



Foundation Christian College

# Annual Report

## 2019



# Annual Report 2019

The Annual Report for 2019 has been prepared by the Principal, the Executive Team and the College Leadership.

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## 1. College Vision & Mission

Foundation Christian College has been established by Christian parents to provide Christ-centred education of the highest quality for children in the City of Mandurah and surrounding districts.

Students will be nurtured in their understanding of God and His creation in a safe, caring environment, enabling them to develop to their full potential intellectually, socially, physically, spiritually and emotionally, preparing them to go out as light into a needy world.

At Foundation Christian College, parents will be encouraged to take responsibility for their child's education by providing Godly examples to their children, supporting staff in their work in the school and by involving themselves in the life of the school as appropriate.

## 2. Principal's Perspective

2019 was a year of significant change and consolidation in the college. Mr Keith Newby was Acting Principal for the first semester, and Mr Paul Arundell was Acting Principal for the second semester. Both Mr Newby & Mr Arundell brought to the college a wealth of experience and were able to provide strong leadership during this transition period. Change is never easy, and there were several areas that were addressed which has enabled the college to continue to move forward in a positive way.

### 2.1. Message from Mr Keith Newby

*'By wisdom a house is built and through understanding it is established; through knowledge its rooms are filled with rare and beautiful treasures.'*

I love this verse from Proverbs 24:3-4 and it seems to me that almost every second program on the television at the moment is about renovating houses. In fact, there is a TV channel which is almost entirely devoted to programmes such as 'Fixer Upper,' 'Barn Yard Builders', 'Renovation Nightmare', 'Better Homes and Gardens'. But the only one I watch is 'Grand Designs' because it always focusses on the challenge of building something really unique and along the way the programme highlights, the challenges, disappointments and successes of the builders. And after all the blood sweat and tears, it usually ends happily. (I like happy endings!)

But, oddly enough, this verse in Proverbs is not about building and decorating the perfect house. It's about how to ensure a life, the character and Spirit – the real person, is fashioned into a beautiful treasure.

So how do we establish a strong foundation for our life? By using the materials found in the Bible, the wisdom and knowledge of our great Creator and Saviour God. Families (Mums and Dads) bear the responsibility of laying a strong foundation in the lives of their children and by partnering with a Christian School, the children, as they grow and mature in every area of their, life can be filled with the rare and beautiful gifts of God's spirit; love, joy, peace, patience, goodness, faithfulness and kindness.

It has been my privilege to serve on the Board of Foundation Christian College for six years and to then work in the College from January to July of 2019. In all that time it has been such a blessing to see our students being fashioned into houses filled with the rare and beautiful treasures of God's Grace.

May Foundation Christian College continue to flourish in its work of partnering with parents in the raising of the next generation.

*Keith Newby*

**Dip Tch, B.Ed, M.Ed**

### 2.2. Message from Mr Paul Arundell

What a joy it was to walk into the community that is Foundation Christian College, following on from the great work of Keith Newby, in the first six months. The production of Esther was in full swing and the final product did not disappoint. It showcased the talent of staff and students to re-tell the amazing story of a queen who stood up and was counted in a time of great need. And just like Queen Esther, my wife and I knew that "For such a time as this", God had called us to be a small part of the Foundation story and to use our gifts and talents to make a difference, at a critical moment. It was certainly a challenging Term 3 with the imminent Registration visit, but the hard work of so many staff, but particularly the three Heads of school and Business Manager, saw Foundation shine. The maximum 5-year registration was thus awarded in recognition of the quality of the education programme offered by the College.

I was particularly blessed by the generosity of the staff, students and parents who were extremely warm and open to us, despite the short term of our stay. A personal highlight was the opportunity to start engaging with the Peacewise framework of Biblical conflict resolution and to see the impact of this on peoples resolve to be Peacemakers, not Peace Fakers or Breakers. We do serve an amazing God of Grace, who requires us to love unconditionally and forgive others to the same extent that we experience and enjoy his forgiveness when we fall short of his perfect standards. I'm excited to also know that Peacewise will be further developed amongst the College community in 2020.

Finally, I will continue to keep in touch with the College as an inaugural member of the College Board's new Consultative body. I wish Mr Stanway and the College Community God's richest blessings in 2020 as they seek to ensure that students thrive as they learn to be true image bearers of our Lord Jesus Christ and to glorify God in all that they do.

