

# ***SUMMERLAND CHRISTIAN COLLEGE ANNUAL REPORT***

## ***2015 SCHOOL YEAR***

Summerland Christian College is a K-12 school located in scenic Goonellabah on the eastern outskirts of Lismore in northeast NSW and is affiliated with Christian Schools Australia and Australian Independent Schools. It is governed by Centre Church, Lismore, and has provided interdenominational Christian education in the local area for 35 years. The College enjoys a “family” atmosphere and is committed to offering a quality education within a distinctively Christian ethos.



### **PRINCIPAL'S REPORT**

The College started the year with 376 students. This is an increase of 22 students overall from 2014. God blessed us with 215 in Primary and 161 in Secondary. The dual streaming of the Infants classes continues and has proved to be a very successful decision for the College with the Kindergarten classes being filled to capacity. Prospective parents need contact the College and seek enrolment well in advance in order to secure future positions. 2015 saw the completion of two outstanding new Year 5 and 6 classrooms to provide for the continued dual streaming of the Primary School. These classrooms feature acoustic walls, glass walled computer annexes and adjoin a large carpeted assembly and activity space. Additional Secondary classes will be constructed in the near future to accommodate the continued growth. The landscaping of the area in front of the new Administration building was also completed this year.

During 2015 the College successfully applied for the establishment of a Before and After School Care program for school aged children. The program operates in partnership with SCC Active Kids with staff approved by the College. Before and After School Care began operation at the beginning of 2016 due to the very enthusiastic response of our parents.

At the end of 2015 the existing Principal, Neil Easter, retired after 19 years at the College.

Yours in Christ,

Neil Easter - Principal 2015

## **SCC School Board Report 2015**

By Pastor Rod Dymock - Board Chair

The 2015 School Year at Summerland Christian College was another very productive year with enrolments reaching almost 400 students from Kindergarten through to Year 12. The transition to Kindergarten class commenced in recent times continued in 2015 preparing students for Primary schooling in the loving context of the Christian faith.

The College continued to access Government funding at both State and Federal levels, not only for recurrent purposes, but to continue the implementation of projects that enhance the special education and literacy/numeracy needs of the College as well as the pursuit of embedding excellence in the educational process. Strong academic results continued to be achieved across both Primary and Secondary with solid results in NAPLAN testing and overall HSC achievements.

The further expansion of the College's facilities again occurred during 2015 with the construction of the Year's 5 and 6 double classroom building with the creative general purpose area in between these rooms. This was completed in time for occupation at the start of the 2016 year. Such facilities can provide for the continued extension of the Primary school into double streaming with two Year 2 classes in 2015.

The College continued to experience a variegated and purposeful range of extracurricular events and activities that are important for the overall development of the students. The expression of faith by the students in the variety of opportunities offered to them throughout the year continued to foster spiritual strength.

Along with the usual awards night celebration events the 2015 year ended with the farewelling of Mr Neil Easter, the College Principal, who had completed 10 years in that role following 9 years earlier as Deputy. Much appreciation was expressed by all for Neil's dedicated and capable leadership of the consolidation and further growth of the College during this time. We wish him every blessing in his well-earned retirement. I would like to express thanks and congratulations to all the students and their families for a great effort throughout 2015 as well as sincere appreciation to the Principal, Head of Primary, and School Executive, fellow Board/Council Members, and School Teaching and Ancillary Staff for a highly memorable, strategic and significant 2015.

## STUDENT OUTCOMES IN NAPLAN

Literacy and numeracy standards were tested in the National Assessment Program for Literacy and Numeracy (NAPLAN). Years 3, 5, 7 and 9 students yielded very reassuring results again for our College. Details regarding the percentage of students tested who achieved below national benchmarks compared to the State in each year group in 2015 is tabled below:

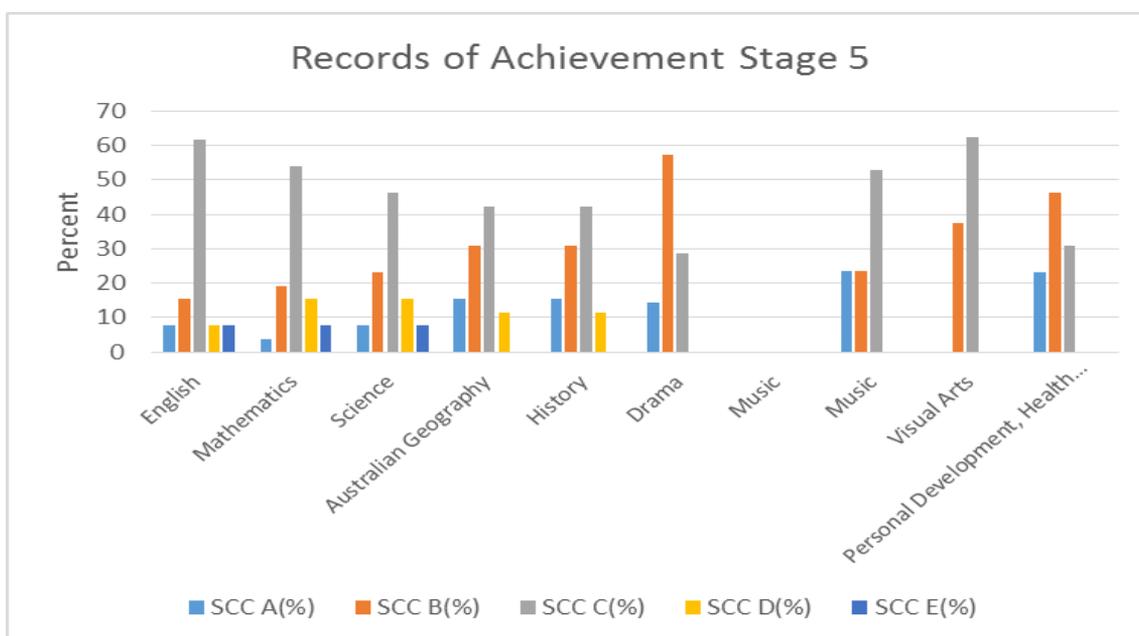
Years	% below NMS		% at or below NMS		% at proficiency			
	3 School	3 State	5 School	5 State	7 School	7 State	9 School	9 State
<b>Reading</b>	8%	6%	0%	6%	4%	4%	0%	8%
<b>Writing</b>	0%	4%	13%	7%	8%	12%	31%	22%
<b>Spelling</b>	0%	6%	8%	6%	8%	8%	12%	10%
<b>Grammar &amp; Punctuation</b>	4%	6%	21%	8%	8%	9%	15%	12%
<b>Numeracy</b>	0%	6%	8%	5%	0%	3%	0%	4%

Additional information can be gained by accessing the My School website: <http://www.myschool.edu.au/>

## THE GRANTING OF RECORDS OF ACHIEVEMENT

### SCC Year 10 RoSA Results 2015

Summerland students completed school examinations and were allocated grades by the College in line with BOSTES guidelines. The percentage of grades A to E allocated to the students is shown on the graph below.



## **SENIOR SECONDARY OUTCOMES**

Our students complete their HSC over two years, studying most subjects under a compressed approach with double the lessons each year. English and Maths are the exception, being studied in the traditional manner over the 2 years. As mentioned earlier, the S.C.C. senior students achieved some very strong results in the 2015 HSC subjects. However, due to the relatively small number of students in each subject we have not provided specific information on student performance for reasons of privacy and the small sample involved. Nevertheless, we are proud of the students' efforts, and the pattern of overall results has been pleasing with a high level of parent and student satisfaction being reported. 30% of students have continued onto tertiary studies or been offered placements at University, while over 50% have entered the workforce. The following table outlines the number of students in each HSC course offered.

<b>Course Name</b>	<b>Students Included</b>
Ancient History 2 unit	11
Biology 2 unit	19
English (Advanced) 2 unit	9
English (Standard) 2 unit	19
Information Processes and Technology	8
Mathematics Extension 1 2 unit	1
Mathematics General 2 2 unit	16
Mathematics 2 unit	4
Music 1 2 unit	22
Personal Development Health	19
Retail Services Examination 2 unit	1

## **PROFESSIONAL LEARNING AND TEACHER STANDARDS**

All members of the teaching staff participated in professional development and learning in 2015. This amounted to an approximate average of 6 days per teacher. This training related to matters such as Fire and Safety, Child Protection, Chemical Safety, Resuscitation and First Aid, as well as subject-specific training for individual teachers in areas such as English, Science, Maths, PDHPE, History and Geography. The mid-year conference held at Newcastle focused on professional development relating to: Literacy and Numeracy, Classroom Management and our role as Christian teachers.

