

Annual Report 2018

The Annual report for 2018 has been prepared by the Relieving Principal.

1 Core Values

The College has adopted four core values which assist the College community to focus on behaving and making decisions from a common perspective. These values frame and underpin the Christian ethos and culture which The College Board and College Executive seek to maintain as essential founding principles as it provides a rigorous and broad educational environment to the community.



Loving God

This is the banner over all our values. Being personally accountable to God. We value a personal relationship with Christ. Being wholly dedicated to God to be Holy. Offering all to God and being honest with God. We strive to display love, joy, peace, patience, kindness, goodness, humility and self-control in our character.

Loving Others

The values of thoughtfulness, selflessness, kindness, nurture, empathy, mercy, support, encouragement, love, patience, generosity, gentleness, having a servant heart and inclusiveness, appreciating every human as an image bearer of God are fostered in the College. The respectful acknowledgment of different beliefs and values, the fostering of mutual trust and understanding, being accountable for one's own actions, making positive contributions in the community, taking care of the environment, upholding the value of law and order in the community.

Discipline/Discipleship —> Self Discipline —> Responsibility /Accountability

Wisdom and Discernment & Learning

Maximise every opportunity —> Effective education —> Fulfilment in potential

Effective teaching and learning involves, at times, risk taking in a safe environment, knowing and understanding God's mind and His purposes, being faithful to God's Word, weighing issues against God's Word, being careful, thoughtful and reflective in the face of challenges and crises, being a careful listener, weighing one's words carefully and speaking the truth in love. Staff and students need to be life-long learners, pursuing knowledge, personal growth and seeking the transformation of understanding to change behaviour and practice by application.

Partnership with parents & Family

The education of children is the primary responsibility of parents which is delegated, in part to the College. Open and accurate two-way communication should occur regularly. Parents are empowered to have appropriate input to the College and in classrooms. Promoting marriage and family life, promoting fidelity and integrity in marriage, honouring the rights of parents to determine the character of the influences that their children are exposed to, encouraging children to honour their parents, giving effective voice to parents within the life of the school, assisting parents in the nurture and discipline of their children, supporting parents through the challenges of parenting.

2 Board Activity

The Board of Directors had eight members (and two ex-officio members) with a range of expertise. It has had a limited turnover of members. The Board has continued to meet on a monthly basis, with 10 meetings held plus the Annual General Meeting held in May. They have continued to monitor key indicators of the health of the College and oversee another year of development. One member retired after serving three two-year terms (the maximum) and two new members were elected at the AGM. Attendance was as follows:

| Member | Attendance |
|------------------------------|--------------|
| Wes Mitchell (Chair) | 11 out of 11 |
| Derek Vincent (Secretary) | 11 out of 11 |
| Karina Lewis (Vice Chair) | 11 out of 11 |
| Andrew Tennent | 10 out of 11 |
| Kathy Phillips-Jones | 11 out of 11 |
| Pieter Verster | 11 out of 11 |
| Jannah Cooper | 10 out of 11 |
| Geoff Black | 10 out of 11 |
| Lachlan Chong (Ex-officio) | 10 out of 11 |
| Andrew Newhouse (Ex-officio) | 10 out of 11 |

3 Principal's Perspective

Education is an essential prerequisite for effective and fulfilling engagement in today's society, but must include a balanced world view focusing on our spirituality. The College world view is explicitly Christian, with a focused perspective that we are created in the image of God; unique, wonderful and with a purpose.

The three sub schools; Primary (K-6), Middle (7 – 10 and senior (11&12) operate under the able leadership of the three heads of School. Each section of the College has its own distinctive pedagogy and ethos purposefully developed to address in an age appropriate manner the distinctive needs of the student cohort.

Whilst the Primary years curriculum and pedagogy (K-6) has a caring Christian pastoral care element to its focus, nevertheless the priority is aimed at developing a strong literacy and numeracy foundation on which the Middle School can build as students commence their various learning pathways.

The Big Ideas programme incorporates the College iPad Programme to provide unique learning opportunities for Middle School students to discover a range of avenues for learning and opportunities to consider future pathways of interest to them. Students at this level are developing increasing independence and project based learning encourages students to research and learn in a manner which draws upon their interests and learning styles.

In the Senior School, our young adult cohort is guided to the most appropriate pathway of education in response to each student's ability and aspiration. University bound students were offered a range of ATAR subjects whilst the rest of the student body were able to select Generalist and Vocational Education Training subjects. This has ensured all students had the opportunity to improve upon their academic learning and therefore progress with their education with the view of furthering their opportunities at university, TAFE or in the workforce. **Peter to add information**

The Head of Teaching and Learning, operating out of the Learning Support Centre provided, guidance with the development of I.E.P.s and specialist support where students and teachers required it. This included assisting with the development of Curriculum Adjustment Plans (CAPs), the preparation with and analysis of results following NAPLAN and working with secondary students preparing for OLNA assessments.

2018 saw the completion and opening of the performing Arts Centre (PAC) with the Coordinator of Creative Ministries being appointed to over see the use of the facilities with programs such as PAN (Performing Arts Night) and Imbue (Visual and Fine Arts)

The College's two Chaplains continued to offer valuable support to students and families in times of need and with the development and presentation of specialist programs such as BUZ that emphasise positive relationships and affirming behaviour.

The College Community of students, staff and parents are to be congratulated for the depth of the partnerships and the level of cooperation that again ensured this College continues to offer a safe and affirming environment in which our students can be planted, nurtured and encouraged to flourish educationally, emotionally, physically and spiritually.

Sincerely,

Keith Newby

Relieving Principal.



5 Enrolment Details

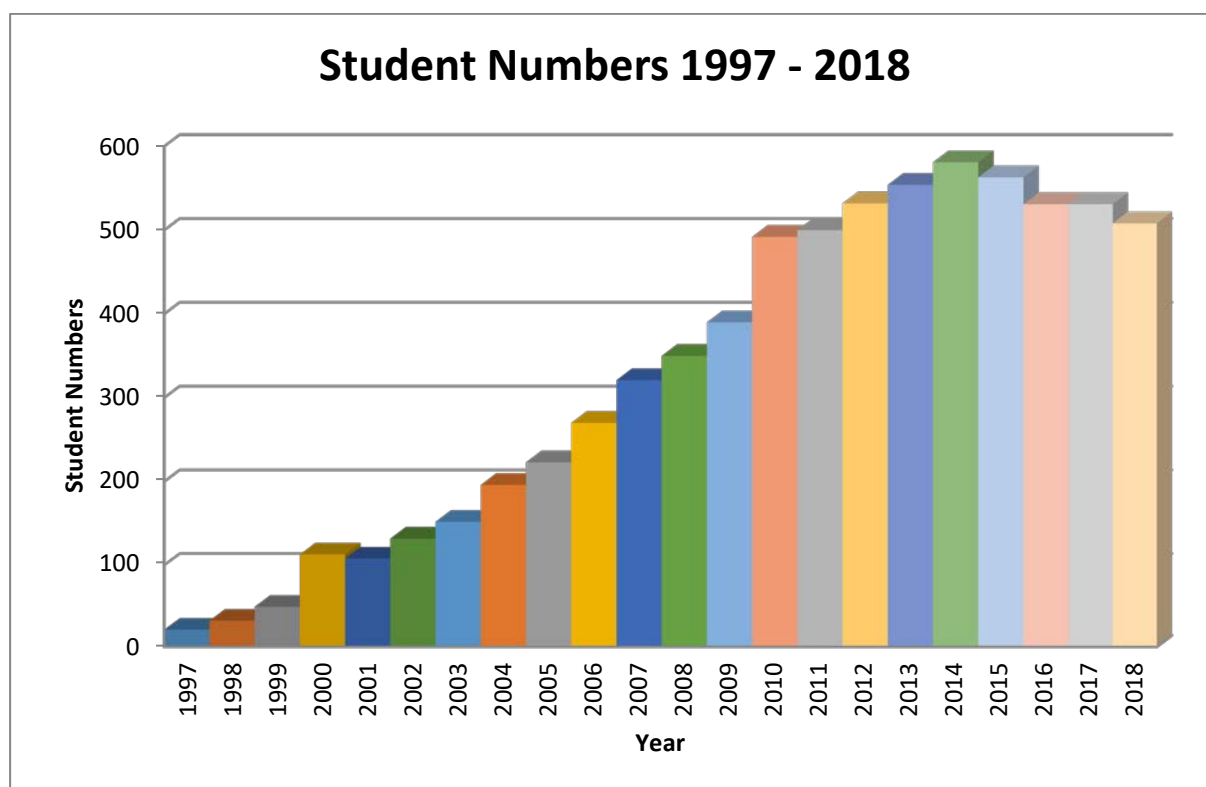
5.1 Enrolment Policy of Foundation Christian College

