results National Literacy and Numeracy Test

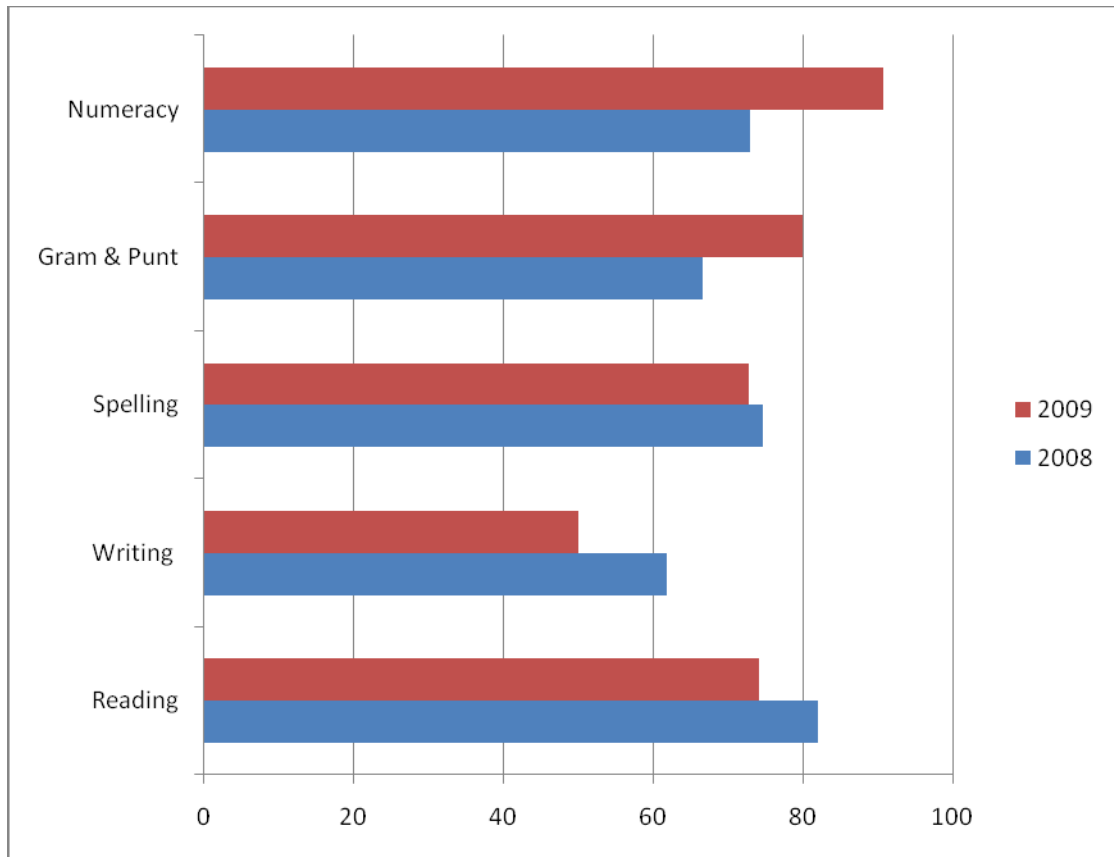
The following graphs indicate the school's performance against the National benchmark in relation to the **Year 3, Year 5 and Year 7 and Year 9** Tests in 2008 and 2009.