Blessings,  
Paul Arundell

### 3. Board Information

The Board met regularly on a monthly basis, with 10 meetings held plus the Annual General Meeting held in May. The Board of Directors had eight members (and two ex-officio members) with a range of expertise. They have continued to monitor key indicators of the health of the College and oversee another year of development.

#### 3.1. Board Members

Derek Vincent (Chair)  
Jannah Cooper (Secretary)  
Pieter Verster (Vice Chair)  
Andrew Tennent (Treasurer)  
Kathy Phillips-Jones  
Karina Lewis  
Kerry Norris  
Aaron Heatley  
Wes Mitchell (outgoing Chair)  
Lachlan Chong (Ex-officio)  
Keith Newby/Paul Arundell (Ex-officio)

#### 3.2. School Governance

The School Education Act requires the Director General to be satisfied that a school is or will be well governed. The governance requirements are:

- that the governing body named on the registration certificate has ownership, management or control of the school;
- that the association's or company's constitution is satisfactory;
- that the members are people of good character who between them have qualifications, skills and experience relevant to operating a school and who are able to manage conflicts of interest effectively;
- that there is a separation between the governing body's overall governance role and the Principal's day-to-day management and control responsibilities; and
- that the governing body is ultimately accountable for specific matters including the quality of the educational programmes, the school's strategic direction, compliance with applicable laws and its own duty of care for the students.

#### 3.3. Registration Standards for Non-Government Schools

The college successfully went through the process of re-registration in 2019 and was granted full registration for another five years. (Five years is the maximum number of years that a school can be granted registration for prior to applying for re-registration again.)

Excerpt of the letter received on 5<sup>th</sup> December 2019 from Lisa Rodgers Director General

*"I am pleased to advise that your application for renewal of registration is approved for five years commencing 1 January 2020. The Minister for Education and Training has determined non-government school registration standards to take effect on and from 1 January 2020. The 2020 Standards are available at [www.education.wa.edu.au/standards](http://www.education.wa.edu.au/standards) and while your application for registration renewal has been assessed against the current standards, you are required to observe the new standards from 1 January 2020."*

A tremendous amount of work went into collating the information required for re-registration. There are certain requirements of School Governance that need are required plus there are seventeen different standards the college needs to provide evidence for. (See list below)

Determined by the **Minister for Education & Training** in accordance with Section 159 of the *School Education Act 1999*

1. Curriculum
2. Staff to Student Ratios

3. Days & Hours of Instruction
4. Staff
5. Premises
6. Facilities
7. Number of Children in each Year Level
8. Enrolment & Attendance Procedures
9. Critical & Emergency Incidents
10. Boarding
11. Complaints
12. Prevention & Responding to Child Abuse
13. Financial Resources
14. Management of Student Behaviour
15. Minimum Age of Enrolment
16. Delivery of the Curriculum
17. Numbers of Children Enrolled

Information was provided for each of the seventeen standards such as Policies & Practices, Data, Financial Reports, Colleges Records, Administrative Procedures, Educational guidelines, Planning documents, etc.

#### **4. Staff Details**

Foundation Christian College staff are committed to educational excellence and invest significant time in professional learning and associations to retain currency of relevant information and to maintain ongoing learning and compliance with registration standards.

The College's teachers come from diverse educational backgrounds and bring a wealth of professional experience to enhance the learning experiences of students. A wide range of expertise enables the provision of quality and challenging programs across all learning areas. Most teaching staff have more than ten years relevant teaching experience.

To enhance learning support at Foundation Christian College the College has invested in support staff and in providing opportunities for whole staff training.

<b>Staff FTE</b>	<b>2019</b>
Teaching	37.8
Education Assistants	9.9
Non-teaching	15.0
	<b>62.7</b>

##### **4.1. Staff Code of Conduct**

Foundation Christian College is committed to providing a child-safe environment which safe-guards all students and is committed to promoting practices which provides for the safety, wellbeing and welfare of our children and young people. Foundation Christian College expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment. College staff are in a unique position of responsibility and authority and must make every effort to uphold our College child-safe environment. Teachers, in particular, are of primary importance when it comes to detecting abuse and preventing abuse from occurring.

##### **4.2. The College Leadership Team**

The College has a leadership team referred to as the College Executive Team. *In 2019 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 Acting Principal, Mr Keith Newby (Semester 1) & Mr Paul Arundell (Semester 2). The Executive Team met regularly to address the administrative, business and educational priorities of the College.

##### **4.3. Staff Development**

Professional learning takes place in many forms and contexts. At Foundation Christian College, examples of professional learning which took place in 2019 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 2019. This information is reported to the College Board on a monthly basis.

## 5. Enrolment Details

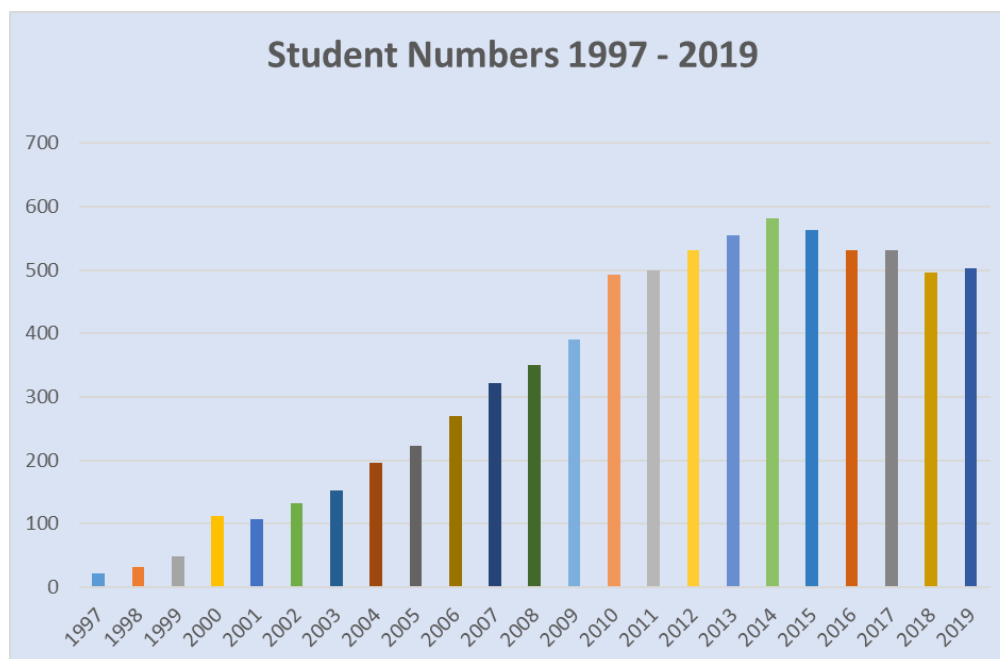
### 5.1. Enrolment Policy of Foundation Christian College

- 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 60 - 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, 22 for Pre-primary to Year 1 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	Total
2018	25	28	41	36	43	35	23	46	47	43	43	34	24	28	<b>496</b>
2019	33	25	34	47	41	44	33	22	52	41	41	38	29	22	<b>502</b>

### 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 2019 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	Number
Came Previously	2
Drove Past	3
Friend	65
Website / Internet	18
Local Newspaper/Radio 98.5	0
Live in the area	2
Local Church	5
Real Estate Agent	0
Relative	27
Other School	1
Open Day /Staffs	17
Other (Not specified)	16
<b>TOTALS JAN-DEC</b>	<b>156</b>

#### 5.5. Retention

Numbers of students who enrolled throughout the year:

	K	P	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>2018</b>	23	5	4	2	6	2	5	7	12	5	4	6	8	0	<b>89</b>
<b>2019</b>	33	3	9	8	11	7	5	3	15	2	7	3	4	1	<b>111</b>

Numbers of students who left throughout the year:

	K	P	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>2018</b>	4	8	4	3	7	10	4	9	10	4	8	9	8	0	<b>88</b>
<b>2019</b>	5	3	5	4	6	2	5	6	3	11	6	7	5	1	<b>69</b>

Percentage of all students leaving in 2019 by Sub school:

	K/P	Primary School	Middle School	Senior School
<b>2018</b>	14%	42%	35%	9%
<b>2019</b>	12%	41%	39%	9%