- Enrolment should always be made available to church-attending Christian families who desire education for their children delivered from a strong Christian world view perspective.
- The College should strive to maintain 70 - 80% of students from full member families.
- Families new to Mandurah are given priority to avoid students unnecessarily changing schools.
- Class size is set at 20 for Kindergarten, 24 for Pre-primary to Year 2 and 25 students for other year levels.
- Families need to be able to support College teaching which is from a Christian World View perspective.

5.2 Enrolment Numbers by Year Level

| | K | PP | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Combined Total |
|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|
| 2016 Enrolments | 40 | 34 | 40 | 35 | 23 | 47 | 37 | 32 | 46 | 46 | 38 | 43 | 34 | 37 | 532 |
| 2017 Enrolments | 35 | 43 | 38 | 41 | 39 | 25 | 45 | 42 | 38 | 43 | 45 | 37 | 34 | 26 | 531 |
| 2018 Enrolments | 26 | 30 | 43 | 35 | 44 | 37 | 26 | 46 | 48 | 42 | 42 | 34 | 27 | 28 | 508 |

5.3 Enrolment Numbers by Year



Steady enrolment growth has occurred over the last decade. Very moderate growth occurred from 2010 to 2014. From 2015 to 2017 the College did not experience net growth. The economic environment in Western Australia continues to have significantly impacted on College growth. A similar number of families left the College to families that commenced during the year.

5.4 How families hear about Foundation Christian College

| Enquiries Source | Percentage |
|----------------------------|------------|
| Came Previously | 1 |
| Drove Past | 6 |
| Friend | 30 |
| Website / Internet | 26 |
| Local Newspaper/Radio 98.5 | 1 |
| Live in the area | 3 |
| Local Church | 6 |
| Real Estate Agent | 0 |
| Relative | 12 |
| Other School | 7 |
| Open Day /Staffs | 27 |
| Other (Not specified) | 28 |
| TOTALS JAN-DEC | 147 |



5.5 Average Class Size

| Early Learning | Primary | Middle School | Senior School |
|--|---------------------|---------------------|-------------------|
| 20 (18.75 in 2016) | 22.9 (21.4 in 2016) | 20.5 (21.4 in 2016) | 9.2 (9.3 in 2016) |
| Primary School classes: K, K, P, P, 1, 1, 2, 2, 3, 4, 4, 5, 5/6, 6 | | | |
| Middle School classes: 7, 7, 8, 8, 9, 9, 10, 10 | | | |
| Senior School classes: 11, 11, 12, 12 (7 stream timetable) | | | |

6 Staff Details

All staff are committed Christians equipped to design curricula, programmes and lessons that substantially reflect the aims, philosophy and policies of the College. They attend a range of church denominations and have an expected range of knowledge and growth in their understanding of a Christian way of life. They all have developed a personal Christian world view.

The College complies with government requirements regarding teacher qualifications and screening. All staff provide a *Working with Children Check* on commencement of employment and teaching staff are registered with the Western Australian Teacher Registration Board (TRBWA). Processes are in place to maintain the currency of both Teacher Registration and the required *Working with Children Check*.



6.1 The Leadership Team

The College has a leadership team referred to as the College Executive. *In 2018 this* comprised of the three Heads of School (Sharon Mitchell, Mel Richardson, Peter Fallon), the Head of Teaching and Learning (Jo Doogan), the Business Manager (Lachlan Chong) and the Principal (Andrew Newhouse). The Executive Team met regularly to address the administrative, business and educational priorities of the College.

6.2 Staff Development

Professional learning takes place in many forms and contexts. At Foundation Christian College, examples of professional learning which took place in 2018 was as follows:

- Short training segments in staff meetings (eg sub-schools and whole of staff)
- Extended training segments on student-free days (including the Staff Teaching Staff Conference in July)
- Attendance at conferences and Professional Learning workshops/seminars. Attendance at such seminars is under the expectation that returning attendees train and pass on the knowledge and skills gained to other staff.
- Team building and corporate staff meeting time

Every member of the teaching staff participated in a variety of professional learning experiences of some kind in 2018. This information is reported to the College Board on a monthly basis.

6.3 Expenditure on Professional Learning

The expenditure for Professional Learning for all staff was \$47 234 in 2018. This amount includes staff attendance at the mid-year CEN conference hosted by Foundation Christian College.

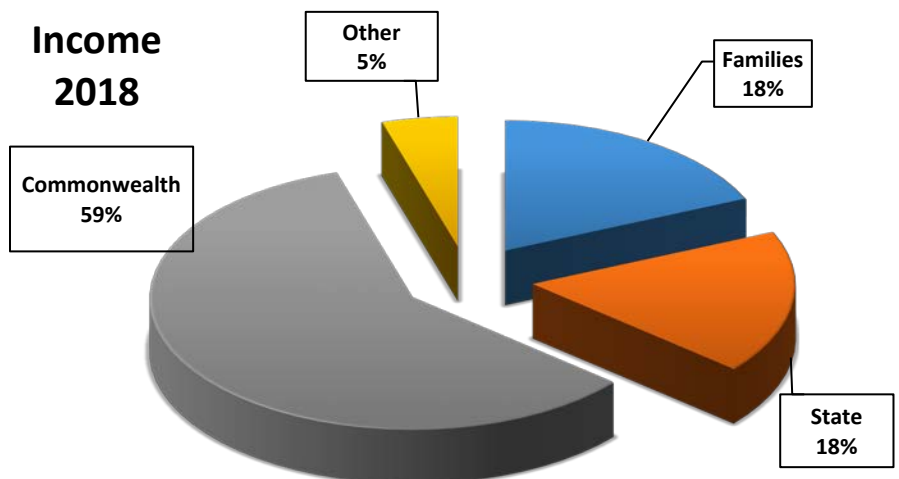


7 Income and Expenditure

INCOME

| | |
|--------------|------------------|
| Families | 1,499,963 |
| State | 1,437,513 |
| Commonwealth | 4,798,864 |
| Other | 381,379 |
| | 8,117,719 |

