



School Performance Information

2014

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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 school community.

The information contained in this report relates to the 2014 school year.

The performance measures which we are required to publicly report on are:

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.

Growth in enrolment numbers across the school was a clear indicator of the College's success. Enrolments started at the commencement of the 2014 school year totalling 6 students. BCCC enjoyed significance growth in our enrolment numbers throughout the 2014 school year, culminating with a total of 42 students at the beginning of Term 4.

The Leadership Team of the College, consisting of the Principal, Curriculum Coordinator and Administration Manager, led the school through a very busy and exciting year.

Building programs included the completion of our first school building located at 14 Boucuat Ave, Blakeview. This building offers 7 classrooms, library, students' toilets and administration/staff areas.

My thanks go to the staff for the commitment and professionalism they bring to BCCC. I thank Mrs Penny Hayman for taking on the inaugural class as well as developing our curriculum documents. I sincerely thank Mr David McAvena for his work in setting up and maintaining good administrative structures and procedures within the College. Thank you to Mr Nicholas Bennet, who came on staff for a semester as a result of significant growth that took place over a relatively short space of time. I also wish to humbly thank the parents of our students for their unwavering support and involvement in our College community, particularly the first 4 *pioneering* families, who took a risk with a somewhat untested school.

I express my thanks and gratitude to Mr Paul Claridge (Registrar of Non-Government Schools) and Mr Barry Burney (Registrar of Government Schools) for the assistance, advice and encouragement given as we established a new school in the Blakes Crossing development.

Thank you to the staff and management of Lend Lease, particularly for allowing us to take over the display floor to use as our "make-shift" inaugural classroom as we waited for our building to be established. Their patience and assistance was significant and invaluable.

Thank you to Mr Gavin Tonkin, Managing Director of Tonkin Schutz Design and Build, for your generosity in the process of building our first school building.

I am also sincerely thankful for the support, guidance and leadership of the CCM Board of Directors, particularly the CEO, Mr John Lyndon.

I look forward to seeing Blakes Crossing Christian College continue to grow and develop its facilities, but more importantly, to see its students experience what it is to be "Educated for Eternity".

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 real 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 do this by:

- Setting high academic and social standards
- Providing quality independent schooling within a Christian atmosphere of love, respect, peace and discipline
- Establishing positive teacher-student working 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

At BCCC we desire our students 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 is information provided on the ACARA website for Blakes Crossing Christian College:

School Sector:	Non-Government
School Type:	Primary
Year Range:	Reception to Year 7

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. The school prides itself on being a caring and inclusive community.

BCCC provides specialist subjects in The Performing Arts (Music and Drama), Sport and LOTE (AusLan) with an increasing number of activities offered at varying year levels during the year.

Enrolments – Number and Gender

Details from August Census information on My School website
Total Enrolments Reception to Year 7: (FTE)

<i>Girls</i>	<i>Boys</i>	<i>Total</i>
23	19	42

College Address

Address: 14 Boucaut Ave, Blakeview, South Australia 5114
Telephone: 08 7180 5010

BCCC is situated in the northern suburb of Blakeview as part of the new housing development, Blakes Crossing, 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 10 schools under the banner of CCM (Christian Community Ministries).

The majority of children live in reasonably close proximity to the College and are brought to school or dropped off by their families or caregivers.

BCCC has an inclusive enrolment policy, where children come from a range of backgrounds.

BCCC currently operates as an R-5 College, with the commitment to add a year level each year up to Year 12 by 2021

Number of School Card students	4
Students with learning difficulties	1
Number of Indigenous Australian students	2

Children participated in weekly assemblies, and enjoyed showcasing their talents at special events which included the College's Open Day, the end of year Presentation Night and Praise and Worship Services.

TEACHER STANDARDS & QUALIFICATIONS

All teachers are registered with the South Australian Teachers Registration Board, wherein part of that registration process is that they undertake training in first aid, mandatory notification and hold a current National Police Certificate.

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

Below is a table of teaching staff qualifications. A number of teachers have multiple qualifications, hence the percentage is over 100.

Qualifications	Percentage of Staff
Masters of Education	33%
Bachelor of Education	66%
Bachelor of Teaching	33%
Diploma of Teaching	33%

Expenditure on Teacher Professional Development

Total Number of Teachers	Total Expenditure on Teacher PD	Average Expenditure per Teacher
3	\$2477	\$825

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

In 2014 there were 3 teaching staff. Two members of the teaching staff were permanent and the third staff member was on a fixed term contract.

BCCC offers the following teacher specialisations:

- LOTE Teachers in AusLan(Australian Sign Language)
- The Arts; Music
- Physical Education

The leadership structure of the school includes the Principal, Curriculum Coordinator (honourary position) and Administration Manager.

We do not currently have any Indigenous staff members.

STUDENT ATTENDANCE AT SCHOOL

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

Number of possible attendance days	Total number of all students	Total number of all student absences
189	42	306

Year Level	Attendance Percentage
Reception	89.5%
Year 1	93.4%
Year 2	93.8%
Year 3	95.5%
Year 4	93.4%
Year 5	94.0%
Average	93.3%

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

A roll call is completed electronically, using Edumate in Home Groups by the Home Group teachers prior to 9.00am each school day. Once the daily roll is taken, the parents/ caregivers of students who are recorded with an unexplained absence are sent an SMS text message by 10.00am seeking clarification of 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 for absentees so parents can notify the College. These texts are checked first thing in the morning.

Families who organise holidays during term time are required to write to the Principal and receive a formal letter of response, reinforcing the compulsory nature of this type of notification.

Overall student attendance is monitored by the Principal.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING

NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 2, with the following results. This is a compulsory nationwide program conducted on the same day across Australia. Children in Years 3 and 5 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.

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>
Year 3	100%	75%	100%	100%	100%
Year 5	100%	100%	100%	100%	100%

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

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 appraisal process that gives formal avenues for review and feedback. These forums provide opportunity for regular feedback in relation to areas of success and further growth. It gives us the opportunity to collaboratively develop solutions to any problems that may arise.

Parents are provided with the opportunity to communicate with the Principal through special meetings which are held in relation to set topics, encouraging feedback from the College community. An opportunity for direct feedback to the Principal is also encouraged via the annual online Parent Satisfaction Questionnaire

Overall the feedback received is extremely positive and points to a school that has much to be proud of.

The College possesses an excellent image as a learning institution and data indicates a high level of respect and care for members of our College community which are a key feature of success.

Teachers are highly regarded and respected as professionals and both parents and students have a high view of staff relationships. The school is viewed in the broader community as one that is growing and developing rapidly, with a wholesome reputation of being a caring community that is well resourced with outstanding facilities.

Staff, students and parents agree that school values/student profiles are promoted within and outside the College. Parent expectations of student success are well regarded to be high and this points to a school that is very community minded.

Teachers describe a school wide approach to the how and why we teach in the manner in which we do it (pedagogy) that is grounded in authentic theory, influencing teaching and learning that is closely linked to the College's vision.

Teachers have commented positively about opportunities for personal and professional learning. The staff and leadership team are open to constructive feedback and understand that improvement is built on recognising success.

SCHOOL INCOME/EXPENDITURE 2014