	Retention Rates							
	2017 - 2018		2016-2017		2015-2016		2014-2015	
	Apparent*	Actual**	Apparent*	Actual**	Apparent*	Actual**	Apparent*	Actual**
<b>Year 6 to Year 7</b>	107%	95%	115%	82%	93%	91%	100%	93%
<b>Year 10 to Year 11</b>	69%	63%	84%	84%	84%	81%	81%	79%
<b>Students in Year 11</b>	24 students		37 students		41 students		46 students	

	Retention Rates		Retention Rates	
	2018 - 2019		2019 - 2020	
	Apparent*	Actual**	Apparent*	Actual**
<b>Year 6 to Year 7</b>	107%	83%	112%	89%
<b>Year 10 to Year 11</b>	91%	85%	103%	98%
<b>Students in Year 11</b>	24 students		29 students	

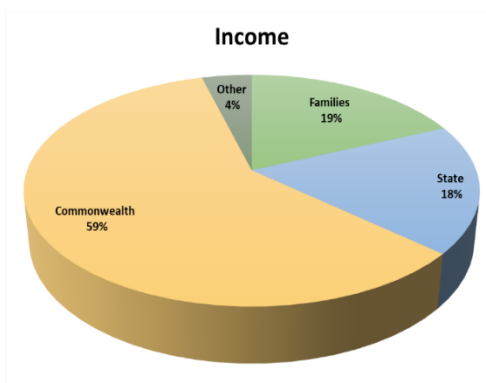
\* Apparent: Raw enrolment data from end of College year to beginning of following year.

\*\* Actual: Number of FCC students remaining for following year.

## 6. Income and Expenditure

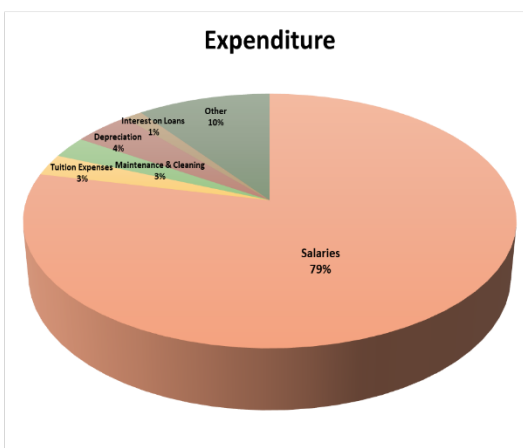
### Income

Families	1,530,644
State	1,496,220
Commonwealth	4,929,436
Other	347,122
<b>Total Income</b>	<b>8,303,422</b>



### Expenditure

Salaries	6,580,360
Tuition Expenses	230,264
Maintenance & Cleaning	231,556
Depreciation	368,225
Interest on Loans	117,928
Other	857,278
<b>Total Expenditure</b>	<b>8,385,611</b>



## 7. Student Progress

Throughout the College year, various standardised assessment instruments are used to validate teacher-judgements made about student performance and progress. This includes:

- NAPLAN
- Progressive Achievement Tests (PAT) for Maths and Reading
- Western Australian Certificate Education (WACE) exams
- Pre-Primary On-Entry Assessment

Within the College, staff also use formative and summative assessments to monitor student progress. Formative assessment is used to collect data that guides future teaching and learning and analyses particular student strengths and weaknesses. This type of assessment occurs during the instructional process. Examples of this have included:

- Seesaw
- Quizzes
- Observations
- Work Samples
- Projects
- Homework

Summative assessments are used to determine at a particular point in time what students know or need scaffolding with. This typically occurs at the end of a unit. Examples of this have included:

- Australian Mathematics Interview (Primary)
- Brightpath (Primary)
- PLD Tracking (Primary)
- Reading Running Records (Primary)
- Benchmark assessments
- End of unit/chapter tests
- Exams (Secondary)

This combination of assessments ensures that we create a holistic picture of a student's development throughout the year(s).