### Year 9



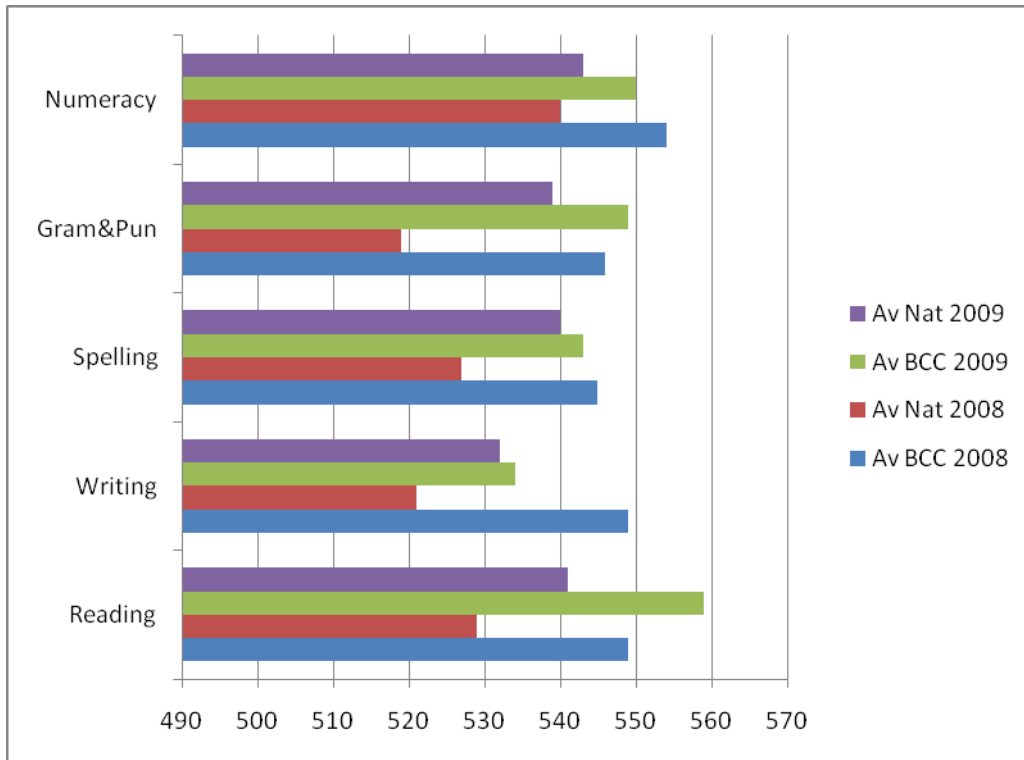
### Average Scores

### Year 9



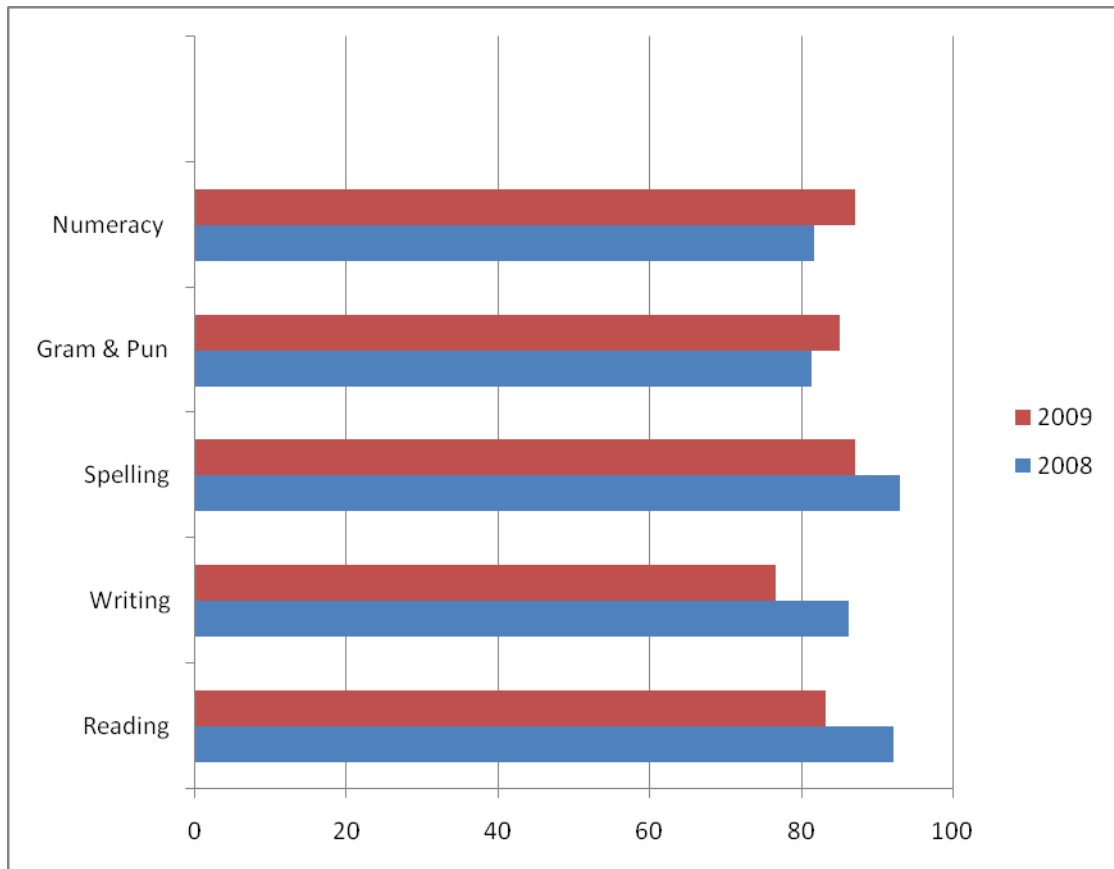
**Percentage of students above the National Benchmark (Band 6)**