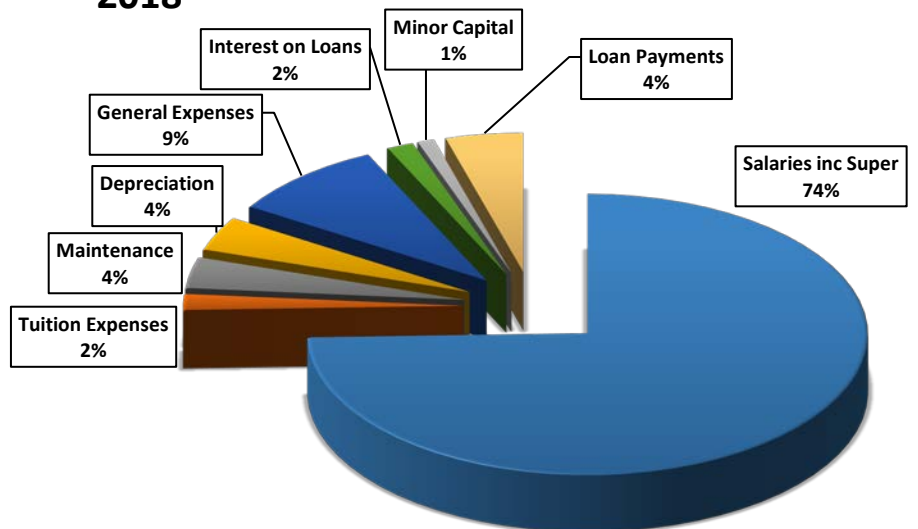
Income 2018



EXPENDITURE

| | |
|--------------------|------------------|
| Salaries inc Super | 6,332,005 |
| Tuition Expenses | 155,419 |
| Maintenance | 303,619 |
| Depreciation | 335,276 |
| General Expenses | 774,104 |
| Interest on Loans | 131,039 |
| | 8,031,462 |

Expenditure 2018



MINOR CAPITAL EXPENDITURE

| | |
|---------------|----------------|
| Minor Capital | 82,085 |
| Loan Payments | 383,064 |
| | 465,149 |

8 Student Progress

Throughout the College year, various standardised assessments instruments are used to validate teacher-judgements made about student performance and progress. This includes NAPLAN and Progressive Achievement Tests (PAT) Maths and Reading, Western Australian Certificate Education (WACE) exams and On-Entry Assessment Programme – Pre-primary Assessment. The College correlates data from NAPLAN, College reports and PAT testing to increase reliability of all data, particularly teacher judgements made in Student Semester Reports.

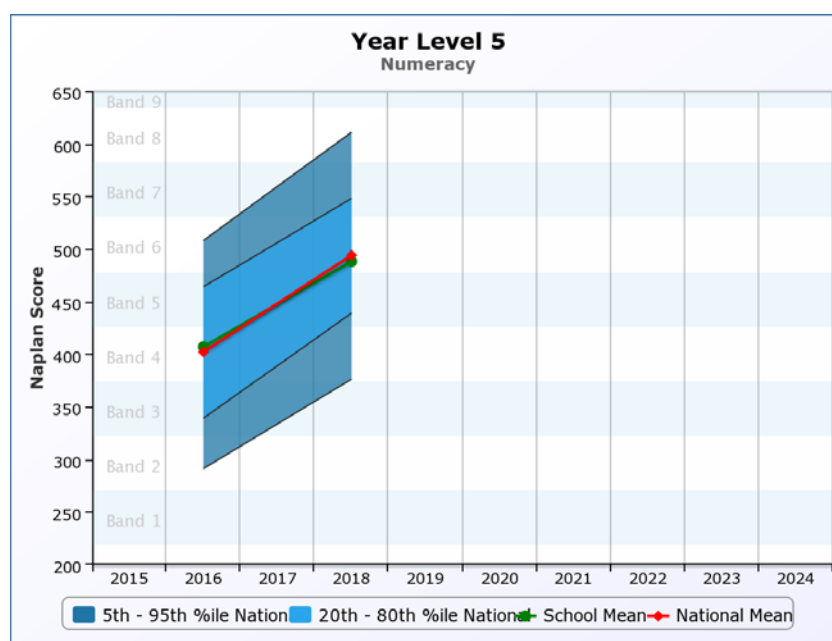
Assessment in the College is always of two forms; formative and summative. Formative assessment is used to collect data that guides future teaching and learning and analyses particular student strengths and weaknesses. Summative assessments provide feedback and end point data on a particular subject. Both are used in our delivery of the Australian Curriculum and in addition the NAPLAN assessments and Progressive Achievement Tests (PAT) provide valuable formative data and longer term longitudinal information on student progress.

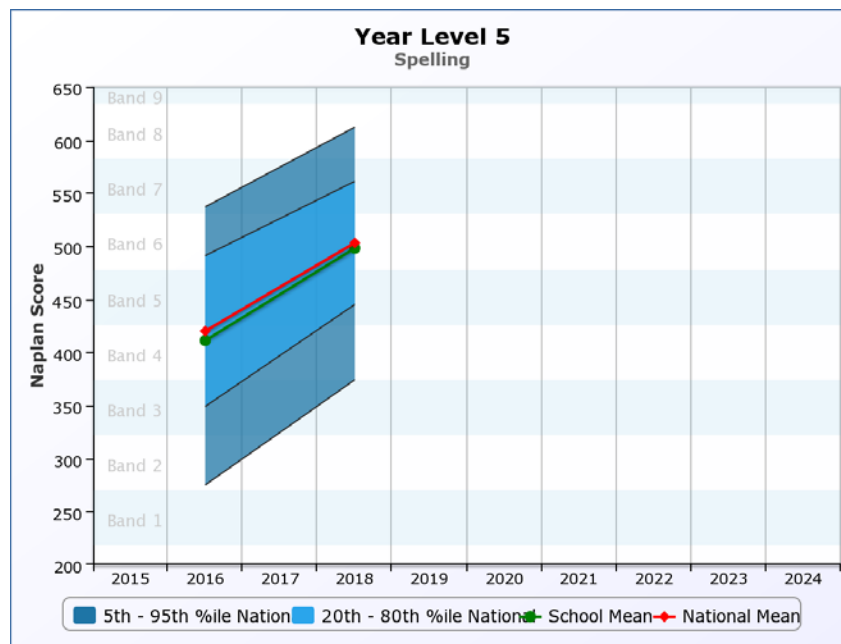
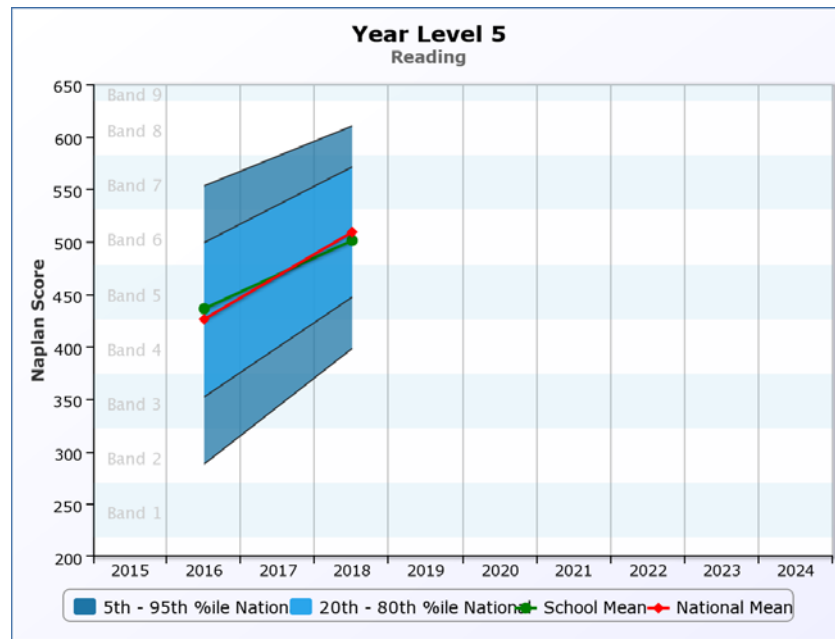
The College believes that assessment should always be valid, educative, explicit, fair, educative and comprehensive.