Student progress is communicated to families via:



- Semester Reports
- Interim reports (Secondary)
- Parent/Teacher Interviews
- Work Samples sent home
- Learning Journey (Primary)
- SEQTA (Secondary)

## 7.2 Learning Support

Learning Support continued to recognise and address the diverse needs of K-12 students and catered for individual differences by delivering programmes and support to class teachers. Their role consisted of and was not limited to:

- Managed applications for State (IE) and National (NCCD) funding
- Maintained accurate and up to date files for each funded and non-funded student
- Developed Documented Plans
- Worked collaboratively with external agencies
- Worked in partnership with parents
- Organised referrals for students to appropriate agencies

## 7.3 NAPLAN Results

	National	State	FCC
<b>Reading</b>			
Year 3	432	427	406
Year 5	506	504	479
Year 7	546	546	545
Year 9	581	589	577
<b>Writing</b>			
Year 3	423	420	408
Year 5	474	471	457
Year 7	513	513	499
Year 9	549	558	527
<b>Spelling</b>			
Year 3	419	412	389
Year 5	501	500	493
Year 7	546	547	540
Year 9	582	587	583
<b>Grammar &amp; Punctuation</b>			
Year 3	440	435	399
Year 5	499	498	479
Year 7	542	542	542
Year 9	574	579	569
<b>Numeracy</b>			
Year 3	408	405	381
Year 5	496	492	488
Year 7	554	558	543
Year 9	592	602	577

## 8. Senior School (Years 11 & 12)

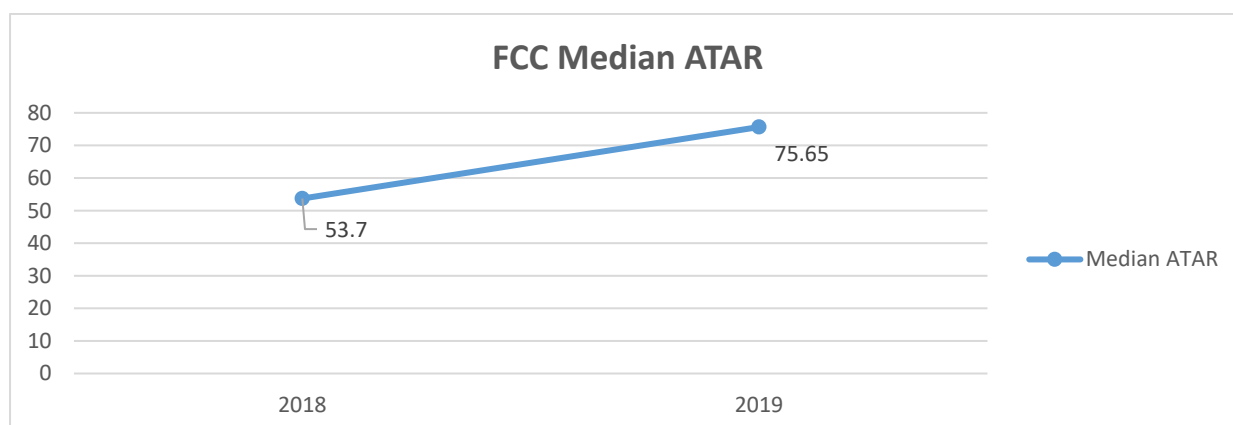
In the Senior School, teachers work hard to ensure that they deliver both, an academic program that allows students the best chance of academic success, and an education that presents a Christian world view in a safe and supportive learning environment.

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.