### Year 7



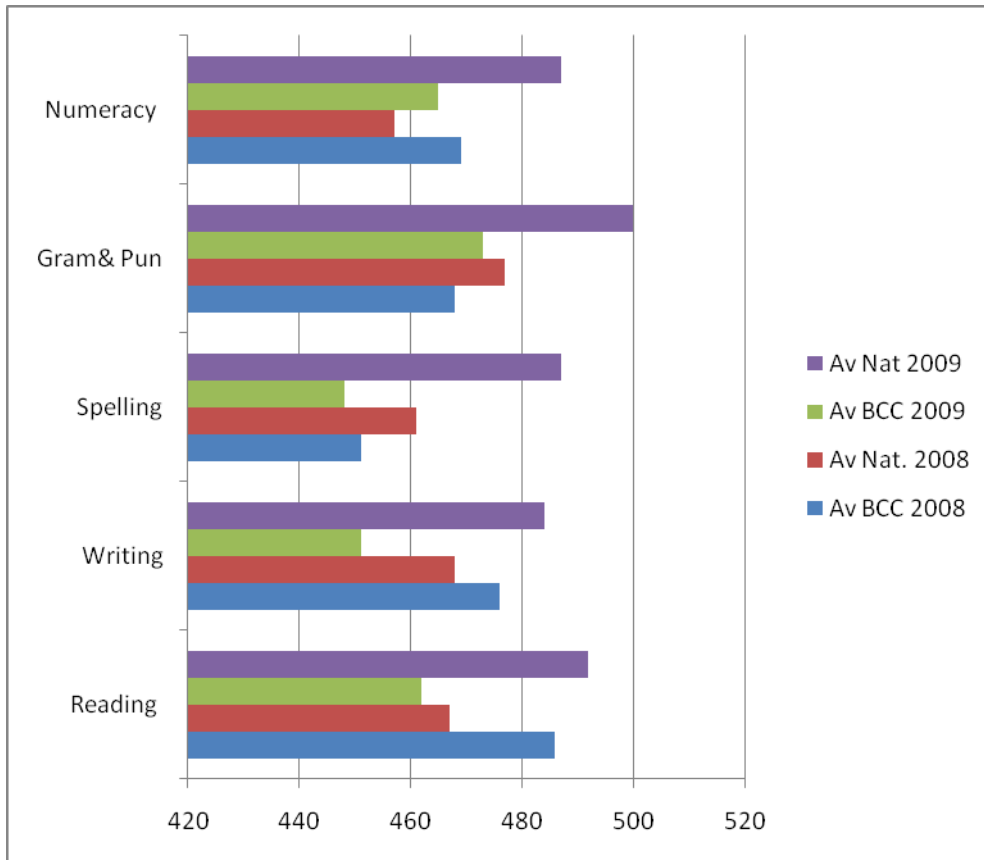
### Average Scores

### Year 7