The average expenditure on professional development/learning in 2015 was \$1 343 per teacher.

In terms of qualifications, the teachers who are responsible for delivering the curriculum are qualified in the area they are required to teach in.

## **WORKFORCE COMPOSITION**

The workforce at SCC comprises 50 people and this includes teachers (full-time and part-time), a Chaplain, assistants and administrators.

In the Primary School the staff team of 9 full-time and 8 part-time teachers is largely comprised of mature and experienced teachers, all with appropriate formal teaching qualifications.

In the Secondary school, the established teachers (8 full-time and 8 part-time) all have appropriate formal teaching qualifications and substantial experience, with their subject specializations comfortably covering the required spectrum. All teachers have teaching qualifications from an accredited higher education authority.

## **STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE**

The average attendance rate of students, Kindergarten to Year 12, in 2015 at Summerland Christian College was 90.77% of school days. The average attendance for the year in each class is shown below:

### **Attendance by Grade: Kindergarten to Year 12**

Year Group	Average Attendance	Year Group	Average Attendance
Kindergarten	91.3	Year 6	91.5
Year 1	90.4	Year 7	92.2
Year 2	96.1	Year 8	90.5
Year 3	93.5	Year 9	85.8
Year 4	91.2	Year 10	81.2
Year 5	95.3	Year 11/12	90.4

Under the NSW Education Act, it is the duty of parents or carers to ensure that their child/ward of compulsory school-age enrolled at a government school or a registered non-government school attends school whenever instruction is provided, unless a valid reason exists.

The school monitors the attendance of all students, and follows-up unexplained absences as required. If, in the opinion of the school executive, absences reach a level of concern, the parents or carers are contacted and reminded of their responsibilities under the Act.

The measures used to address non-attendance will be those deemed appropriate to the individual case. They may include, but are not limited to:

- Interviews with the student;
- Counselling for the student;

- Interviews with the parent/s or carers;
- Encouragement or reward;
- Sanctions, such as school or after-school detentions;
- Notifications to relevant authorities;
- Exclusion for failure to meet the attendance requirements of the College as agreed to upon enrolment.



### **DETENTION OF YEAR 10 TO YEAR 12**

88% of the 2014 Year 10 cohort elected to pursue Senior Secondary studies either at Summerland or other High Schools. Tracking of students from Yr 10 to Yr 12 shows an actual retention rate of 67% at our College. Comparing overall numbers for Year 10 of 2013 and Year 12 of 2015 reveals an apparent retention rate of 80%.

Of the students who are enrolled in the secondary school, it seems that there is a high level of student satisfaction with the focused system of study. There is also strong support from parents for the senior school and a high level of parent/student satisfaction with the positive Christian environment.

### **POST-SCHOOL DESTINATIONS**

Of the students who left schooling in 2015:

- 52% entered the workforce or were seeking work (Year 10 & 12 combined);
- 30% continued with further study (Yr 10 and Yr 12 combined);
- 12% unknown (Year 10 & 12 combined);
- 25% of the Year 12 students continued with further study;

- 0% of the Year 12 students are studying vocational or trade courses;
- 57% of Year 12 students entered the workforce;
- 100% of the Year 12 students at the College attained the HSC.

## **ENROLMENT POLICIES & CHARACTERISTICS OF THE STUDENT BODY**

Summerland Christian College began 2015 with 215 students in Primary and 161 students in Secondary, giving a grand total of 376 students from K-12.

The male/female ratio was relatively equal. The enrolment population contained a broad representation of church affiliations across the mainly Protestant spectrum as well as a significant spread socio-economically. A number of Indigenous students attended the College. All this led to a positive, diverse community couched within the general Christian ethos of the College whose enrolment policy emphasizes equal opportunity and assistance for disadvantaged families as well as agreement with and support for the Christian philosophy of the College. The enrolment policy is presented below.