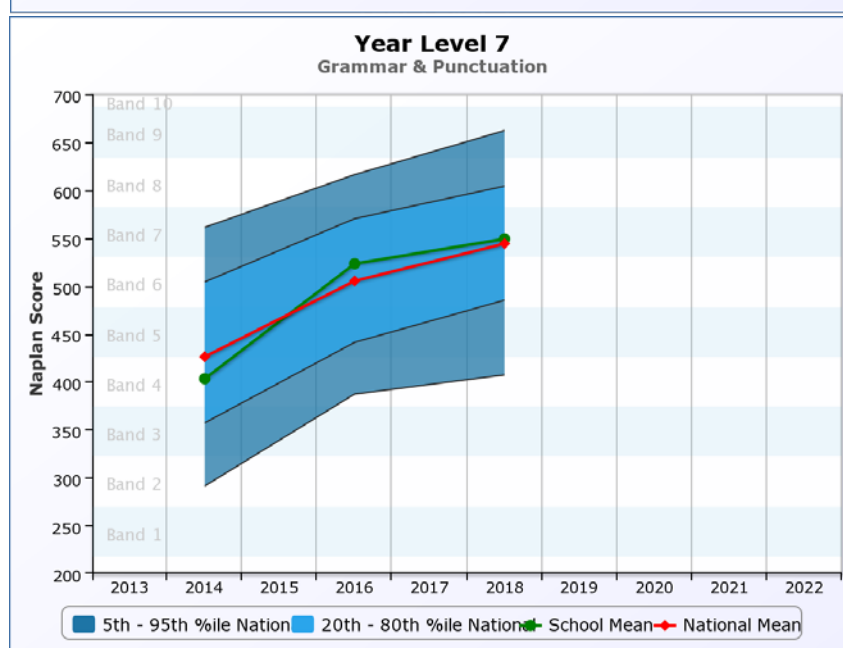
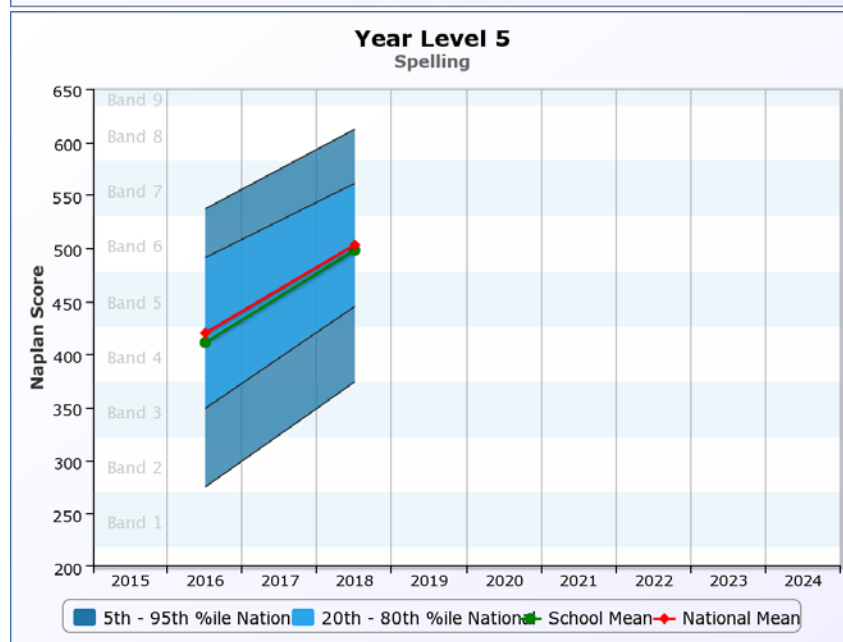
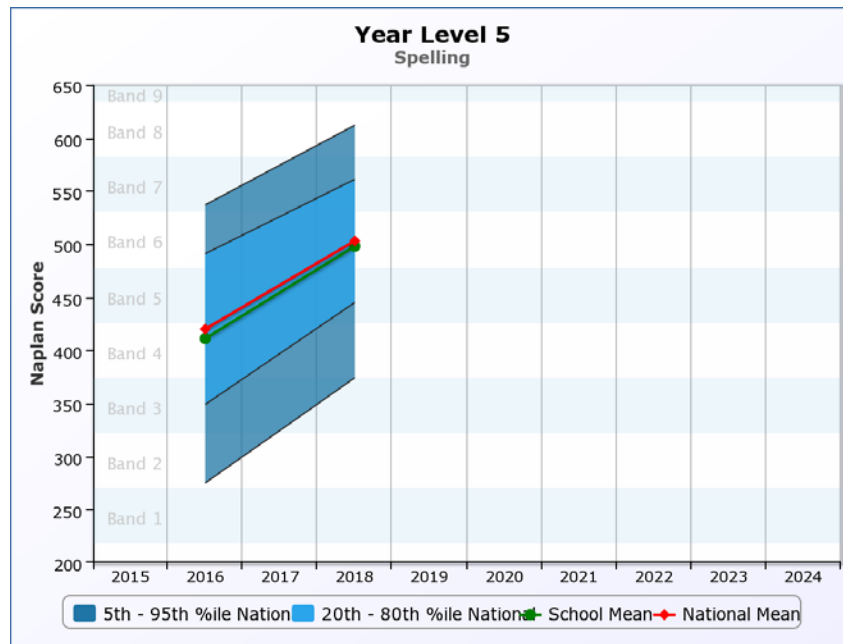
Student performance and progress, as assessed and judged by College staff, is conveyed to parents in a number of ways. These include Interim and Semester Reports, work samples sent home and Teacher/Parent interviews. Parents are encouraged to make regular contact with the teaching staff to discuss the performance of their child.

