

# School Performance Information - 2015



AUSTRALIAN  
CHRISTIAN COLLEGE  
Darling Downs

Australian Christian College Darling Downs is a school in which students are able to grow in Christ and learning whilst developing strong overall capabilities. The College emphasises early attainment of literacy and numeracy skills, as well as, encouraging flexible minds and learners of great capacity. The College provides its students a growing range of opportunities across academic, sporting and cultural interests. A Kindergarten to Year 6 co-educational school the College has a current enrolment of 35+ students. Various indicators of performance, including the composition and engagement of the staff, the attendance and outcomes for students, community satisfaction and funding are provided herewith.

## A) Staff Matters

### Staff Composition

There is a balance of age and experience across the staff team with one male and five female members. No staff member identifies as Aboriginal or Torres Strait Islander. Employed are one principal, three full time teachers, one part-time educational assistant, and one full-time administrative assistant.

### Staff Retention

There was no turnover of staff.

### Teacher Standards and Qualifications

Teaching staff at the College are appropriately qualified and are registered with the Teachers Registration Board of Western Australia. A list of formal qualifications is outlined here:

- Mr John Matthews B.Edu, M.Edu
- Mrs Terry Phipson B.Edu (Primary)
- Mrs Akilia Senanayake B. Edu (Primary)
- Miss Sandra Oelofse B.Edu (EC)
- Mrs Cheryl Grosser Cert III Educational Support
- Mrs Nicole Corley Cert III Educational Support

### Professional Engagement

The average attendance of staff at school for 2015 was 96.7%.

### Professional Learning (PL)

All academic staff participated in professional learning (PL) through 2015. Expenditure on PL for staff for 2015 was Teaching Staff = \$1,736.38 and Non-Teaching Staff = \$514.94 making a total of Total = \$2,251.32; this is addition to the PL attended through Association of Independent Schools WA.

The College maintains a commitment to the ongoing development of staff professional capacity. In support of this, where appropriate, the College participates in research relationships with local universities.

Further to this, a range of professional learning activities were undertaken by staff during 2015:

Principals as Literacy Leaders Conference	On Entry Assessment 2016 Information Session
Dialogic teaching in the classroom	ACER – Understanding Analysis of Data
Sharp Reading and Comprehension Strategies	
STEM Symposium	Administrative Leadership
Teachmeet - Technology in the Classroom	Women's Leadership Forum
MinecraftEDU – Gaming in the classroom	Graduate to Proficient – Mentors
Hot Bytes – Stop Motion Animation, Green	Graduate to Proficient Teachers
Screening, Arduino, 3D Scanning	Support for EC teachers - Classroom Observation
Addressing ICT General Capabilities	
Review of the Technologies Curriculum	Creating Safer Independent Schools (Leaders)
Curriculum Planning - Arts	AISWA Half Day Legal Seminar
Curriculum Planning - HASS	Mandatory Reporting
NCCD Moderation Workshop	NQS Principal Training

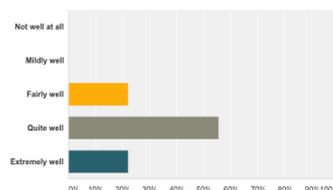
## B) Student Matters

### Parent Satisfaction:

Australian Christian College-Darling Downs measures community satisfaction through surveying parents and asking them about their opinion in various areas, as well as meeting as required. We also believe that the retention rates of staff and students reflect community satisfaction. A survey of parents provided the following data:

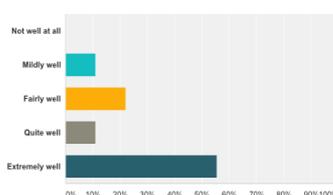
#### Q1 How well do the activities offered at your child's school match his or her interests?

Not well at all	0.00%
Mildly well	0.00%
Fairly well	22.22%
Quite well	55.56%
Extremely well	22.22%



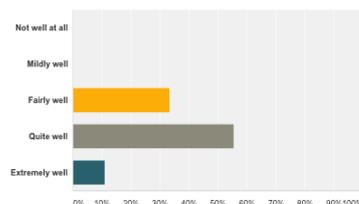
#### Q2 How well do the teaching styles of your child's teachers match your child's learning style?