### **ENROLMENT POLICY**

Summerland Christian College welcomes applications for enrolment of students whose parents/guardians are seeking an education for their child/children within a Christian context.

Because of the Christian philosophy of the School, it is assumed that most enquiring families would be linked by attendance to a local church with at least one parent a professing Christian (and, where there are two parents, that the other at least be agreeable to the child's/children's enrolment in the School) – hence the church membership question on the enrolment form requiring a minister's signature. If no active church affiliation exists, such enrolment applications will be considered and processed on an individual basis (usually with referral to the Board); on the condition that clear support for the Christian philosophy and activities of the College is confirmed with a signed statement. The College leadership will monitor enrolments to preserve the “Christian majority” across all classes in the school.

The School seeks to provide equal opportunity for all applicants from families seeking a Christian education regardless of Church or denominational affiliation, and the School also endeavours to aid disadvantaged students where possible - discounts on fees may be offered where parents are able to demonstrate that their family is experiencing major financial hardship.

An “Application for Admission” form needs to be completed and forwarded with the required enrolment fee. A school-parent interview (usually with the Principal or Head of Primary), along with a successful probationary period, is required before enrolments are finalized.

### **Conditions for Continued Enrolment**

For a student to be eligible to continue to be enrolled at Summerland Christian College, the College executive and Board must be satisfied that:

- The student and their family are maintaining their full support for the Christian philosophy and ethos of the College;
- The family and student are meeting the requirements outlined on the original enrolment agreement e.g. Uniform compliance, fee payment, following communication procedures;
- The student participates fully in all extra-curricula activities arranged by the College, including, but not limited to: College athletics, swimming and Cross Country carnivals, awards nights and performance nights (if taking a CAPA elective) and marching with the College in the annual ANZAC March in Lismore (unless granted an exemption by the College for a valid reason eg Out of Lismore on a family vacation, or marching with another organisation);
- Students are expected to participate in all excursions and camps unless granted an exemption by the Principal for compelling reasons.
- The family acknowledges that if they choose to withdraw their child from the College, a minimum of ten weeks written notice must be given, or, if ten weeks written notice is not received, then a full term's fee must be paid in lieu of notice when removing the student from the College;
- The lifestyle of the student and/or family does not conflict with the Christian values of the College;
- The activities of the student and/or family are not likely to bring significant criticism upon the College, or create disharmony or distress, for either staff, students or the College community;
- The continued enrolment of the student is not disadvantaging the College or harming its reputation;
- The student's behaviour and attitudes are such that it does not unduly interfere with the ongoing physical safety, spiritual and emotional wellbeing of other students in the school;
- The student is maintaining acceptable standards of behaviour, attendance, respect for staff and effort in all aspects of College life;
- The relationship between the students and /or family, and the College has not deteriorated to the point where, in the opinion of the College executive, irreconcilable differences exist;
- There is strong acceptance by the student and the family of the authority of the College in organisational, educational and disciplinary matters and other College matters.

If, following careful consideration of the evidence, a decision is made by the school executive that a student should not be enrolled for any of the above reasons; the family will be informed that the student has been excluded, along with an explanation. If the family of the student wishes to question the exclusion, an appeal against the decision, in writing, may be lodged with the School Board within seven (7) days of the date of notification of the exclusion. After the written response from the family is received, the Board will then make a final decision, giving due consideration to the matters at hand and the merits of the case. The results of the appeal will then be conveyed in writing to the family in question.

In future, changes may be made to the Conditions for Continued Enrolment at the absolute discretion of the College Board, and notification of the changes will appear in the College Newsletter for two consecutive publications.

## **STUDENT WELFARE, ANTI-BULLYING, DISCIPLINE, COMPALINTS AND GRIEVANCES POLICIES**

Superimposed on the routine discipline strategies in the College, which emphasize consideration of the individual student needs/rights and procedural fairness, the Levels system continues to work well in major matters, and facilitating home/school communication and mutual support.

