



Blakes Crossing
CHRISTIAN COLLEGE

Educating for Eternity

Annual Report
2021

Contents

PRINCIPAL’S REPORT	3
CONTEXTUAL INFORMATION ABOUT THE SCHOOL, INCLUDING CHARACTERISTICS OF THE STUDENT BODY	4
Mission	4
Purpose	4
Philosophy.....	4
Motto	4
Underlying Principles	4
School Type	5
Enrolments – Number and Gender	5
College Address.....	5
Characteristics of the Student Body	5
SOCIAL CLIMATE.....	6
TEACHER STANDARDS & QUALIFICATIONS	6
Teacher qualifications.....	6
EXPENDITURE OF TEACHING STAFF PROFESSIONAL LEARNING AND DEVELOPMENT	7
WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION	7
Composition of Staff	7
STUDENT ATTENDANCE AT SCHOOL	7
Rates of attendance for the whole school and for each year level	7
A description of how non-attendance is managed by the College.....	8
Apparent Retention Year 10-12.....	8
Year 12 Outcomes.....	8
Post Year 12 Destination Information	8
STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING	9
DISTINCTIVE CURRICULUM AND EXTRA-CURRICULAR OFFERINGS	9
PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL	9
SCHOOL INCOME AND EXPENDITURE 2020	11

Introduction

PRINCIPAL'S REPORT

As part of Blakes Crossing Christian College's funding agreement with the Commonwealth Government under the School Assistance Act 2008, we are required to ensure that certain "School Performance Information" is made available to the College community.

The information contained in this report relates to the 2021 school year.

Required performance measures on which to publicly report:

1. Contextual information about BCCC, including the characteristics of the student body.
2. Teacher standards and qualifications (as mandated in the relevant jurisdiction).
3. Workforce composition, including Indigenous composition.
4. Student attendance at school.
5. Student outcomes in standardised national literacy and numeracy testing (NAPLAN).
6. Parent, student and teacher satisfaction with the school.
7. School income.

2021 continued to be a challenging time due to the ongoing COVID-19 pandemic. BCCC continued with online learning for all year levels that required it. Teaching staff continued to be adaptable with both face-to-face and online teaching.

Teaching staff exercised their creativity in creating engaging and worthwhile learning activities that parents could complete with their children at home.

Secondary teachers ran their classes 'online' with the assistance of Microsoft Teams and the Learning Management System (LMS) Canvas. Students actively engaged with their teachers either in the classroom or at home via this medium.

The Leadership Team of the College, consisting of the Principal, Head of Junior Primary, Head of Primary, Head of Middle School, Head of Senior School, Head of Diverse Learning and Administration Manager continued to grow and develop its capacity for strategic leadership across the College.

Administration and support staff worked with a high degree of efficacy as they continued to support parents, caregivers, students and families.

I continue to enjoy the privilege of leading a great team of staff who demonstrate a high level of commitment and professionalism. I thank them and commend them for their flexibility and continual 'can do' attitude. Together we continue to grow and change with the ongoing development of the College.

I sincerely thank the Leadership Team of the College for their consistent hard work and in the ongoing development of the College and the leadership they demonstrate not only in their area of responsibility, but across the College.

I continue to be thankful to our community of families who continue to support the growth and development of BCCC. Their encouragement of our staff is greatly valued.

Warren Hall
Principal

Performance Measures

CONTEXTUAL INFORMATION ABOUT THE SCHOOL, INCLUDING CHARACTERISTICS OF THE STUDENT BODY

Mission

Blakes Crossing Christian College aspires to be a vibrant Christ-centred learning community where students will develop a passion for lifelong learning that values creativity, excellence, resilience and faith.

The goal of Blakes Crossing Christian College is to give every student a positive, exciting and solid foundation through the provision of care and understanding in an environment of quality education.

We believe that this combination will develop a sense of belonging, security and engagement in school which will provide students with an excellent launch pad for life.

Purpose

In the Bible, in the book of John (chapter 10, verse 10), Jesus said his purpose was to give people a rich and satisfying life.

"...but I came to give life - life in all its fullness."

John 10:10

Similarly, Blakes Crossing Christian College desires to equip children so that they can enjoy a life full of promise, purpose and hope. We want to shape young men and women of character, who are eager to meet life's challenges using their God given gifts and talents.