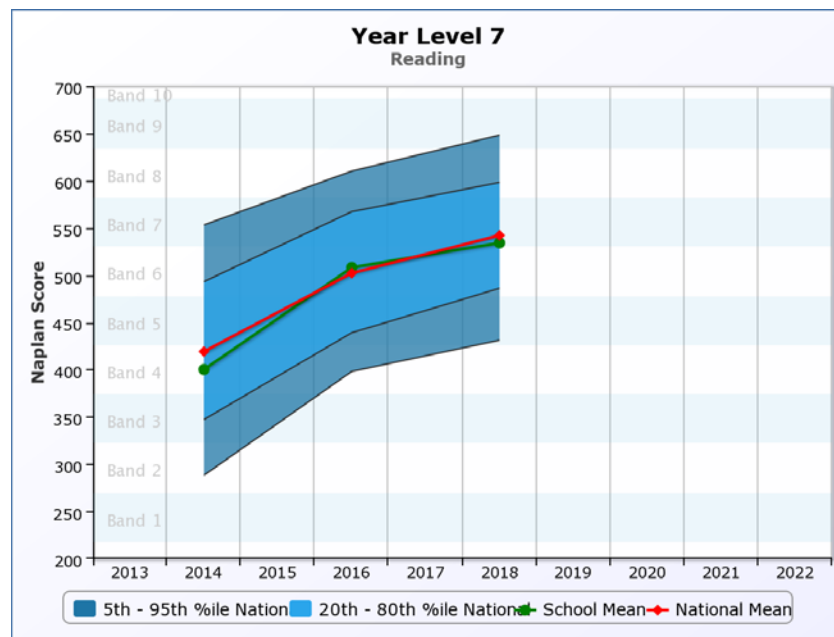
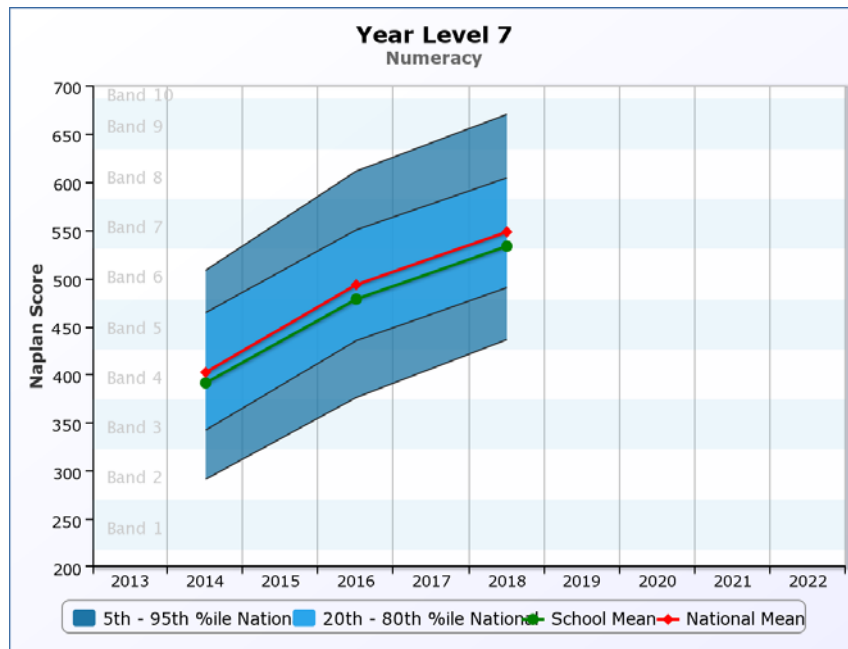
8.1 NAPLAN Student Gains 2012 to 2018

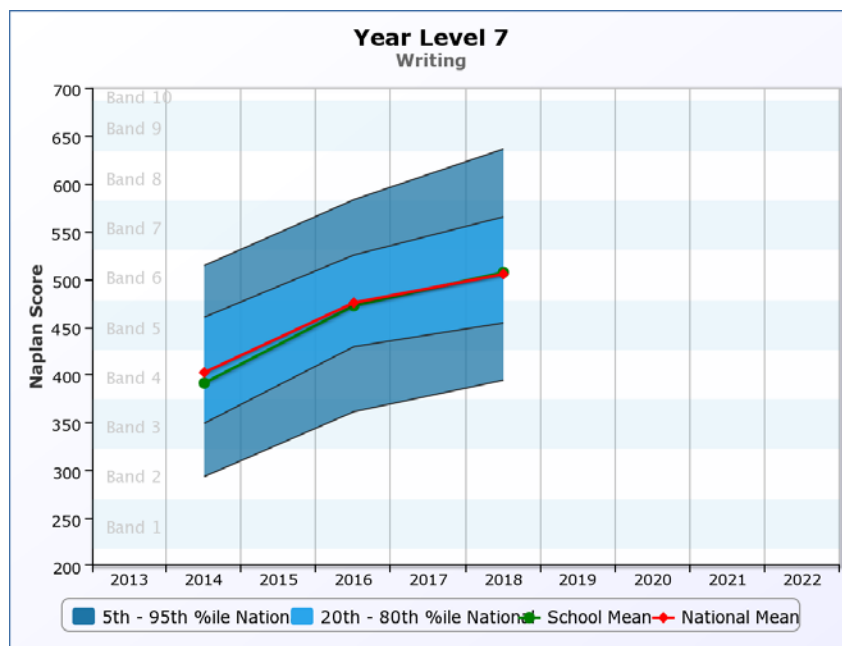
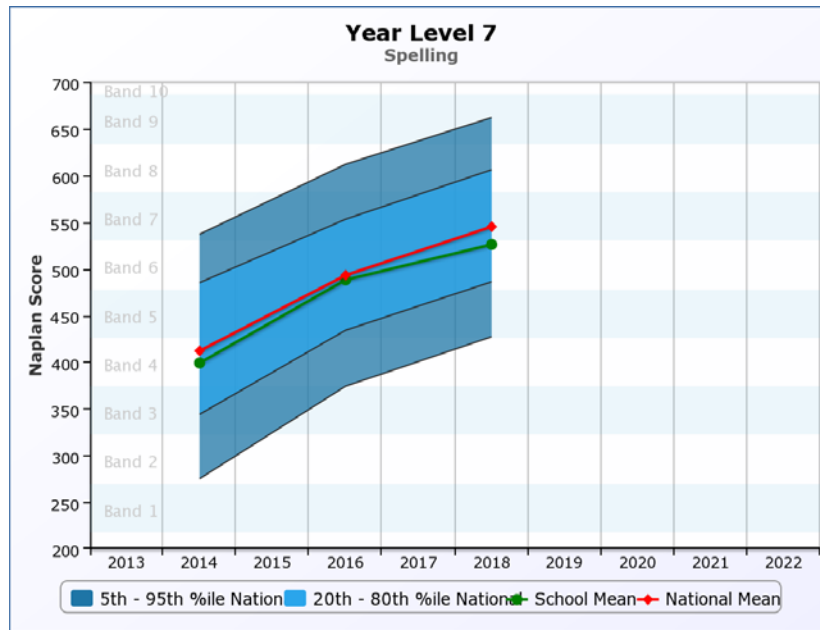
Student gain shows the average change in results for students who have taken consecutive NAPLAN tests at this College. Student gain is a way to measure the impact this College has had on student progress.

