



**AUSTRALIAN
CHRISTIAN COLLEGE**

Darling Downs
2014 Annual Report

School Performance Information - 2014

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 45+ 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. 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 2014 was 98%.

Professional Learning (PL)

All academic staff participated in professional learning (PL) through 2014. Expenditure on PL for staff for 2014 was \$1148; 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. One such relationship with Edith Cowan University has focused on the implementation of new digital technologies in the Early Childhood.

Further to this, a range of professional learning activities were undertaken by staff during 2014:

- NQS: Independent Sector Leader Training
- Leadership for Learning Symposium
- Nationally Consistent Data Collection: Students with Disability
- Primary Connections
- iPads and ePub workshops
- On Entry Assessment – Early Childhood Diagnostic
- Strategies on Improving Literacy & Assessing Student Performance Using ACER PAT R Test
- Using iPad as the Main Device in the Classroom
- Dance and Drawing in the Primary Classroom
- Reflective Practice with Early Writers
- Waste Wise Schools Workshop
- Teaching Mathematics in a Multi Aged Classroom

Staff also provided professional development and information sessions:

- iPad and digital technology use in the Classroom

B) Student Matters

Community 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 recent survey of parents provided the following data across a five point scale in response to the following questions:

- How well do the activities offered at your child's school match his or her interest?
Extremely well - 39%, Quite well - 28%, Fairly well - 33%, Mildly well – 0%, Not well at all – 0%.
- How well do the teaching styles of your child's teachers match your child's learning style?
Extremely well - 39%, Quite well - 50%, Fairly well - 6%, Mildly well – 6%, Not well at all – 0%.
- How well do the school's ways of evaluating work for your child?
Extremely well - 39%, Quite well - 56%, Fairly well - 6%, Mildly well – 0%, Not well at all – 0%.
- How well do you feel your child's school is preparing him or her for his or her next academic year?
Extremely well - 22%, Quite well - 77%, Fairly well - 6%, Mildly well – 0%, Not well at all – 0%.
- How comfortable is your child in asking for help from school adults?
Extremely - 33%, Quite - 56%, Fairly - 11%, Mildly - 0%, Not at all - 0%.
- At your child's school, how well does the overall approach to discipline work for your child?
Extremely well - 44%, Quite well - 50%, Fairly well - 33%, Mildly well – 0%, Not well at all – 6%.
- How much of a sense of belonging does your child feel at his or her school?
Tremendous amount - 56%, Quite a bit - 39%, Some - 0%, Little bit – 6%, None – 0%.
- Given your child's cultural background, how good a fit is his or her school?
Extremely good - 50%, Quite good - 50%, Fairly good - 0%, Mildly good - 0%, Not good at all - 0%.

The above data provides insight into the College's community culture that values diversity and centres its practice 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.

Student Retention in 2014:

The average student retention rate in 2014 was 85%

Student Outcomes – Student Attendance:

In 2014 the average student attendance rate was 92% for male students and 93% for female.

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 a form on the website or by phone call or email to the office. Parents of absent children who have not notified the office by 9.15am are contacted by the school secretary. 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 will be called. If the child's whereabouts is still not confirmed then the matter is referred to the Principal.

Student Outcomes – Results:

Student Outcomes: Summary of 2014 NAPLAN Results

	Percentage within Top 20% of nation	Percentage at or above the benchmark	Percentage in bottom 20% of nation
Grammar & Punctuation			
Year 3	67	0	33
Year 5	14	57	29
Year 7	0	60	40

Numeracy			
Year 3	0	33	67
Year 5	14	57	29
Year 7	0	40	60

Reading			
Year 3	33	0	67
Year 5	14	57	29
Year 7	0	40	60

Writing			
Year 3	0	67	33
Year 5	0	71	29
Year 7	20	0	80

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 2014

Commonwealth Recurrent Grants	\$401,219
State Recurrent Grants	\$103,093
Government Capital Grants	\$ -
Fees & Private Income	\$103,928
Net Recurrent Income	\$608,240

Expenditure 2014

Capital Expenditure	(\$ 49,406)	Total
Salaries Allowances & Related expenses		\$362,774
Non Salaries Expenses		\$235,667
Total expenditure		\$598,441