Not well at all	0.00%
Mildly well	11.11%
Fairly well	22.22%
Quite well	11.11%
Extremely well	55.56%



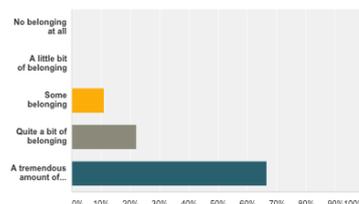
#### Q3 At your child's school, how well does the overall approach to discipline work for your child?

Not well at all	0.00%
Mildly well	11.11%
Fairly well	33.33%
Quite well	55.56%
Extremely well	11.11%



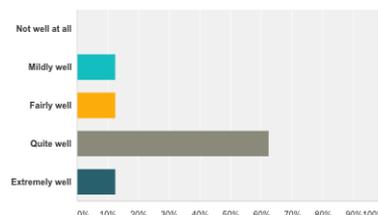
#### Q4 How much of a sense of belonging does your child feel at his or her school?

Not belonging at all	0.00%
A little bit of belonging	0.00%
Some belonging	11.11%
Quite a bit of belonging	22.22%
A trem. amount of belonging	66.67%



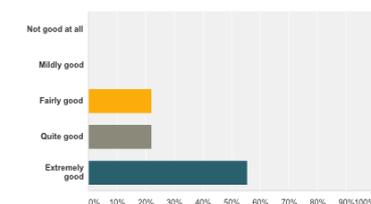
#### Q6 How well do you feel your child's school is preparing him or her for his or her next academic year?

Not well at all	0.00%
Mildly well	12.50%
Fairly well	12.50%
Quite well	62.50%
Extremely well	12.50%



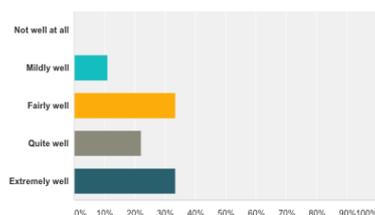
#### Q7 Given your child's cultural background, how good a fit is his or her school?

Not good at all	0.00%
Mildly good	12.50%
Fairly good	22.22%
Quite good	22.22%
Extremely good	55.56%



## Q8 How well do the school's ways of evaluating learning work for your child?

Not well at all	0.00%
Mildly well	11.11%
Fairly well	33.33%
Quite well	22.22%
Extremely well	33.33%



The above data supports the College's commitment to educational excellence centred on quality relationships between staff, students and parents. In addition to this, the data draws attention to the importance of quality learning programs and teaching practice, as well as a commitment to school improvement.

### Teacher Satisfaction:

Our college works hard at maintaining unity and a high staff morale. Teacher satisfaction is evident from staff meeting regularly for social events, positive discussions during staff meetings, as well as staff giving generously of their own time beyond what is required. A survey of staff provided the following data:

- How well do staff at this school collaborate with each other?  
Extremely well - 75.00% & Very well - 25.00%
- I am satisfied with my opportunities for professional growth.  
Agree - 50.00% & Strongly Agree - 50.00%
- How helpful was your position here in stimulating your professional growth?  
Extremely helpful - 25.00% & Very helpful - 75.00%
- Overall, are you satisfied with the working experience at this school, neither satisfied nor dissatisfied with it, or dissatisfied with it?  
Extremely satisfied - 50.00% & Moderately satisfied - 50.00%
- How useful is the feedback the principal at this school gives you?  
Very useful - 75.00% & Moderately useful - 25.00%
- How promising is the future of this school?  
Extremely promising - 25.00% & Very promising - 75.00%

### Student Satisfaction:

Parents and students meet formally and informally with teachers and the Principal throughout the year. They offer important feedback and their perceptions of school. Structured communication opportunities for parents and students are centred around 'Student Learning Review Meetings' that occur in the second week of each term. Within these meetings there is a formal review of existing practice by teacher, parent and student.