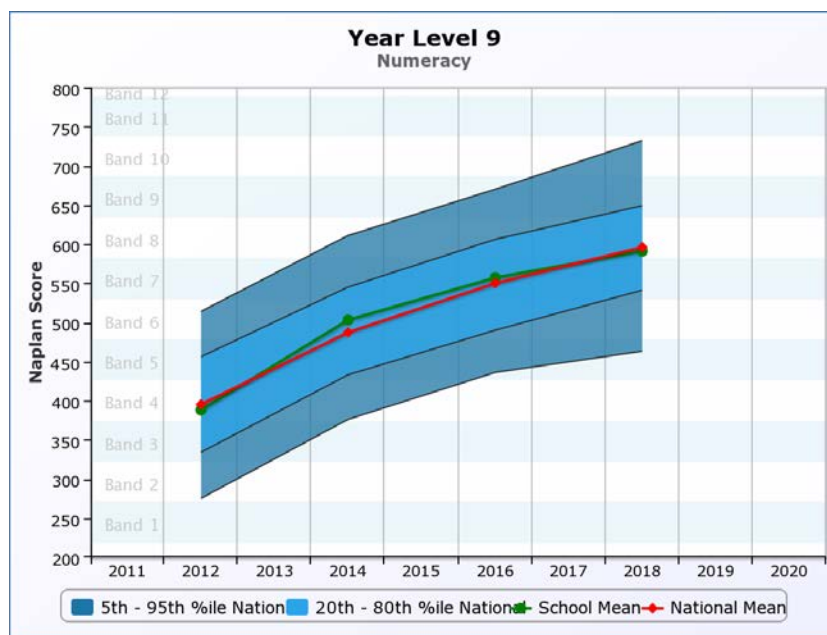
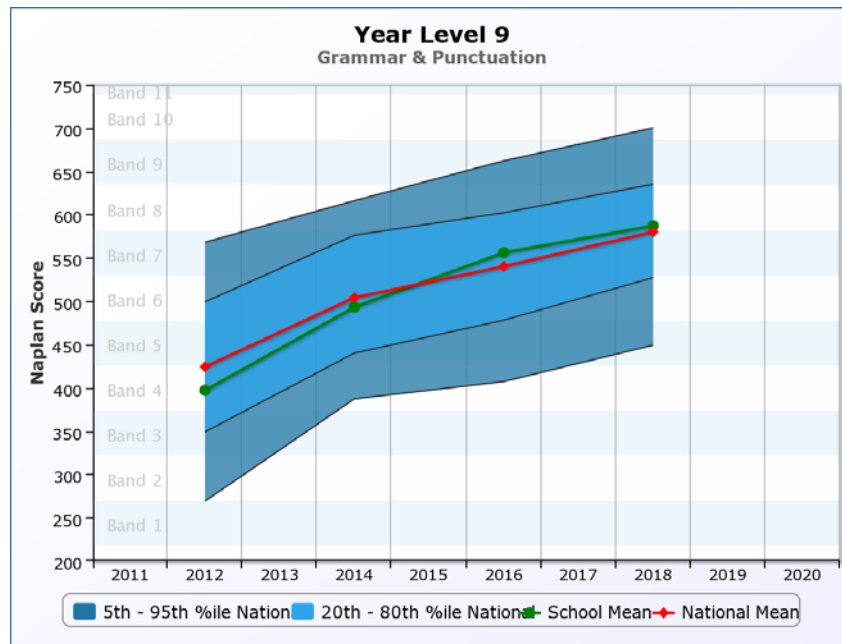


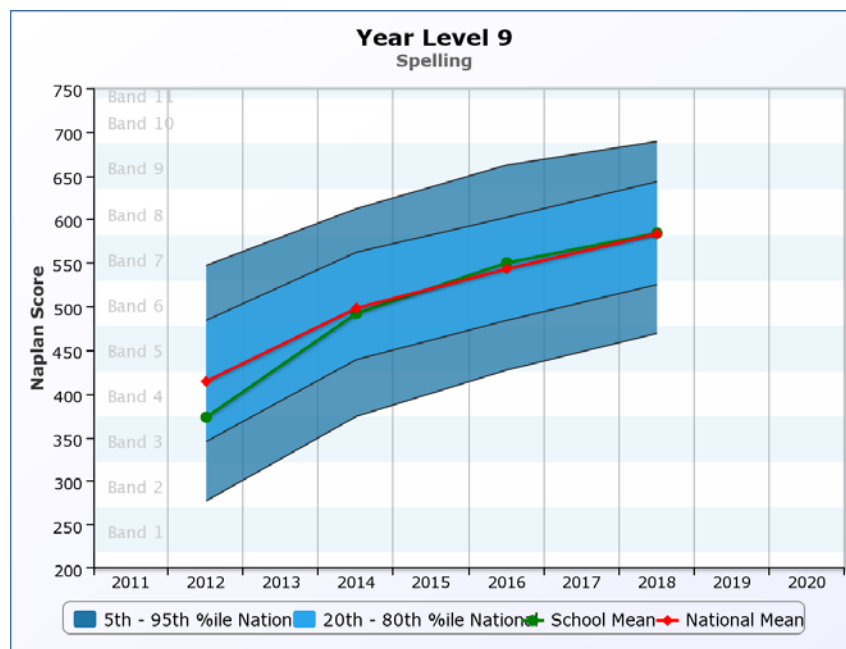
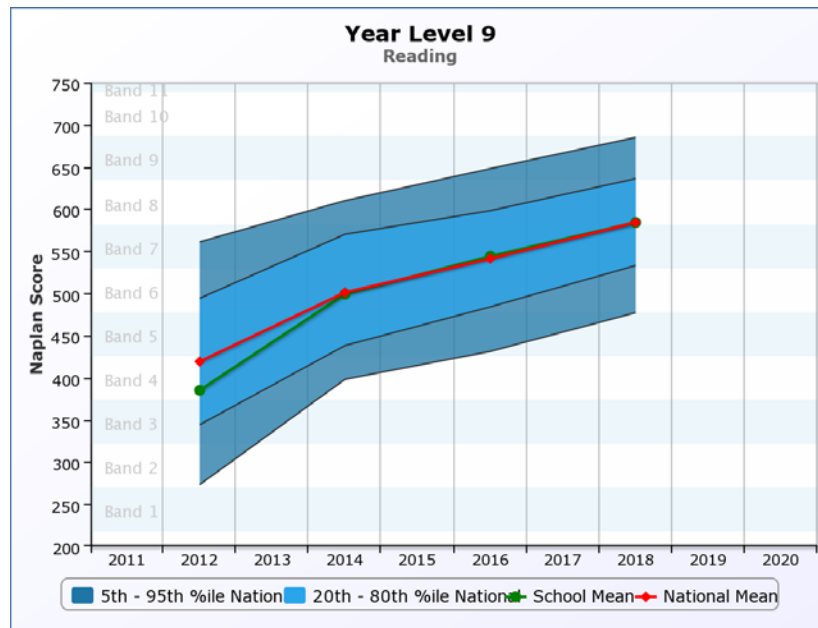


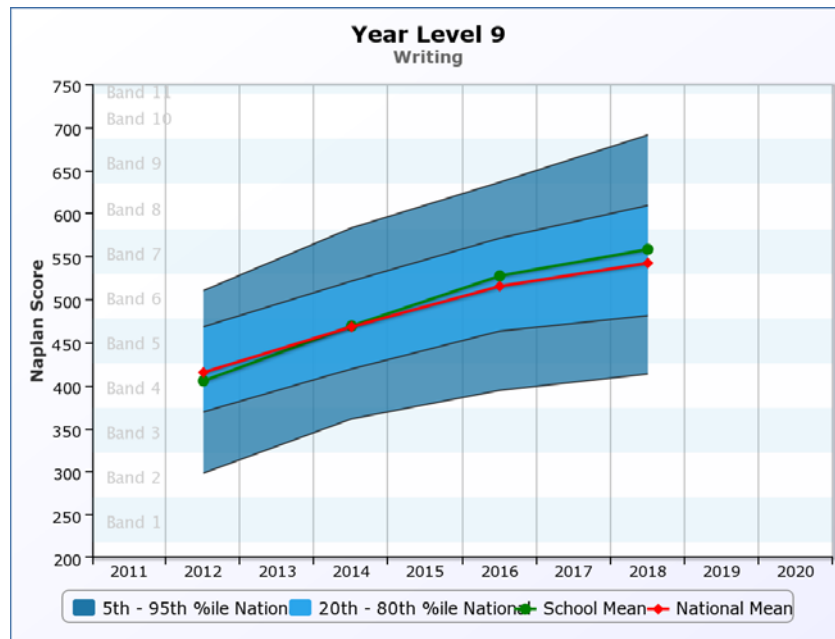












9 SENIOR SCHOOL (YEARS 11 & 12) RESULTS

In the Senior School, teachers work hard to ensure that they deliver both, an academic program that allows students the best chance of academic success, and an education that presents a Christian world view in a safe and supportive learning environment.

The College offers a variety of courses that will enable students to be competitive in gaining University or TAFE entry. Students who are looking to enter the workforce after completing Year 12 will be well prepared to find employment.

Key WACE results for 2018

| | |
|--|----|
| Number of full-time students eligible to achieve WACE | 27 |
| Number of full-time students who demonstrated the literacy and numeracy standard | 27 |
| Number of full-time students eligible to achieve WACE, who achieved a WACE | 23 |
| Number of full-time eligible students who achieved a qualification at Certificate II or higher | 17 |
| Number of full-time eligible students with 4+ ATAR combined scores: | 8 |
| Number of students who applied for a university course | 5 |
| Number of students who were offered a university placement | 2 |

Online Literacy and Numeracy Assessment (OLNA)

The Online Literacy and Numeracy Assessment (OLNA) was designed by the School Curriculum and Standards Authority (SCSA) to measure literacy and numeracy skills. From 2016, Year 12 students have been required to meet a minimum standard for literacy and numeracy to achieve their West Australia Certificate of Education (WACE). Students can meet this minimum standard either by achieving Band 8 or higher in the NAPLAN reading, writing and numeracy tests in Year 9 or through OLNA testing.

Percentage of Year 10-12 students who have demonstrated the minimum standards

| Year | Numeracy | Reading | Writing |
|------|----------|---------|---------|
| 12 | 100 | 100 | 100 |
| 11 | 87 | 100 | 100 |

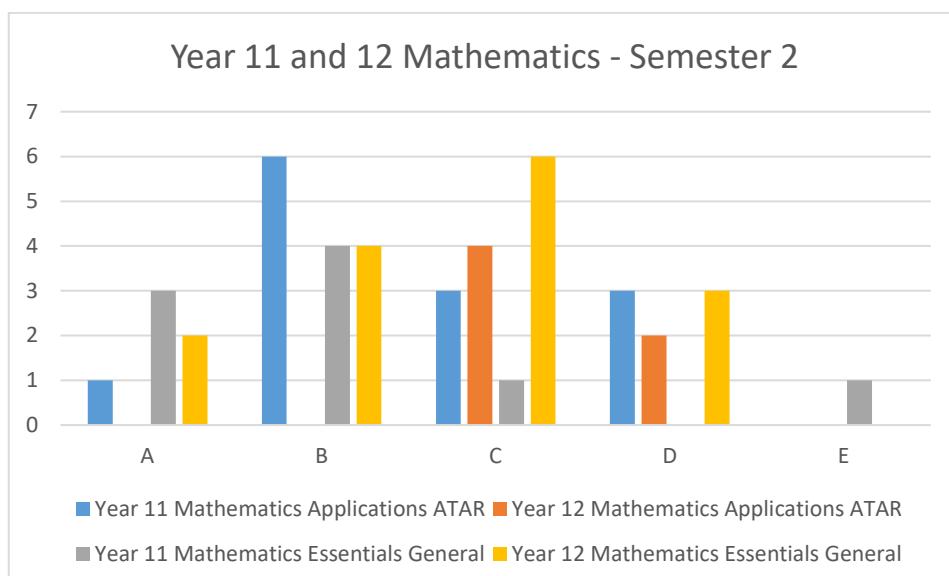
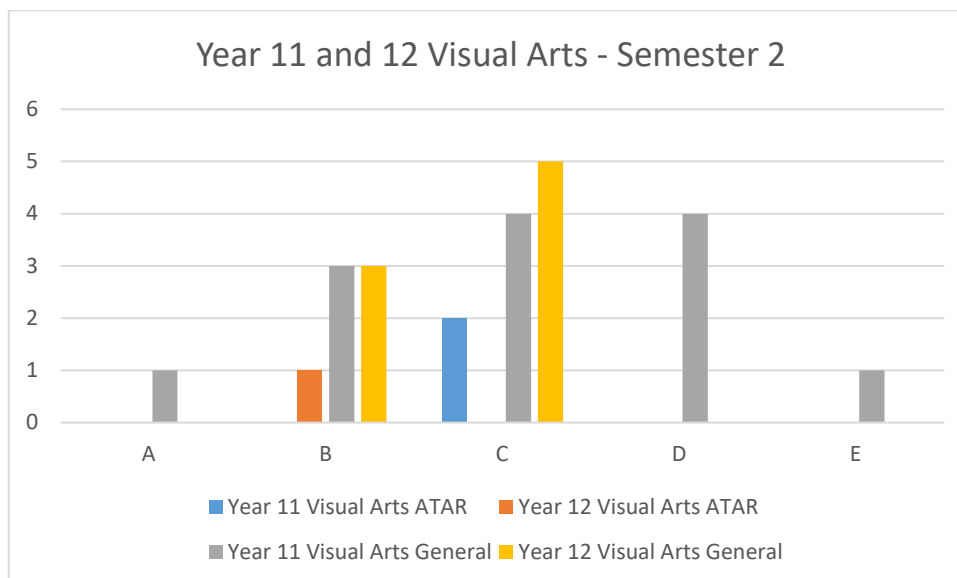
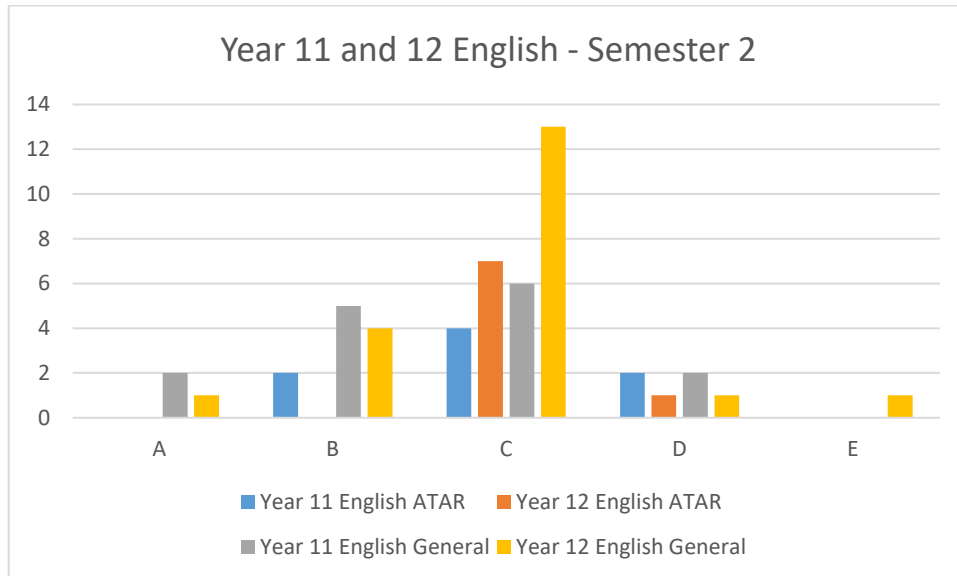
University of Western Australia (UWA) Aspire Advocates program

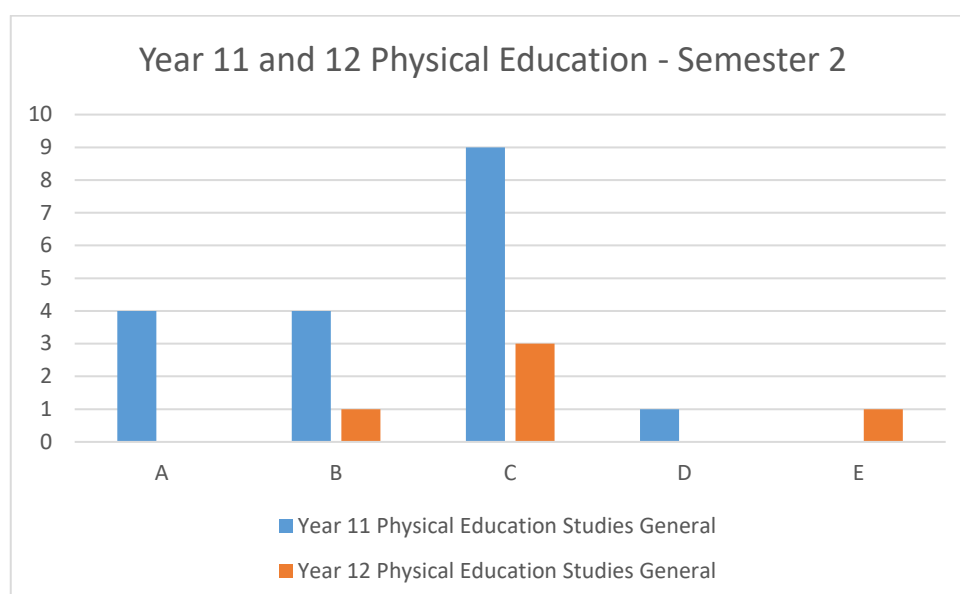
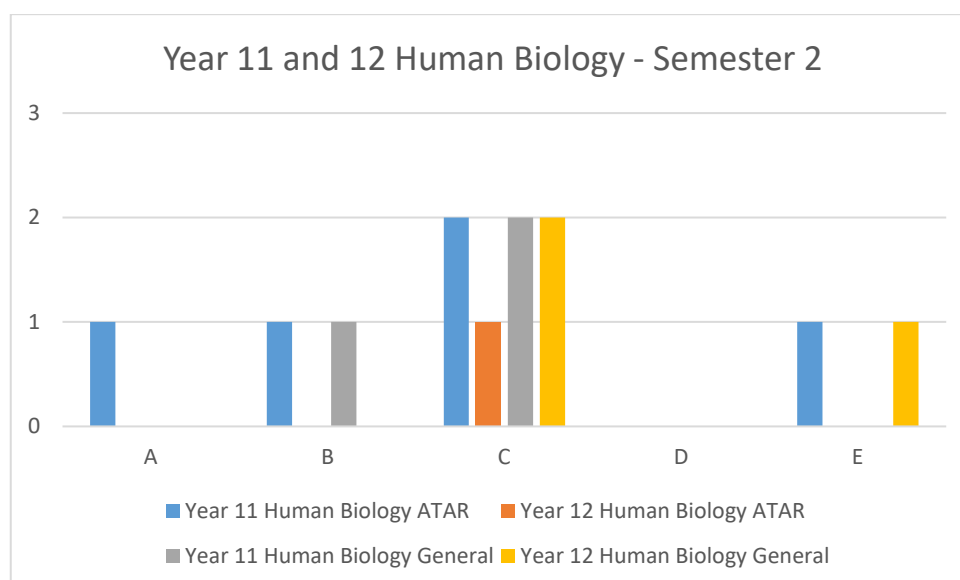
This year six students from Year 10 participated in the UWA Aspire Advocates program. This program aims to show students how much fun and how achievable university can be. Advocates develop leadership skills by taking part in team and individual challenges and learning more about university life. They also learn public speaking and communication skills in fun and interactive sessions run by academics and University students.

Murdoch TLC 110 Course

This year we have six Year 12 General students enrolled in the Murdoch University TLC 110 program. Students who successfully complete this course, can apply for entry into over 80 degree courses at Murdoch University.

College Student Semester 2 Report data





9 Attendance of Students

Non-attendance is managed by the College in requesting parents / carers phone to indicate that their child will be away. If this does not occur for an absent student, the College staff text/phone the parent to verify the absence. Parents are requested to provide a written reason for each absence. Heads of School check class attendance registers on SEQTA and follow-up any patterns of student absence and any unexplained absences.

| Average Percentage of Attendance | | | |
|----------------------------------|-----|------------|-----|
| KG | 97% | Y06 | 97% |
| PP | 96% | Y07 | 95% |
| Y01 | 97% | Y08 | 96% |
| Y02 | 97% | Y09 | 96% |
| Y03 | 96% | Y10 | 94% |
| Y04 | 97% | Y11 | 96% |
| Y05 | 95% | Y12 | 96% |

Table 4 2018 Attendance of Students Kindergarten to Year 12

10 Satisfaction with the College

Across 2018 staff, students and parents demonstrated a high level of satisfaction with the College. Anecdotal and written affirmation was common in endorsing that the College is a happy and positive environment and that people enjoy being at the College. The high level of enrolment enquiries arising from current families' word of mouth recommendations bears testimony to this.

Another unique and encouraging indicator is the number of graduating students who return to visit, assist in their 'Gap' year and generally show much love for their former school by volunteering in a variety of ways.

The College continued to enjoy a healthy level of involvement from parents in supporting and partnering with us in our educational, sporting and cultural activities.

The very low level of staff turn-over is also a positive indication of the College being a safe and rewarding community within which to work and minister.

11 Declaration

I certify that the information in this report is the result of a rigorous review of the College year and is a balanced and genuine account of all matters covered by the report.

Mr Keith Newby
Relieving Principal

June 2019