The College's welfare/discipline policy is bible-based and quite comprehensively covers the key issues of supervision and protection of students (security, anti-harassment, critical incident), conduct expectations, pastoral care and welfare strategies, and communication with parents. *(It also prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce the discipline of the school.)*



## **Harassment, Bullying and Violence Policy and Procedures (Referred to as the Harassment Policy in this document.)**

Bullying, harassment and violence have no place at this school. Bullying is deliberate, repetitive acts which set out to cause pain and/or unhappiness. Examples include hitting, pushing, name calling, threats, exclusion and spreading rumors. Harassment is similar but may involve less direct actions or words which cause worry or distress. Violence is any intentional direct contact which causes significant pain or injury. Our aim is to watch for signs of distress in students, to train students and staff in dealing with these situations and to put in place procedures for dealing with it.

It says in Ephesians 4: 31 “Get rid of all bitterness, rage, anger, brawling and slander along with every form of malice. Be kind and compassionate to one another, forgiving each other.”

There needs to be a dual approach in dealing with bullying, harassment and violence; one which is both proactive and reactive. Students are encouraged to report any incidents of bullying, harassment or violence to staff as soon as possible. One way this is done is by distributing the Harassment Policy pamphlet to students at the start of each year. At the beginning of Term 1 or 3 each year, teachers discuss the harassment policy (along with the need to care for others) and what to do if harassed. Teachers also discuss these issues with their classes at any appropriate time during the year.

### **Changes to Policies**

No significant changes were made to the Student Welfare, Discipline and Complaints Policy or the Harassment, Bullying and Violence Policy during this reporting period. All documentation mentioned above, is available to those with a connection to the College, upon request at the school office.

Accessibility to the College’s visiting Counsellor continued in 2015. The school takes advice from the Counsellor in terms of periods of greater or lesser need, and adjustments are made as appropriate. The Chaplaincy service, which began in 2007, continues to be an effective and valuable service and this allows additional support for students and others in the school community.

## **COMPLAINTS & GRIEVANCE RESOLUTION POLICIES**

The College continues to enjoy a positive rapport generally with parents and students. Enrolment and discipline matters referred to the College Board were settled in accordance with the established procedures of the College. As expected in a school where parents enrol by choice, the school community is essentially very positive about the school operation and programs.

Personal access to College leadership is invited, and relatively easy access to the Board Chairperson is facilitated by his regular presence on campus.

The College policy on communication and handling of complaints is available to those with a connection to the College, upon request via the school office.

## **SCHOOL-DETERMINED IMPROVEMENT TARGETS**

### **TARGETS FOR 2016 INCLUDE:**

1. Whole school writing improvement plan

*Target is 100% of teachers K-12 following a consistent approach to the teaching of writing.*

2. High yield teaching strategies

*100% of teachers K-12 given opportunities to embed evidence based teaching practices in classrooms.*

3. Christian impact on students, staff, parents and community

*Increased engagement with students, staff, parents and community with a focus on Christianity.*

4. Essential skills in classroom management

*100% of teachers offered the opportunity to engage in improved classroom practice.*

5. Facilities planning for future growth

*Planning for double-streaming of the secondary school in 2020 and associated infrastructure.*

## **PREVIOUS PRIORITIES**

### ***ONGOING IMPLEMENTATION OF THE AUSTRALIAN CURRICULUM***

In conjunction with other North Coast Christian Schools staff have continued the implementation of the Australian Curriculum in English, Maths, Science and History across K-12.

### ***PROVIDE MORE SUPPORT FOR STUDENTS WITH DISABILITIES***

In partnership with the Association of Independent Schools the College has implemented a range of measures to provide more support for students with disabilities. This included the building of a learning support room with associated disabled toilet facilities. The College also has focused on providing support for students with autism and Asperger's. A number of staff training and consultancy days have been undertaken.