We will strive to do this by:

- Setting high academic, social and behavioural standards
- Providing quality independent schooling within a Christian atmosphere of love, respect, peace and discipline
- Establishing positive teacher-student working relationships
- Establishing positive teacher-parent/carer relationships
- Valuing student ability and personal effort

Philosophy

Education is a lifelong process of teaching and learning which leads to the spiritual, intellectual, physical, social, ethical and emotional development of an individual. The ministry of the College is the provision of schooling where this happens.

Motto

Educating for Eternity

Underlying Principles/Character Qualities

At BCCC we desire our students to be able to demonstrate:

Compassion

Ephesians 4:32 (NCV)

Concern

John 13:34-35 (NCV)

Courage

1 Corinthians 16:13 (NCV)

Cooperation

Philippians 2:3-4 (NCV)

Curiosity

Proverbs 18:15 (NCV)

Creativity

1 Corinthians 12:5-6 (NCV)

Commitment

Colossians 3:23 (NCV)

Community

Hebrews 10:24 (NCV)

School Type

The following information is provided on the ACARA website for Blakes Crossing Christian College:

School Sector:	Non-Government
School Type:	Primary/Secondary
Coeducational/Single sex:	Coeducational
Year Range:	Reception to Year 12

BCCC provides an affordable and holistic education that integrates sound Christian values with a belief in the uniqueness of each child and a balanced program of activities designed to give children the best possible foundations for life. The school prides itself on being a caring community.

BCCC provides specialist subjects in the areas of Performing Arts (Music and Drama), Sport/PE and LOTE (AusLan) for students in Reception to Year 6 with an increasing number of extra-curricular activities offered at various year levels throughout the year.

The secondary years of the College (Years 7 – 10) offer all the required areas of learning to all students as detailed in the Australian Curriculum.

The following subjects were offered in Year 11 and 12 (SACE Stages 1 and 2): Research Project, Essential English, English, Essential Maths, General Maths, Psychology, Business Innovation, Music, Art, Outdoor Ed, Food and Hospitality, Community Studies along with various VET courses.
All students at BCCC participate in the subject; Christian Living.

Enrolments – Number and Gender

Total Enrolments - Reception to Year 12 (FTE):			
<i>Girls</i>	<i>Boys</i>	<i>Total</i>	
233	267	500	<i>(as at August 2021 Census)</i>

College Address

Address:	14 Boucaut Ave, Blakeview, South Australia 5114 PO Box 150, Smithfield, South Australia 5114
Telephone:	08 7180 5010
Contact:	The Principal, Warren Hall

BCCC is situated in the northern suburb of Blakeview as part of the Blakes Crossing housing development, 45 minutes from the heart of the city of Adelaide. It is close to transport and a growing and developing shopping and business precinct. BCCC is close to public transport, both bus and train.

Characteristics of the Student Body

BCCC is one of 12 CCM (Christian Community Ministries) schools.

The majority of children live in reasonable proximity to the College and are brought to school by their families or caregivers. A small number of children walk or ride their bikes to school.

BCCC students come from a diverse range of backgrounds. The College is registered as a Reception to Year 12 school.

Number of School Card families.....	72
Students identified as a Student with a Disability	2
Students with learning difficulties	94
Number of Indigenous Australian students	15

Children participated in weekly assemblies and enjoyed showcasing their talents at special events which included interschool sporting competitions, Principal tours, Praise and Worship/Chapel Services, Book Week events and the end of year Presentation Events. Primary children also participate in our annual Grandparents and Special Friends Day.

SOCIAL CLIMATE

Blakes Crossing Christian College maintains a social climate that upholds the character qualities of:

- **Compassion** *for one another*
- **Concern** *for the environment, both natural and man-made*
- **Courage** *to try new things and learn through new experiences*
- **Cooperation** *with one another, working as a team*
- **Curiosity** *in what makes things work*
- **Creativity** *in all that we do*
- **Commitment** *to see things through to completion*
- **Community** *that we are more than just one*

Young people learn best in supported environments, where they feel secure and encouraged, and are provided with clear boundaries. Educational, personal and social experiences within and outside the College can have a significant impact on a young person’s personal growth as well as their learning and life options. The task of educating students remains a shared duty evidenced by our commitment to help families raise their children in a safe Christian environment.

Blakes Crossing Christian College fosters a caring environment informed by our Christian Worldview. Child protection, classroom management, behaviour education and anti-bullying and harassment policies and programs are in place for the College community.

Staff structures support student pastoral care through Pastoral Care Teachers, the Heads of School and the College Chaplains. Weekly Praise and Worship times (Primary) and Chapel Services (Secondary) are part of the school pastoral program along with regular inter-house competitions. These events actively contribute to the social atmosphere of the College.