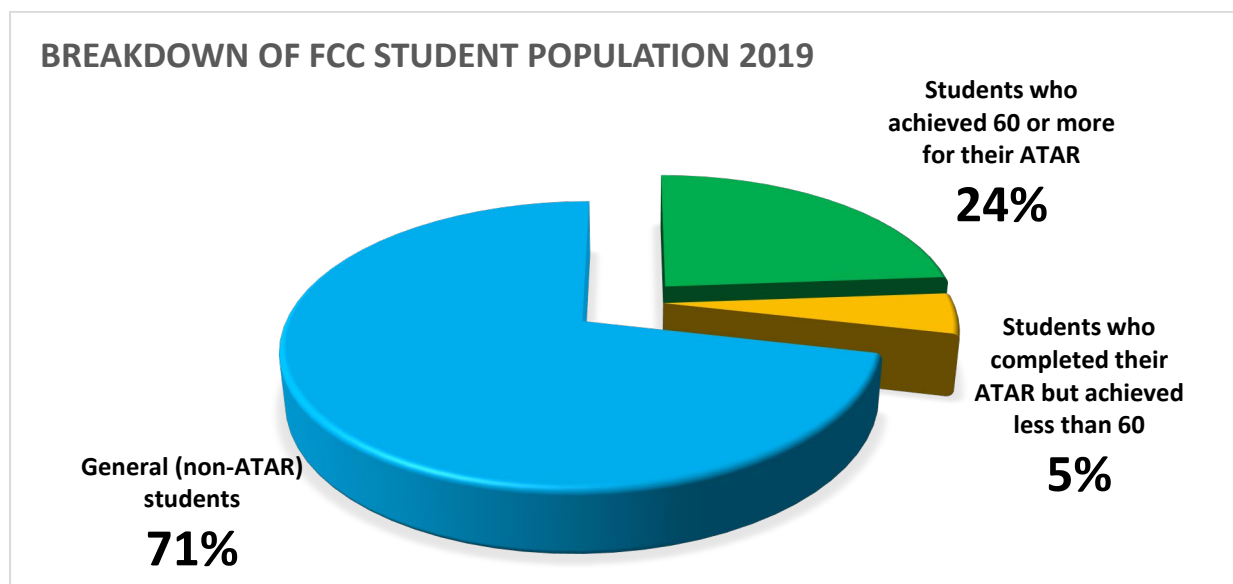
### 8.1. Key WACE results for 2019

Number of full-time students eligible to achieve WACE	21
Number of full-time students who demonstrated the literacy and numeracy standard	19
Number of full-time students eligible to achieve WACE, who achieved a WACE	19
Number of full-time eligible students who achieved a qualification at Certificate II or higher	14
Number of full-time eligible students with 4+ ATAR combined scores:	6
Median ATAR of FCC students who applied to University	75.65
School Median ATAR (all students)	75.65
Highest 2019 ATAR score	97.7

### 8.2. Median ATAR



### 8.3. Breakdown of student population



### 8.4. 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.

### 8.5. Number of Year 10-12 students who have demonstrated the minimum standards over the course of the year.

#### Round 1 2019

Year	Numeracy	Reading	Writing	Total
12	3	0	0	3
11	9	8	6	23
10	18	17	24	59
Total				<u>85</u>

#### Round 2 2019

Year	Numeracy	Reading	Writing	Total
12	3	0	0	3
11	4	3	4	11
10	11	10	9	30
Total				<u>44.52% pass rate</u>

### 8.6. Combined Results Round 1 & 2 2019

Year	Numeracy	Reading	Writing	Total
12	6	0	0	6
11	13	11	10	34
10	29	27	33	89
Total				<u>129</u>

### 8.7. University of Western Australia (UWA) Aspire Advocates program

This year four 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.

### 8.8. Murdoch TLC 110 Course

This year we have a couple of 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.

### 8.9. Year 11 & 12 Courses of Study Offered

This year the following Courses of Study was offered at the College:

- Business Management & Enterprise - ATAR
- Business Management & Enterprise - General
- Chemistry - ATAR
- Children Family & Community - General
- Design Photography - General
- Drama - General
- English - ATAR
- English - General
- Food Science Technology - ATAR
- Food Science Technology - General
- Human Biology - ATAR
- Human Biology - General
- Mathematics Applications - ATAR
- Mathematics Essentials - General
- Mathematics Methods - ATAR
- Mathematics Specialist - ATAR
- Media Production & Analysis - General
- Physical Education Studies -General

- Physics - ATAR
- Politics & Law - ATAR
- Psychology - ATAR
- Visual Arts – General
- Certificate II Visual Arts
- Certificate II Sports & Recreation
- Certificate III Music Industry
- Certificate III Sound Production

## 9. Attendance of Students

Non-attendance is managed by the College in requesting parents / carers to 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.

**Table 4 2019 Attendance of Students Kindergarten to Year 12**

Average Percentage of Attendance			
KG	89%	Y06	92%
PP	94%	Y07	93%
Y01	92%	Y08	90%
Y02	93%	Y09	92%
Y03	99%	Y10	88%
Y04	93%	Y11	89%
Y05	92%	Y12	90%

## 10. Satisfaction with the College

In 2019, staff, students and parents continued to reflect a high level of satisfaction with the College. Written and verbal endorsements reinforced that the College is a happy and positive environment and that people enjoy being at the College. The level of enrolments demonstrated the confidence parents had in the future direction of the college during this transition year and with the change of leadership.

Parents showed their ongoing support for the College by 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 a balanced and genuine account of all matters covered by the report for 2019.

*Mr Neville Stanway*  
Principal  
May 2020