### Student Retention in 2015:

The average student retention rate in 2015 was 83%

### Student Outcomes – Student Attendance:

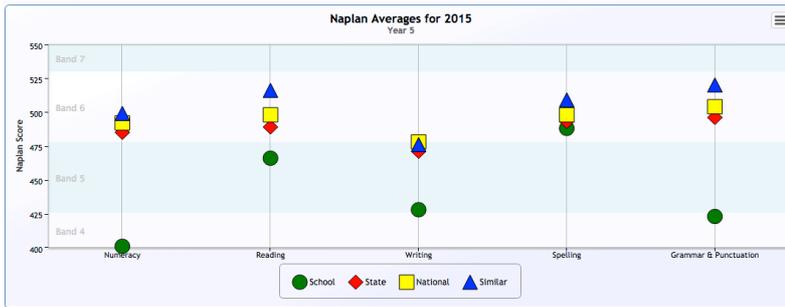
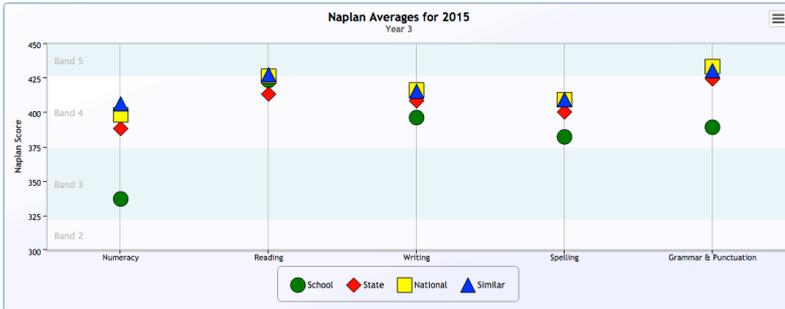
In 2015 the average student attendance rate was: K – 88.4%; P – 89.3%; Year 1 – 88.4%; Year 2 – 89.9%; Year 3 – 95.4%; Year 4 – 90.4%; Year 5 – 92.0%; Year 6 – 92.7%.

On Campus rolls are taken every morning and the information is transferred to an electronic data base. Parents are able to notify the school of absences via phone call, text or email to the office. Parents of absent children who have not notified the office by 9.15am are contacted by the school. Students away for more than a day are required to provide a written note and in the event of more than two days absence, a doctor's certificate is required. In the event of the secretary not being able to contact the parents of an absent child, the emergency contact is called. If the child's whereabouts is still not confirmed then the matter is referred to the Principal.

### Student Outcomes – Results:

Provided below is a summary of the mean Naplan results for students in 2015. The School's mean performance data is somewhat impacted by the small number of students currently in both Year 3 and 5. This is due to the significance of a single student's performance on the average performance of the student group. The College makes use of additional externally sourced assessment tools to add to the assessment data set. Naplan data is used by the College to reflect on and inform practice.

A Summary of 2015 NAPLAN results is outlined below.



Mean Performance for ACC Darling Downs, State and National			
	ACC	State	National
<b>Reading</b>			
Year 3	423	413	426
Year 5	466	489	498
<b>Writing</b>			
Year 3	396	408	416
Year 5	428	471	478
<b>Grammar &amp; Punctuation</b>			
Year 3	389	424	433
Year 5	423	496	504
<b>Spelling</b>			
Year 3	382	400	409
Year 5	488	493	498
<b>Numeracy</b>			
Year 3	337	388	398
Year 5	401	485	492

### C) Financial Matters

#### School Funding:

The following information, as prescribed by the My School website, highlights the sources of funding for the School.

Net recurrent income 2015	Total	Expenditure 2015	Total
Commonwealth Recurrent Grants	\$513,203	Capital Expenditure	\$2,880
State Recurrent Grants	\$104,878	Salaries Allowances & Related expenses	\$544,254
Government Capital Grants	\$ -	Non Salaries Expenses	\$292,682
Fees & Private Income	\$231,081		
<b>Net Recurrent Income</b>	<b>\$849,162</b>	<b>Total expenditure</b>	<b>\$839,816</b>

