

SUMMERLAND CHRISTIAN COLLEGE ANNUAL REPORT

2016 SCHOOL YEAR



PRINCIPAL'S REPORT

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 36 years. The College enjoys a “family” atmosphere and is committed to offering a quality education within a distinctively Christian ethos.

The College started the year with 390 students. This is an increase of 14 students overall from 2015. The College enrolments consisted of 234 students in Primary and 156 in Secondary. The dual streaming of the Infants classes continued 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. 2016 saw the completion of two classroom upgrades 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.

I would like to take the opportunity to thank all those who contributed to the education of our wonderful students at Summerland Christian College throughout 2016.

David Roach

Principal

SCC School Board Report 2016

By Pastor Rod Dymock - Board Chair

The 2016 School year at SCC commenced with the welcome of our new Principal, Mr David Roach, who arrived with a wealth of experience from the Queensland Education Department, replacing Mr Neil Easter upon his retirement (after 10 years as Principal) at the end of 2015. Mr Roach settled in very successfully and industriously and has further built on and extended the great work done by Mr Easter in the leadership of the College.

The enrolments reached close to the 400 mark last year as the College continues to grow and double streaming advanced to Year 3 level of Primary necessitating additional staffing. The College continues to draw broadly from across the interdenominational Christian community in the Lismore local area.

A scheduled Appraisal of the College was conducted by BOSTES during the year and another 5 years of Registration and Accreditation was successfully gained – congratulations to all concerned.

With regards to facilities needed for the ongoing growth of the College plans for a Secondary build needed by 2020 for Secondary double streaming were reviewed and relocated near the top end of the oval closer to Pineapple Road (which runs alongside the property).

A proposal for a future Early Learning Centre was also investigated and sewerage infrastructure needs into the future were addressed with the Lismore City Council as this looms as a significant future expense.

A number of educational strategies were pursued in 2016 to further improve the College's sound academic performance reputation. These included strategic analysis of school and global data, facilitating of Primary to Secondary transition, implementation of Government targeted funding ("Embedding Excellence" and other funding initiatives) and Instructional Rounds of classroom visits by teaching staff with School Executive.

In addition the interface with the surrounding College community was strengthened with the use of social media for enhancing communication with the parents and the introduction of coffee-before-school and 'Meet-a-Mum' social initiatives as well as inspiration and encouragement at College gatherings.

On behalf of the Board I would like to express thanks and congratulations to all the students and their families for a great effort throughout 2016 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 productive 2016.

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. The table below compares College performance in years 3/5/7/9 against statistically similar schools and the National averages.

2008	2009	2010	2011	2012	2013	2014	2015	2016		
Colour Scheme <input type="text" value="Red & Green"/> <input type="button" value="Submit"/>								Alternate view: Results in graphs		
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	470 445 - 496		432 411 - 453		455 432 - 478		483 456 - 510		434 413 - 455	
	SIM 429 420 - 438	ALL 426	SIM 425 417 - 433	ALL 421	SIM 423 415 - 432	ALL 420	SIM 441 431 - 451	ALL 436	SIM 406 398 - 414	ALL 402
Year 5	508 482 - 534		454 429 - 478		470 446 - 494		506 478 - 534		498 478 - 518	
	SIM 504 495 - 513	ALL 502	SIM 479 471 - 487	ALL 476	SIM 494 487 - 502	ALL 493	SIM 512 502 - 521	ALL 505	SIM 494 486 - 502	ALL 493
Year 7	556 534 - 577		525 501 - 549		549 527 - 571		554 530 - 579		549 529 - 569	
	SIM 539 532 - 547	ALL 541	SIM 517 508 - 526	ALL 515	SIM 541 533 - 549	ALL 543	SIM 538 530 - 547	ALL 540	SIM 544 536 - 551	ALL 550
Year 9	605 582 - 628		583 552 - 614		600 575 - 626		576 549 - 602		603 582 - 624	
	SIM 583 576 - 590	ALL 581	SIM 552 543 - 562	ALL 549	SIM 583 575 - 590	ALL 580	SIM 571 563 - 580	ALL 569	SIM 584 577 - 592	ALL 589

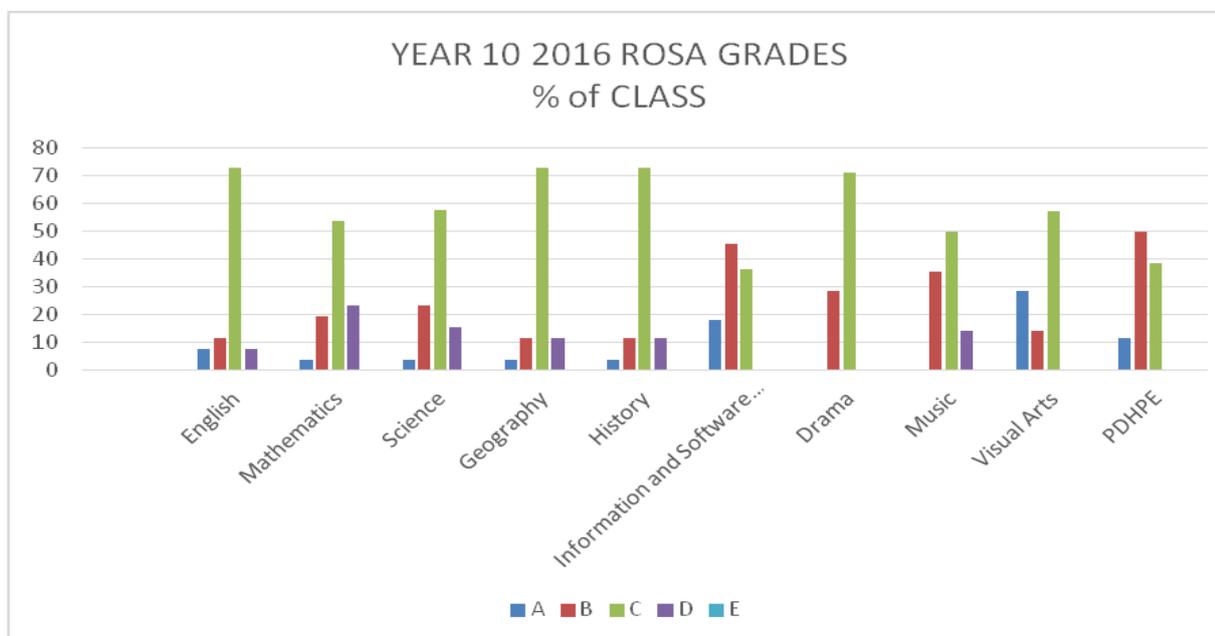
Additional information can be gained by accessing the **My School** website:

<http://www.myschool.edu.au/>

THE GRANTING OF RECORDS OF ACHIEVEMENT

SCC Year 10 RoSA Results 2016

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 2016 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. The number of matriculating students that have continued onto tertiary studies (50%) or been offered placements at University represent the vast majority of those seeking higher education. The following table outlines the number of students in each HSC course offered.

Course Name	Students Included
Business Studies	18
Drama	14
English (Standard)	12
English (Advanced)	8
Legal Studies	5
Mathematics (General 2)	14

Mathematics	3
Mathematics (Ext. 1)	1
Studies of Religion 2	14
Visual Arts	7
English (Life Skills)	1
Mathematics (Life Skills)	1
Drama (Life Skills)	1
Visual Arts (Life Skills)	1
Business & Economics (Life Skills)	2
Studies of Religion II (Life Skills)	2



PROFESSIONAL LEARNING AND TEACHER STANDARDS

All members of the teaching staff participated in professional development and learning in 2016. 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 Coffs Harbour focused on professional development relating to: Literacy and Numeracy, Classroom Management and our role as Christian teachers.

The expenditure on professional development/learning in 2016 was \$31,298.81.

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 55 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 11 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 7 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 2016 at Summerland Christian College was 92.2 % 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	93.7	Year 6	94.3
Year 1	93.6	Year 7	90.9
Year 2	92.3	Year 8	91.9
Year 3	94.1	Year 9	91.9
Year 4	94	Year 10	85.9
Year 5	91.7	Year 11/12	90.1

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.



RETENTION OF YEAR 10 TO YEAR 12

72% of the 2016 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 68% at our College.

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 2016:

- 39% entered the workforce or were seeking work (Year 10 & 12 combined);
- 61% continued with further study (Yr 10 and Yr 12 combined);

- 0% unknown (Year 10 & 12 combined);
- 52% of the Year 12 students continued with further study;
- 19% of the Year 12 students are studying vocational or trade courses;
- 48% 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 2016 with 234 students in Primary and 156 students in Secondary, giving a grand total of 390 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-curricular 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 2016. 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:

Student Achievement

Semester Reports	>85% of students C or higher
Intervention	100% of students not meeting Year 1 Literacy & Numeracy benchmarks to be included in intensive intervention support programs
NAPLAN	20/20 domains at or above the National mean 100% of students make >2 years gains between tests
Junior Secondary	>85% of students C or higher

Teaching / Learning

Pedagogy	100% of staff can articulate the research / evidence base for their teaching
Explicit Instruction	100% of use EI for the teaching of new concepts

Attendance

Rates	>93% attendance
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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

Summerland Christian College enjoys very high rates of student, staff and parent satisfaction. A range of formal and informal communication structures have been established to identify and manage concerns. These strategies include regular email communications, texts, parent teacher sessions, the staff and parent coffee area and the crossways parent lounge.

Individual class student surveys indicate student opinions are very positive. Teachers use these surveys to provide valuable feedback on the effectiveness of their work and to identify specific areas for improvement.



SUMMARY FINANCIAL INFORMATION

Solid enrolments in 2016 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:

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 393

Net Recurrent Income 2016	\$ Total	\$ Per student
Australian Government recurrent funding	\$3,713,866.00	\$9,450.04
State/Territory Government recurrent funding	\$992,941.00	\$2,526.57
Fees, charges and parent contributions	\$1,030,685.00	\$2,622.61
Other private sources	\$180,523.00	\$459.35
Total gross income (excluding income from government capital grants)	\$5,918,015.00	\$15,058.56
Deductions		
Income allocated to current capital projects	\$0.00	\$0.00
Income allocated to future capital projects and diocesan capital funds	\$24,225.00	\$61.64
Income allocated to capital debt servicing (including principal repayments and interest on loans)	\$621,833.00	\$1,582.27
Subtotal	\$646,058.00	\$1,643.91
Total net recurrent income	\$5,271,957.00	\$13,414.65
Capital Expenditure 2016	Total	
Australian Government capital expenditure	\$0.00	
State/Territory Government capital expenditure	\$0.00	
New school loans	\$0.00	
Income allocated to current capital projects	\$0.00	
Other	\$222,445.00	
Total capital expenditure	\$222,445.00	