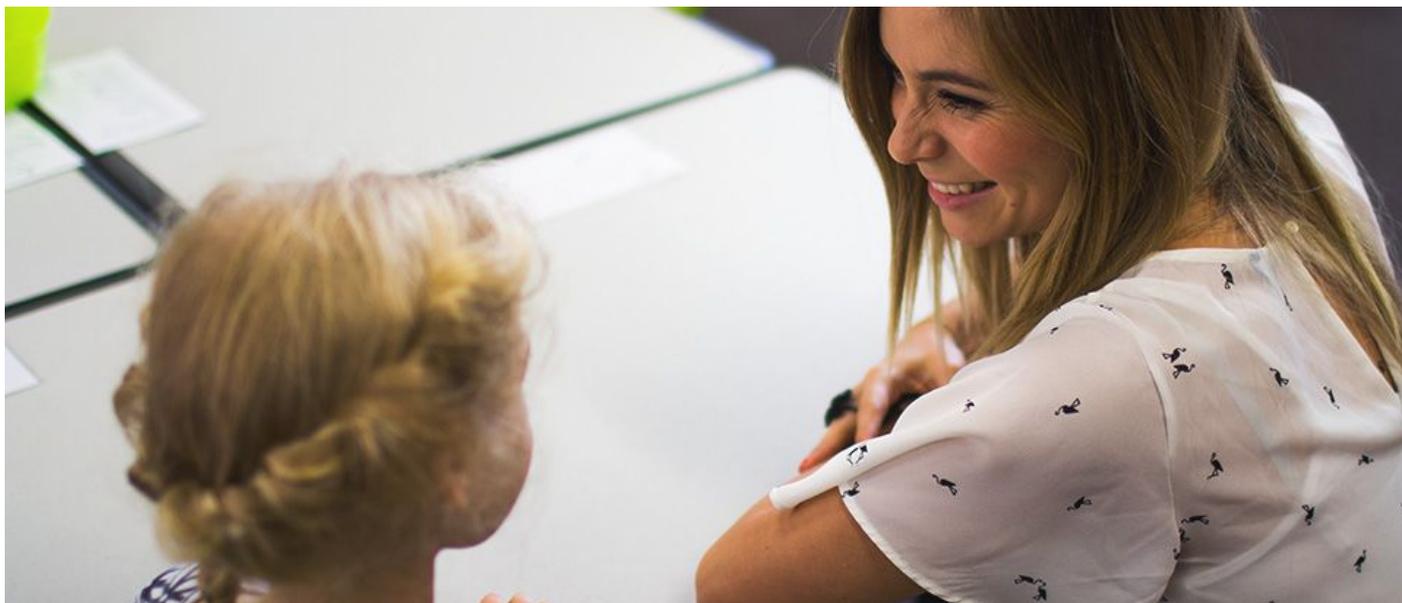
### ***DEVELOPING LITERACY SKILLS K-8***

Another AIS Grant enabled us to develop several programs to improve literacy skills. Most of the funding was used for staff development, and included staff travelling to Sydney to receive training on new instruction measures which are research based and have an established record of success.

## **ACTIONS TAKEN TO PROMOTE RESPECT AND RESPONSIBILITY**

Students receive regular advice on respecting others at weekly Chapel times and Pastor's classes, where messages regularly relate to caring for and respecting each other. As well, each day begins with a devotional time where a brief thought, Bible verse or message is delivered by the teacher with students often encouraged to contribute and discuss the issue.

At various times, instruction about the non-acceptance of bullying and harassment of other students and how to act upon this is delivered to students. Responsibility is again promoted by positive messages from staff to students, with themes announced at appropriate times.



## **PARENT, TEACHER AND STUDENT SATISFACTION**

An Association of Independent Schools survey of the school community found the following:

### Parent Satisfaction

An Explicit Improvement Agenda	85%
Analysis and discussion of Data	84%
A Culture that Promotes Learning	88%
Targeted Use of School Resources	88%
An Expert Teaching Team	82%
Systematic Curriculum Deliver	87%
Differentiated Teaching and Learning	83%
Effective Pedagogical Practices	83%
School-Community Partnerships	80%

### Teacher Satisfaction

An Explicit Improvement Agenda	78%
Analysis and discussion of Data	57%
A Culture that Promotes Learning	87%
Targeted Use of School Resources	82%
An Expert Teaching Team	80%
Systematic Curriculum Deliver	71%
Differentiated Teaching and Learning	65%
Effective Pedagogical Practices	67%
School-Community Partnerships	73%

Student responses were also very positive.

## SUMMARY FINANCIAL INFORMATION

Solid enrolments in 2015 have continued to provide a good funding basis for the College and we are well positioned financially for our anticipated extensions. In the last financial year, the College used some of its reserves whilst adding to facilities and resources for students.

The sector graphs (below) for income and expenditure give the overall financial picture for the College:

