



COOLUM BEACH  
CHRISTIAN COLLEGE

*knowledge · wisdom · love*

# ANNUAL REPORT 2019

Based on 2018 Data

# Coolum Beach Christian College Annual Report 2019

(Based on 2018 data)

## Descriptive Information

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

### School Sector:

Independent

### School's Address:

2 Arcoona Road, Yandina Creek Queensland 4573

### Total Enrolments:

360

### Year Levels Offered:

In 2018, Coolum Beach Christian College offered classes from Kindergarten to Year 12 in a co-educational setting.

### Co-educational or Single Sex:

Co-educational

### Characteristics of the Student Body:

The main body of the school in 2018 were fulltime students in classes from Prep to Year 12. Students in these classes were educated using a school-developed curriculum based on the ACARA, National Curriculum and Queensland Curriculum and Assessment Authority.

### Distinctive Curriculum Offerings:

Coolum Beach Christian College has innovative integrated curriculum that is based on the New Australian Curriculum. In this program the College has made a strong commitment to early year's literacy development, recognising the importance of literacy across all teaching and learning areas. As such, much emphasis has been placed on catering for individual differences and learning needs in the early years.

### **Extra-curricular Activities:**

In 2018 students were able to take part in after school music classes. Students also had the opportunity to take part in an after-school dance group and sporting groups such as Futsal, Athletics and Soccer. The College also has four netball teams, who are all performing successfully.

### **Social Climate:**

Coolum Beach Christian College has a strong commitment to child protection with child protection policies written and implemented. Likewise, the College has maintained a strong commitment to its anti-bullying policy, which includes the ongoing use of a Pastoral database to monitor and control bullying incidents. Weekly Chapel times and Christian Life Studies are held during which awareness of a number of issues are raised. In 2007, with the start of Secondary Schooling, the College commenced separate Chapel times for Secondary students. This program continued to gain momentum in 2018. Our chaplain supports the students and speaks with them regarding self-esteem issues, bullying, excellence and social issues.

### **Parental Involvement:**

A strong community atmosphere has been developed with parents involved in volunteering in the classrooms, canteen, working bees, home baking and many other areas of the College. The school Parents and Friend's Association meets regularly and has a mission to facilitate relationship building in the College community and to raise funds to support the aims of the College. This is achieved through identifying services and talents within the College community and matching them to related educational, social and fundraising activities.

A parent committee has established the College library, and a number of parent volunteers assist many areas of the College, including classroom educational programs, sports days, camps and excursions.

Each year a number of events are held that involve parents and other extended family members. These include Under 8's Day, Mini Olympics, Sports Carnivals and Grandparents Day. A mini-performance featuring students from our Drama Department are held on Grandparents Day and Celebration Evenings. Piano, Drama and Instrumental Music students perform at our Celebration Nights.

Three Celebration & Award Events were held in 2018 – a Prep to Year 2, Year 3 to Year 6 and a Secondary. Each was uniquely different and featured an array of presentations from students. Awards were presented not only for academic results but for students with Godly Character.

The C.A.R.E award was presented to those students who exemplified the following

Character:

- C - Christlikeness
- A - Attitude
- R - Respect (to self, to family, to country, to God)
- E - Excellence

### **Parent, Teacher and Student Satisfaction with the School**

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Our parent community and its interconnectedness has continued to grow and connect in recent years. Attendance at events such as the Parents and Friends Neon Dance Party in May point to great satisfaction. Numbers were significantly higher than previous years and the parent socialising was a highlight of the evening with many good reports following.

The College also has a committed Parent Prayer group who meet weekly to pray for the College, its future, staff and community. This group is motivated by faith as well as a shared passion for what the community at CBCC means to them personally.

We encourage conversation with our community, regularly asking for feedback on our service. The rare complaints we receive are dealt with openly and promptly.

When moving around the campus, the community is friendly and engaging. Individual staff and Business Services are continually receiving good reports in person, via email and on social media. This is a direct reflection on the satisfaction of parents with the education service that they are receiving.

### **Contact Person for Further Information:**

The title of a school-based contact person for further information on the school and its policies.

Mr Terry Hornby - Principal

### **School Income Broken Down by Funding Source**

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Staffing Information

Staff Composition, Including Indigenous Staff:

Staffing composition is as follows:

	Teaching	Non-Teaching
Full-time	22	1
Part-time	11	24
Indigenous	0	0

### Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	4
Bachelor Degree	33
Diploma	6
Certificate	1

### Expenditure on and Teacher Participation in Professional Development:

#### a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
PD : Crack of Code Program	1
PD : Red Back Conferencing	1
PD : Unlocking Musical Potential Brisbane 28/02/2018	1
PD : Embedding Outdoor Living 21/02/2018	1
PD :ETAQ Seminar on 17/03/2018	1
PD : Kelly Young Quality Assessment Intensive	1
PD : Kelly Young Registration for Masterclass - Unit 3	1
PD : Prob Solving Y 7-9 11/05/2018 Jesse Callan	1
PD : ACSA 2018 Symposium - Elisha Corry	1
PD : ACSA 2018 Symposium - Danielle Gibson	1
PD : ACSA 2018 Symposium - Tracey Shields	1
PD : Developing Fundamental Concepts in Maths - Jesse Callan	1
PD : Leading a Digital School Registration 2 days (Tracey Shields / El Corry / Frances McLaren	3
PD : The developing Brain - Tracey Shields	1
PD : Leading a Digital School Registration 2 days (Tracey Shields / El Corry / Frances McLaren	3
PD : ACSA 2018 Symposium - Kelly Young	1
PD : Concept in Maths Y 7-9 18 July 2018 - Jesse Callan	1
PD : Advanced Comprehension at Immanuel Lutheran College 24/08/18 J Cordner / L Sansome	2

PD : Teacher Mental Wellness Professional Development - D Gibson / D Hoppe	2	
PD : Psychology 1 hour and 2 hour workshop - Tess Riley	1	
PD : Advanced Comprehension at Immanuel Lutheran College 24/08/18 Shae Eccles	1	
PD: Tough Conversations for Personal Assistants and Frontline staff - Tracey Beaton 14/09/18	1	
PD: ETAQ Seminar on 21 October 2018	1	
PD: Christophe Parenty 28th Nov - 30th Nov 2018 Brisbane	1	
PD: Danielle Gibson 20/21 October 2018 QUT Master Class 2	1	
PD: Workshop at Nambour 3 places on the 24 October 2018	3	
PD : Annual Fire Training Group Session	1	
PD: Professional Learning Communities Symposium / Workshop ( Eccles / Corry / Shields)	1	
PD : First aid course	1	
PD: Strength Potential Incorporated	1	
PD: Strength Potential Incorporated	1	
Total number of teachers participating in at least one activity in the program year	42	

### b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
33	\$17,110	\$518
The total funds expended on teacher professional development in 2018		\$17,110
The proportion of the teaching staff involved in professional development activities during 2018		%100
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

### Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
31	6045	133	98%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98% in 2018			

### Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
24	23	96%
From the end of 2017 96 % of staff were retained for the entire 2018 school year		

## Key Student Outcomes

### Average student attendance rate (%) for the whole school

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
72,540	390	8887	63,650

The average attendance rate for the whole school as a percentage in 2018 was 87.74%

### Average student attendance rate for each year level

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
7,626	Prep - 41	1098	6,528
5,208	Year 1 - 28	706	4,502
5,952	Year 2 – 32	750	5,202
6,324	Year 3 – 34	1129	5,195
6,696	Year 4 – 36	653	6,043
6,138	Year 5 – 33	638	5,500
5,580	Year 6 – 30	904	4,676

8,325	Year 7 – 45	1138	7,187
5,550	Year 8 – 30	1077	4,473
4,625	Year 9 – 25	794	3,831
4,600	Year 10 – 25	832	3,768
4,416	Year 11 – 24	1,367	3,049
1,218	Year 12 - 7	419	799

Year levels	Average attendance rate for each year level as a percentage in 2018
Prep	85.60%
Year 1	86.44%
Year 2	87.39%
Year 3	82.14%
Year 4	90.24%
Year 5	89.60%
Year 6	83.799%
Year 7	86.33%
Year 8	80.59%
Year 9	82.83%
Year 10	81.91%
Year 11	69.04%
Year 12	65.59%

A description of how non-attendance is managed by the school:

Parents of students are requested to contact the school to indicate the reason for non-attendance on any given day. Total absences are reported to parents via regular reports. Students with poor attendance records are individually contacted regarding attendance. Interaction is made with parents on an individual basis, initially via the class or Family Group teacher and then, if necessary via the Principal.



## NAPLAN results for Years 3, 5 and 7 and 9 in 2018

### Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	454	434	100%
Year 5 (2018)	517	509	93%
Year 7 (2018)	556	542	100%
Year 9 (2018)	589	584	95%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	398	407	93%
Year 5 (2018)	469	465	86%
Year 7 (2018)	508	505	98%
Year 9 (2018)	537	542	80%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	410	418	97%
Year 5 (2018)	484	502	93%
Year 7 (2018)	540	545	88%
Year 9 (2018)	575	583	90%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	445	432	100%
Year 5 (2018)	514	504	93%
Year 7 (2018)	551	544	95%
Year 9 (2018)	581	581	90%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	406	408	100%
Year 5 (2018)	491	494	100%
Year 7 (2018)	535	548	98%
Year 9 (2018)	590	596	100%

### Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	6	7	117%

Year 12 student enrolment as a percentage of the Year 10 cohort is 76%

### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2018	
Number of students awarded a Senior Education Profile	7
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	5
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	7
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	71.5%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

### \*\*\*Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Post-school destination information from the current Next Steps survey as follows:

**Background information on how the Next Steps survey was conducted:**

Background information:

**School Response Rate to the Survey**

Number of Year 12 students in 2018 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

**Definitions of main destinations (see table below)****Summary of findings in relation to main destinations of students**

School Year 2018	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		