TEACHER STANDARDS & QUALIFICATIONS

All teachers are registered with the South Australian Teachers Registration Board. Part of that registration process includes training in first aid and mandatory notification. All staff of the College, including teachers, hold a current National Police Clearance Certificate along with a current Working with Children Check (WWCC).

At BCCC all staff participate in a three-year cyclical program of in-house training in mandatory notification, first aid, and fire safety.

Teacher qualifications

Number of Teachers	45
Qualifications	Number of Staff who hold this qualification
Master’s Degree	8
Bachelor’s Degree	50
Graduate Diploma	6
Diploma	5
Certificate	1

Some teachers hold more than one qualification

EXPENDITURE OF TEACHING STAFF PROFESSIONAL LEARNING AND DEVELOPMENT

Total Number of Teaching Staff	Total Expenditure on Professional Learning	Average Expenditure per staff member
45	\$15,872	\$377.90

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

Composition of Staff

Total Number of Staff	Total Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
71	191	234.6	97.3%

Number of Permanent Teaching Staff at the end of 2020	Number of these Staff retained	Retention Rate %
39	28	72%

Male Staff	Female Staff	Total Staff of Indigenous heritage
27%	73%	2

BCCC offers the following teacher specialisations:

- LOTE: AusLan and Spanish
- Performing Arts; Music, Dance and Drama
- Physical Education/Outdoor Education
- STEM
- Art/Design and Technology

The Executive Leadership Team of the College includes the Principal, Head of Junior Primary, Head of Primary, Head of Middle School, Head of Senior School, Head of Diverse Learning and the Administration Manager.

STUDENT ATTENDANCE AT SCHOOL

Rates of attendance for the whole school and for each year level

Total possible attendance days	Total number of students	Total days of student absences
189	500	9040

Year Level	Attendance Percentage
Reception	95%
Year 1	93%
Year 2	94%
Year 3	93%
Year 4	94%
Year 5	93%
Year 6	93%
Year 7	86%
Year 8	86%
Year 9	84%
Year 10	85%
Year 11	86%
Year 12	85%
Average	90%

A description of how non-attendance is managed by the College

A roll call is completed electronically, using Edumate in Home Groups (Pastoral Care Groups) by the Pastoral Care (PC) teachers prior to 9.00am each school day. Once the daily roll is taken, parents/carers of students who are recorded with an unexplained absence are sent an SMS text message by 10.00am seeking clarification as to the reason for the absence. Children who arrive after the bell are required to report to Student Services with their parents, who will sign them in. These students are recorded as late. BCCC has a designated SMS text number and email address for parents to notify the College of student absences. These texts and emails are checked and recorded first thing each morning. Unexplained absences are followed up by the SSO staff.

Families who organise holidays during term time are required to complete and submit an attendance exemption form for approval by the Principal, reinforcing the compulsory nature of this type of notification.

Overall student attendance is monitored by the Heads of School and the Principal.

Apparent Retention Year 10-12

Year Level	Retention Percentage
Year 10	86%
Year 11	74%
Year 12	94%

Year 12 Outcomes

2021 saw the first cohort of Year 12 students complete their schooling. The results were received by the College in December 2021 when the students were notified. There are 2 main results for Year 12 students: a SACE result and an ATAR. Some students will have received both, while others will have only received a SACE result. The ATAR (Australian Tertiary Admissions Ranking) is for students wanting to gain entry into university and is a percentile result based on their rank across the state. A student who received an ATAR of 80, for instance, performed better than or equivalent to 80% of the rest of the state.

There were 13 students in Year 12 at BCCC in 2021. Of those students 12 achieved their SACE.

90-99.5% (ie: top 10% of the state),	0 students,	0% of our students
80-99.5% (ie: top 20% of the state),	0 students,	0% of our students
70-99.5% (ie: top 30% of the state),	2 students,	17% of our students
60-99.5% (ie: top 40% of the state),	5 students,	42% of our students
50-99.5% (ie: top 50% of the state),	6 students,	50% of our students

Post Year 12 Destination Information

In 2021 13 students enrolled in Year 12 at BCCC. 7 students were eligible for an Australian Tertiary Entrance Ranking (ATAR) score and 9 students completed Year 12 gaining their SACE.

Post schooling destination	Number
Gained and Accepted University offers	3
Gained and Accepted TAFE offers	0
Apprenticeships or Traineeships	0
Religious Internship	1
Employment (full time, part time, casual)	7
Unemployment	1
Unknown	1

Students who have gone on to further education have chosen the following fields of study:

- Psychology
- Nursing
- Theology
- Business

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 2, with the following results. This is a compulsory nationwide program conducted during the same testing period across Australia. Children in Years 3, 5, 7 and 9 were assessed in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Student achievement is reported in relation to national minimum standards – either above, at or below the minimum standard. Individual NAPLAN reports were sent home to parents.

Percentage of students who met the national minimum standard for each year level

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>
Year 3	88%	93%	83%	88%	79%
Year 5	89%	87%	93%	87%	93%
Year 7	83%	83%	81%	83%	86%
Year 9	98%	81%	88%	86%	95%

In calculating the year level percentage, students who have been exempt from the NAPLAN assessments are included, however these students are deemed by the Australian Government to have not achieved the national minimum standard. Students who were absent for the NAPLAN assessment or withdrawn by their parents are not included in the class percentage.

DISTINCTIVE CURRICULUM AND EXTRA-CURRICULAR OFFERINGS

The following distinctive curriculum and extra-curricular activities are offered to our students:

- Christ centred Bible based curriculum presented from a Christian Worldview
- Weekly Christian Living lessons using publications from Christian Education Publishers
- Weekly Praise and Worship and Chapel services
- Camping program
- BCCC Interhouse Sport and Academic competition.
- Interschool sports competitions through SACSA (South Australian Christian Schools Association).
- SACE and career Information Evenings for students entering Year 11 and Year 12.
- Extended Personal Development program – Years 7 – 10
- Leadership Development
- Diverse Learning program for students with learning needs
- Play is the Way – a program that builds resilience and coping strategies for children
- TLC (The Literacy Collective) – phonics-based program for the Junior Primary years
- Peer Support program where Year 6 students are trained in methods for supporting their peers

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Teaching staff participate in a weekly teacher administration/professional development meeting. Staff new to the College are taken through an induction process before the school year begins and transition through an appraisal process during their time of probation. This process provides formal avenues for review and feedback primarily from their Head of School/Line Manager. These forums provide opportunity for regular feedback in relation to areas of success and as well as areas for further growth and development. It gives opportunity for staff and leadership to work collaboratively.

Parents continue to be provided with opportunities to communicate with the Principal through special meetings/forums which are held in relation to set topics. These opportunities encourage feedback from the College community. Opportunities for direct feedback to the Principal and extended leadership team of the College is also encouraged via informal and formal meetings as well as email.

Overall, the feedback received continues to be extremely positive. The following quotes come from our recent Parent Satisfaction survey:

- *I like that my kids are supported with their different needs, both emotional and educational. I like that most teachers know my children and their wins and challenges.*
- *I love that the college displays and reflects Chris's love and role models this to our children. It's a ministry sharing the good news of Jesus.*
- *It's also a great atmosphere for children to learn and grow, both spiritually and with their education.*
- *Since starting at the school we have been extremely pleased with the communication from the school and classroom teachers*
- *The overall communication is fantastic, as a full-time working parent this is needed to be up to date with everything.*
- *I appreciate how quickly matters are dealt with.*
- *Strong staff to child relationships. Learning support. Strong teacher to parent relationships. Communication.*
- *The community feel, its size and that teachers, office team and principal team recognise you and say hello. I am sure Mr Hall knows almost if not all students by name – it's great!*

Some areas where parents would like to see improvement or development include:

- *More facilities (although parents did acknowledge the MPC development in 2022)*
- *Swimming carnivals*
- *Canteen*
- *Music lessons*
- *More school sports teams*
- *A bus service*

The College continues to hold an excellent reputation as a learning institution with a high level of respect and care for members of our College community. The College works hard to facilitate the learning needs of all its students.

Teachers are well regarded and respected as professionals. Parents and students have a high view of staff relationships. The school is viewed in the broader community as one that continues to grow and develop. It enjoys a wholesome reputation of being a caring community that is well resourced with excellent facilities.

Staff, students and parents agree that the College values and student profiles are promoted within and outside the College. Parent expectations of student success is regarded as high. The College continues to be community minded.

The College pedagogy (the how and why we teach in the manner in which we do it) is grounded in authentic theory, influencing teaching and learning that is closely linked to the College's vision. While the curriculum is built around the Australia Curriculum, it is taught from a Christian Worldview.

Teachers have commented positively about ongoing opportunities for personal and professional learning and development. The staff and leadership teams are open to constructive feedback and understand that improvement is built on recognising success as well as areas of challenge and development.

SCHOOL INCOME AND EXPENDITURE 2021

For more information refer to the MySchool website at <https://www.myschool.edu.au/school/50711>.

