



**Blakes Crossing**  
CHRISTIAN COLLEGE

*Educating for Eternity*

**Annual Report**  
**2018**

## Contents

Introduction .....	3
PRINCIPAL'S REPORT .....	3
Performance Measures .....	4
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
TEACHER STANDARDS & QUALIFICATIONS .....	6
Expenditure on Teacher Professional Learning.....	6
WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION .....	6
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.....	7
STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY & NUMERACY TESTING.....	7
PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL .....	8
SCHOOL INCOME/EXPENDITURE 2017 .....	8

# 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 2018 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.

2018 saw the further development of our facilities with the construction of our Stage 4 building. This building has added 2 general purpose classrooms, a Home Ec centre, primary and secondary Performing Arts rooms, and a designated Visual Arts space. This build also included additional student toilet facilities. This building accommodates our growing secondary classes.

The Leadership Team of the College, consisting of the Principal, Head of Primary, Head of Secondary and Administration Manager has enjoyed a challenging but rewarding year as we continue to prepare the college for our students both present and future.

I have the great privilege of leading a great team of staff who demonstrate a high level of commitment and professionalism to BCCC. I commend them for their flexibility and 'can do' attitude to grow and change with the ongoing development of the College overall. This is a recurring theme, as the College builds from one year to the next and as we add further year levels. I thank the Leadership Team too for their hard work and in the ongoing development of an excellent school of choice for families in our surrounding area. I sincerely thank the Leadership Team and staff of the College for their support and encouragement.

I wish to thank the staff new to the College for their contribution to the life of the school. In 2018, we welcomed additional staff to accommodate our growing number of classes. We continued to offer specialist subjects in the areas of PE, Performing Arts and LOTE (AusLan) to all students in Reception to Year 9. 2018 also saw the implementation of our electives program for students in Year 9. Students were able to make selections for semester subjects from a number of options including; Art, Design, Drama, Music, and STEM.

I am constantly grateful to those parents in our community who encourage and support us in what we do. Their support is greatly valued.

I am also sincerely thankful for the support and leadership of the College by the CCM Board of Directors, the CEO, Mr John Lyndon, and the CCM central office staff for their support and assistance.

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

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 (currently registered as an R-10 school)
Year Range:	Reception to Year 9

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 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 varying year levels during the year.

The secondary years of the College (Years 7 – 9 in 2018) offer all the required areas of learning to all students.

## Enrolments – Number and Gender

Total Enrolments - Reception to Year 9 (FTE):

<i>Girls</i>	<i>Boys</i>	<i>Total</i>
<b>172</b>	<b>196</b>	<b>368</b>

## 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 11 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-9 College, with the commitment to add a year level each year up to Year 12 by 2021.

Number of School Card families .....	29
Students identified as a Student with a Disability .....	9
Students with learning difficulties .....	74
Number of Indigenous Australian students .....	21

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 and the end of year Presentation Nights. We also held our first Primary musical and continued our tradition of Grandparents and Special Friends Day.

## 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 Clearance Certificate.

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

<b>Number of Teachers</b>	<b>28</b>
---------------------------	-----------

<b>Qualifications</b>	<b>Percentage of Staff</b>
Master's Degree	5
Bachelor Degree	33
Graduate Diploma	1
Diploma	2
Certificate	0

*Some teachers hold more than one qualification*

### Expenditure on Teacher Professional Learning

<b>Total Number of Teachers</b>	<b>Total Expenditure on Teacher PL</b>	<b>Average Expenditure per Teacher</b>
<b>28</b>	<b>\$15469.37</b>	<b>\$552.47</b>

## WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

### Composition of Teaching Staff

<b>Total Number of Staff</b>	<b>Total Number of School Days</b>	<b>Total Days Staff Absences</b>	<b>Average Staff Attendance Rate</b>
<b>28</b>	<b>200</b>	<b>173</b>	<b>96.9%</b>

<b>Number of Permanent Teaching Staff at the end of 2017</b>	<b>Number of these Staff retained in the program year (2018)</b>	<b>Retention Rate %</b>
<b>22</b>	<b>22</b>	<b>100%</b>

BCCC offers the following teacher specialisations:

- LOTE: AusLan
- Performing Arts; Music, Dance and Drama
- Physical Education
- STEM
- Tech Studies/Industrial Arts

The leadership team of the College includes the Principal, Head of Primary, Head of Secondary 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 students	Total days of student absences
189	368	6955

Year Level	Attendance Percentage
Reception	91.5%
Year 1	90.5%
Year 2	89.0%
Year 3	91.0%
Year 4	91.5%
Year 5	89.5%
Year 6	90.0%
Year 7	89.5%
Year 8	89.0%
Year 9	84.0%
<b>Average</b>	89.5%

### 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/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.

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 Principal.

## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND 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, 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

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>Year 3</b>	91%	92%	100%	92%	83%
<b>Year 5</b>	94%	94%	97%	91%	92%
<b>Year 7</b>	91%	83%	91%	95%	100%
<b>Year 9</b>	95%	55%	79%	79%	100%

In calculating the year level 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 were 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 meetings. Staff new to the College are taken through an induction and 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 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/forums 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.

Overall the feedback received continues to be extremely positive.

The College holds an excellent image as a learning institution with a high level of respect and care for members of our College community which are key features of our success.

Teachers are well 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 College values/student profiles are promoted within and outside the College. Parent expectations of student success is regarded as high. Parents report that the College is increasingly community minded.

Teachers describe a school wide approach to the how and why we teach in the manner in which we do (its pedagogy) that 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 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 2018