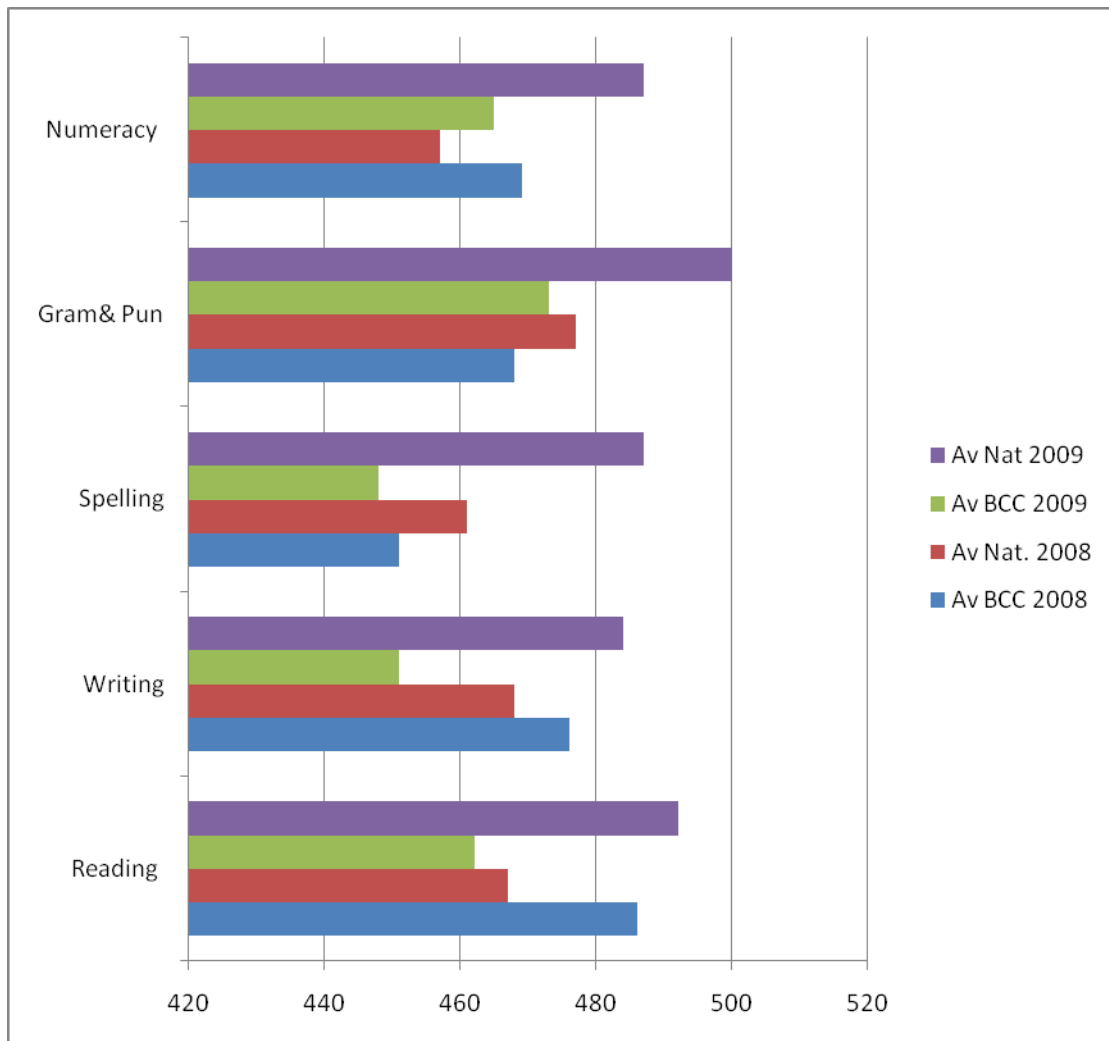
**Percentage of students above the National Benchmark (Band 5)**

### Year 5



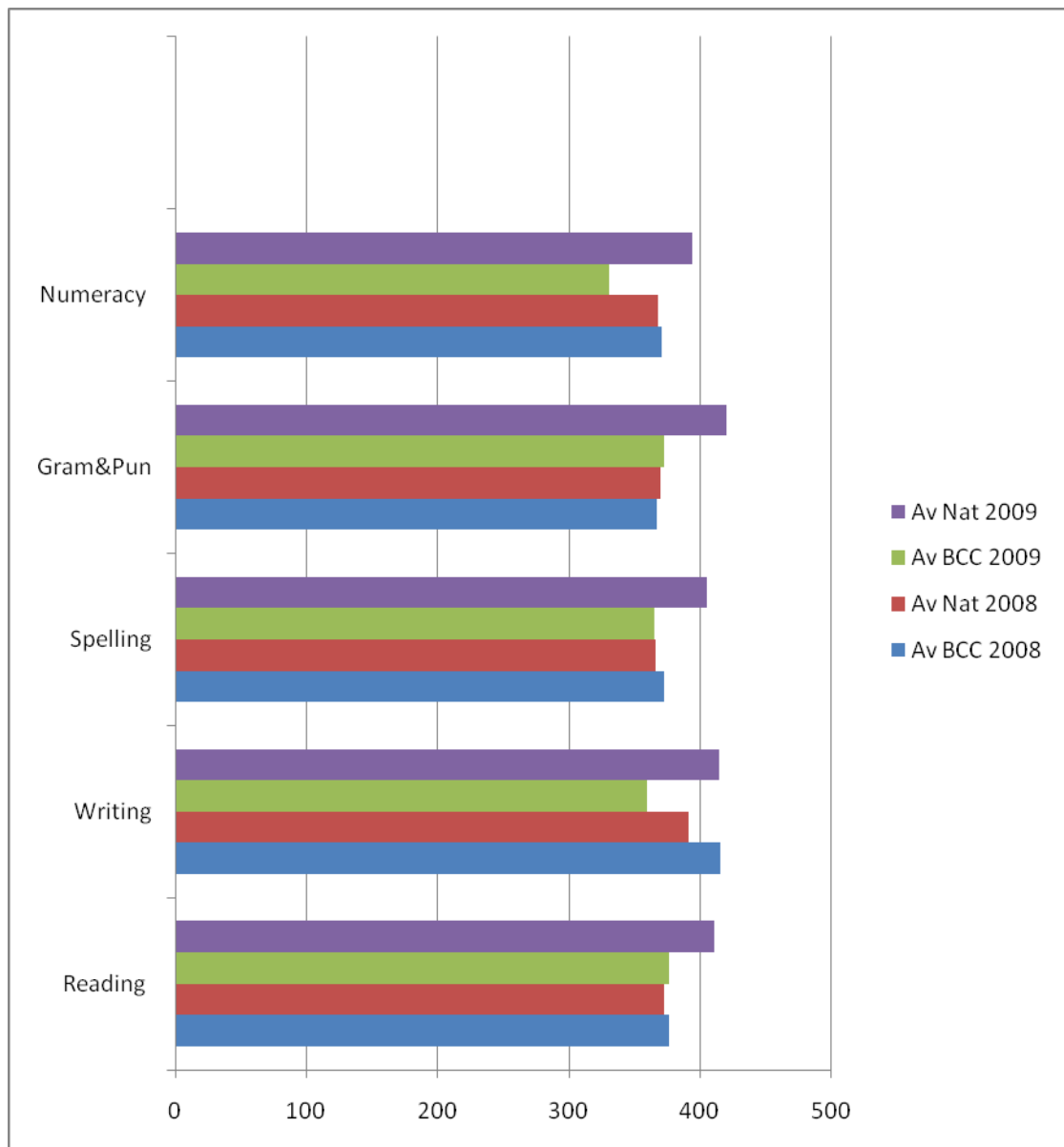
### Average Scores

### Year 5



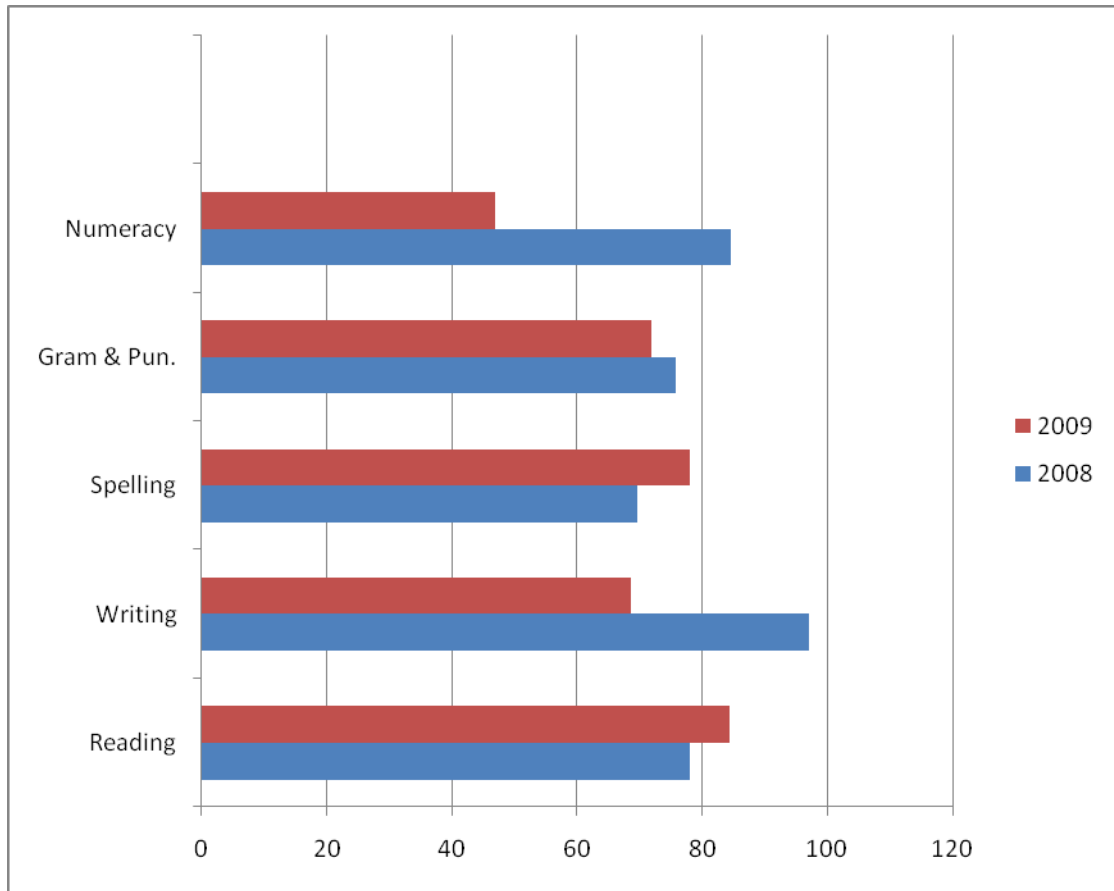
### Percentage of students above National Benchmark (Band 4)

### Year 3



**Average Scores**

### Year 3



**Percentage of students above the National Benchmark (Band 2)**

### 3. Year 2 Diagnostic Net

<b>Results in the Year 2 Diagnostic Net</b>	
	Percentage of students <b>not</b> requiring additional support
Reading	92.1%
Writing	81.6%
Number	94.7%

All Year 2 students were tested using the Year 2 Diagnostic Net.

#### 4. Retention Rates

	Year 10 Base	Year 12	Retention rate %
Number of Students	45	33	73.3

#### Comparison Retention Rates

Year 10		Year 12		Year 10-12 Apparent Retention Rate
Year	Enrolment	Year	Enrolment	%
2005	47	2007	31	66.0
2006	53	2008	38	71.7
2007	45	2009	33	73.3

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

<i>Outcomes for our Year 12 cohort 2009</i>	
Number of students awarded a Senior Statement	32
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	20
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	15
Number of students awarded a Queensland Certificate of Education at the end of Year 12	24
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	60%
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	81%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	79%

## **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 2009, whether they attended a Government, Catholic or Independent school or a TAFE secondary college. (Queensland Government – Department of Education, Training and the Arts – Next Step 2009)

**(Insert Next Step Destination Data when released September 2010)**