



Annual Report

2015

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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 2015 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. Total enrolments at the commencement of the 2015 school year totalled 74 students. BCCC continued to enjoy significant growth in our enrolment numbers throughout the 2015 school year, culminating with a total of 121 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. We added an additional class for the start of Term 3, restructuring our classes to accommodate the increase in enrolments.

My thanks go to the staff for the commitment and professionalism they bring to BCCC. I commend them for their flexibility and 'can do' attitude to grow and change with the development of the College. I thank Mrs Penny Hayman for taking on the honorary role of Curriculum Coordinator and standing in my stead during my absence. I sincerely thank Mr David McAvenna for his work in overseeing and maintaining the administrative structures, functions and procedures of the College.

As a growing College, strategic staffing is vital. I wish to thank the staff new to the College for their contribution to the life of the school. This year we welcomed Jaime Ma (Reception), Ruth Pivovaroff (PE/Year 2/3, LOTE), Sandy Bernhardt (Performing Arts/Year 2/3), James Quast (Year 3/4), and Simon George (Year 5/6). Penny Hayman continued in her teaching role with the Year R/1 class. Their work has been substantial and greatly appreciated.

I am continually thankful to the parents of our students for their significant and unwavering support as well as their involvement in our College community. Living in Community is an important aspect of school life at BCCC and I am grateful for the commitment of our families.

I am also sincerely thankful for the support, guidance and leadership of the CCM Board of Directors, the CEO, Mr John Lyndon, Mr Terrence McCorkell and Mr Norton Sands for their support and encouragement of me personally and professionally.

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, 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

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 information is 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 for life. The school prides itself on being a caring and inclusive community.

BCCC provides specialist subjects in the Performing Arts (Music and Drama), Sport/PE and LOTE (AusLan R-1, Russian 2-6) with an increasing number of activities offered at varying year levels during the year.

Enrolments – Number and Gender

Total Enrolments - Reception to Year 7 (FTE):

| <i>Girls</i> | <i>Boys</i> | <i>Total</i> |
|--------------|-------------|--------------|
| 62 | 59 | 121 |

College Address

Address: 14 Boucaut Ave, Blakeview, South Australia 5114
PO Box 150, Smithfield, South Australia 5114
Telephone: 08 7180 5010

BCCC is situated in the northern suburb of Blakeview as part of the new 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 13 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. A small number of children walk or ride their bikes to school.

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

BCCC currently operates as an R-6 College, with the commitment to add a year level each year up to Year 12 by 2021

| | |
|--|----|
| Number of School Card students | 30 |
| Students identified as a Student with a Disability | 6 |
| Students with learning difficulties | 10 |
| Number of Indigenous Australian students | 5 |

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 total percentage is over 100%.

| | |
|---------------------------|----------------------------|
| Number of Teachers | 7 |
| Qualifications | Percentage of Staff |
| Master's Degree | 14% |
| Bachelor Degree | 114% |
| Graduate Diploma | 14% |
| Diploma | 14% |
| Certificate | 14% |

Expenditure on Teacher Professional Learning

| Total Number of Teachers | Total Expenditure on Teacher PL | Average Expenditure per Teacher |
|--------------------------|---------------------------------|---------------------------------|
| 7 | \$7429 | \$1061 |

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 |
|-----------------------|-----------------------------|---------------------------|-------------------------------|
| 12 | 200 | 36 | 98% |

| Number of Permanent Teaching Staff at the end of 2014 | Number of these Staff retained in the program year (2015) | Retention Rate % |
|---|---|------------------|
| 3 | 2 | 66.6% |

BCCC offers the following teacher specialisations:

- LOTE: AusLan(Australian Sign Language) and Russian
- The Arts; Music and Drama
- Physical Education

The leadership team of the College includes the Principal, Curriculum Coordinator 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 |
|------------------------------------|------------------------------|--------------------------------------|
| 187 | 121 | 972 |

| Year Level | Attendance Percentage |
|----------------|-----------------------|
| Reception | 95.1% |
| Year 1 | 94.7% |
| Year 2 | 96.8% |
| Year 3 | 96.3% |
| Year 4 | 94.0% |
| Year 5 | 96.8% |
| Year 6 | 96.0% |
| Average | 95.7% |

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.

| | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|---------------|---------|---------|----------|-----------------------|----------|
| Year 3 | 93% | 100% | 86% | 93% | 100% |
| Year 5 | 100% | 100% | 100% | 88% | 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.

It is also worthwhile noting that as our College is only in its second year of operation, our current Year 3 and Year 5 students have come to us from other schools. This may have an impact on overall NAPLAN results.

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 informal and formal meetings as well as email. The annual online Parent Satisfaction Questionnaire will also give an increasing level of feedback and information.

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 our 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 increasingly 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 2015

