

SUMMERLAND CHRISTIAN COLLEGE ANNUAL REPORT on the 2012 SCHOOL YEAR

Summerland Christian College is a single-stream **K-12 school** located in scenic Goonellabah on the eastern outskirts of Lismore in northeast NSW and is **affiliated with Christian Schools Australia**. 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

Summerland Christian College began 2012 with **163** students in Primary and **145** students in Secondary, giving a grand total of **308 wonderful students from K-12**. This year saw a significant increase in our Yr 11 class with 28 students enrolled, as parents were attracted by the excellent results achieved by our seniors. Growth in the Primary school has been boosted by the outstanding success of the Transition to Kindergarten class and the promise of double streaming Kindergarten in 2013. God continues to grow this great school and we are greatly blessed to have such a wonderful school community.

The expansion of numbers has prompted the planning of a new Infants block to be constructed in 2013. It will comprise of two huge specialty Kindergarten classrooms, a support room and four general classrooms. They will feature acoustic walls and ceilings and all will be significantly larger than the average classroom. During this year a new bus bay, parent and staff parking areas and a bus turn-around were completed. They have greatly improved access and traffic flow.

Due to the skill and dedication of the teaching staff and the commitment of the students, HSC results were strong with almost every student progressing into tertiary education. However, both parents and students continue to praise the care and support given by the staff to the students of the College. This is really the key to our success.

Beyond all these things is what God is doing in the hearts and minds of our students. Prayer abounds right through the College, whether it is in devotions at the beginning of the day or during the praise and worship times. The College is growing in both faith and number and many young leaders are stepping forward.

Yours in Christ,

Neil Easter
Principal

SCHOOL BOARD REPORT 2012

Pastor Rod Dymock – Board Chair

The 2012 school year proved to be a very positive one in which the College experienced fresh growth and total enrolments exceeded 300. We continue to be grateful for the commitment of staff and parents in the school community, and the overall educational progress and spiritual development of the students from Kinder to Year 12.

An inaugural Kinder Transition class was implemented during the latter half of 2012, and this proved to be highly successful, resulting in double streaming of Kindergarten for 2013.

The College continues to achieve strong academic results across both Primary and Secondary with further pleasing HSC results. All this affirms the quality teaching input to classes throughout the stages of schooling.

The College continues to make good use of the recently constructed “Grace (Multi-purpose) Centre” - an Assembly Hall, with ancillary facilities – whilst final planning was undertaken and construction was commenced for a further building project - a 6-classroom extension to cater towards double streaming of Primary classes as well as providing further toilet facilities and special education.

Extra-curricular aspects of College life have added positively to the educational journey of students throughout 2012, and sporting achievements have added to the College’s fine reputation in their various seasons of the school calendar. We have also continued to see a pleasing motivation amongst many students to experience their faith and express this in school life – a pre-Chapel prayer meeting each week is always well attended by Secondary students.

We thank God for so much providence at Summerland throughout the year. Let me express thanks and congratulations to students and families 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 and significant 2012.

STUDENT OUTCOMES AND PERFORMANCE

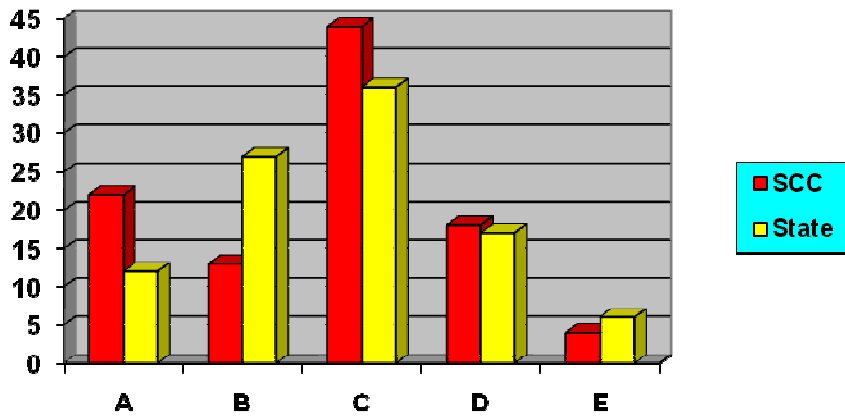
SCC Year 10 RoSA Results 2012

Summerland students completed school examinations and were allocated grades by the College in line with BOS guidelines. The percentage of grades A to E allocated to the students is shown on the graphs which follow. The graphs also show the average grades allocated in schools across the state, enabling a comparison to be made.

English

Grades A to E

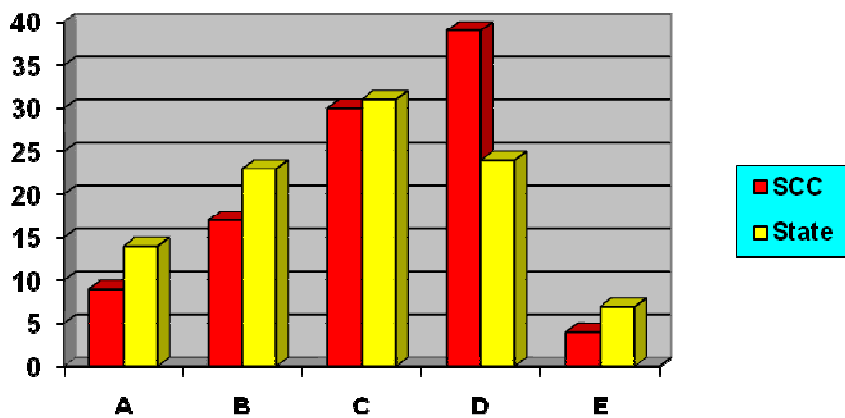
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Maths

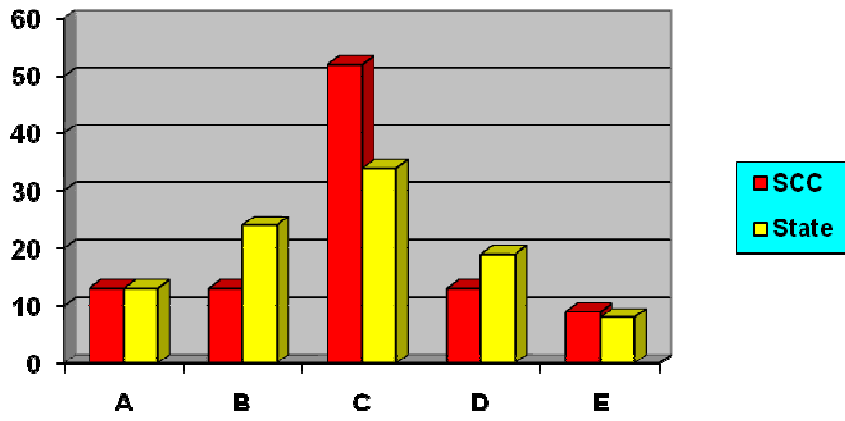
Grades A to E

%

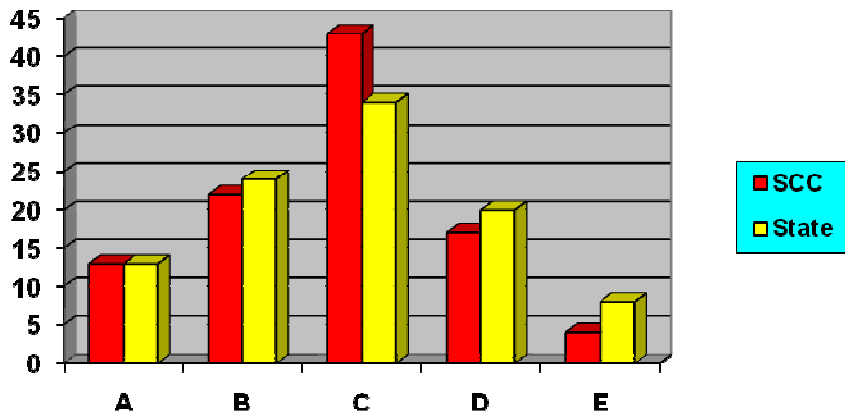


Grades

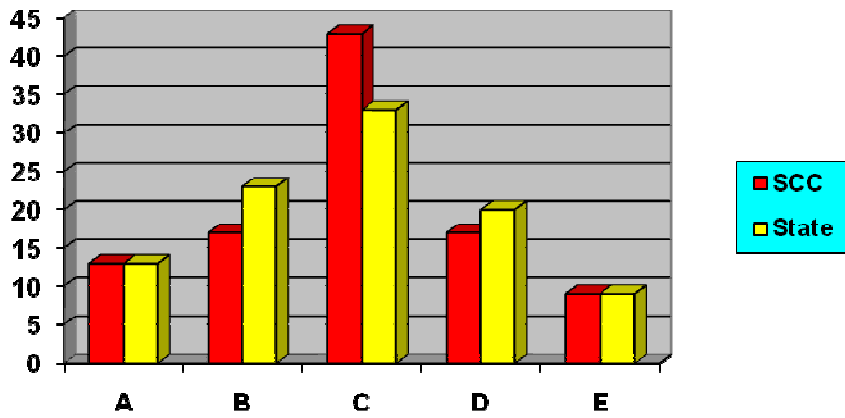
Science
Grades A to E
%



Geography
Grades A to E



History
Grades A to E



With regard to the **Higher School Certificate** examinations, 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 good results in the 2012 HSC subjects**. However, due to the relatively small number of students in each subject we have followed the advice of the BOS that we should not provide 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 vast majority of matriculating students (91%) have continued onto tertiary studies or been offered placements at University.

LITERACY AND NUMERACY BENCHMARKS

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 **above national benchmarks** in each year group in 2012 is tabled below:

Percentage Achieving Above National Benchmarks: 2012		
Grade	Overall Literacy	Overall Numeracy
Year 3	94%	96%
Year 5	94%	100%
Year 7	100%	100%
Year 9	95%	100%

The results for the previous year reveals a **consistent pattern of strong performance**.

Percentage Achieving Above National Benchmarks: 2011		
Grade	Overall Literacy	Overall Numeracy
Year 3	97%	100%
Year 5	97%	100%
Year 7	100%	100%
Year 9	86%	89%

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

STAFF COMPOSITION and TEACHER STANDARDS

The workforce at SCC comprises 42 people and this includes teachers (full-time and part-time), a Chaplain, assistants and administrators.

In the Primary School the staff team of 6 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 (7 full-time and 5 part-time) all have appropriate formal teaching qualifications and substantial experience, with their subject specializations comfortably covering the required spectrum.

Summary:

- All teachers have teaching qualifications from an accredited higher education authority;
- 16 teachers have graduate teaching qualifications from an accredited higher education authority.

In terms of qualifications, the teachers who are responsible for delivering the curriculum fall into the following categories:

- (i) Those with teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines:
Number in this category = 26 Teachers

- (ii) Those with graduate qualifications from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines yet lack formal teacher qualifications:

Number in this category = 0 Teachers

- (iii) Those who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.

Number in this category = 0 Teachers

PROFESSIONAL DEVELOPMENT LEARNING

All members of the teaching staff participated in professional development and learning in 2012. 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 average expenditure on professional development/learning in 2012 was \$644.50 per teacher.

TEACHER ATTENDANCE

- The average number of days of teacher attendance was 95% of the total number of school days in 2012.
- The proportion of staff retained from 2012 to 2013 was 100%. The norm for the College is for staff to remain for many years of service.

STUDENT ATTENDANCE

The average attendance rate of students, Kindergarten to Year 12, in 2012 at Summerland Christian College was 92% 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	92%	Year 6	92%
Year 1	93%	Year 7	91%
Year 2	94%	Year 8	92%
Year 3	93%	Year 9	92%
Year 4	95%	Year 10	90%
Year 5	94%	Year 11/12	91%

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 RATES IN SECONDARY

76% of the 2011 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 48% at our College. Comparing overall numbers for Year 10 of 2010 and Year 12 of 2012 reveals an apparent retention rate of 52%.

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 2012:

- 6% entered the workforce or were seeking work (Year 10 & 12 combined);
- 94% continued with further study (Yr 10 and Yr 12 combined);
- 0% unknown (Year 10 & 12 combined);
- 91% of the Year 12 students continued with further study;
- 9% of the Year 12 students are studying vocational or trade courses;
- 9% of Year 12 students entered the workforce;
- 100% of the Year 12 students at the College attained the HSC.

SCHOOL POLICIES

ENROLMENT POLICIES & PROFILE

Summerland Christian College began 2012 with **163** students in Primary and **145** students in Secondary, giving a grand total of **308 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 finalised.

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 & DISCIPLINE 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 Harrassment, 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 2012. 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 2013 INCLUDE:

(i) CONSTRUCTION AND EQUIPPING OF A NEW INFANTS BLOCK

In 2013 we plan to have a new Infants block in operation. With two very large specialty Kindergarten rooms, four general classrooms and a support room, this block will be state of the art with acoustic walls, ceilings and the relevant technology. The College will double stream Kindergarten at the beginning of 2013 and this trend is expected to continue.

(ii) PREPARING FOR THE INTRODUCTION OF THE AUSTRALIAN CURRICULUM

Final planning and preparation will take place in 2013 and the new curriculum will be introduced in 2014. Staff are planning at both a College level and in conjunction with other North Coast Christian Schools.

(iii) PROVIDE MORE SUPPORT FOR STUDENTS WITH DISABILITIES

The College was successful in gaining a grant to establish measures to provide more support for students with disabilities. Draft projects are yet to be approved. However, we are aiming to focus on providing support for students with autism and Asperger's. The grant conditions require us to use the vast majority of the funds on staff training and consultancy.

(vi) DEVELOPING LITERACY SKILLS K-8

The second major grant obtained will enable us to develop programs to improve literacy skills. Again the requirement is to use most of the funding on staff training, and already plans are in place to have staff travel to Sydney to receive training on new instruction measures which are research based and have an established record of success.

PREVIOUS PRIORITIES

(ii) ROAD WORKS, PARKING AND BUILDING EXTENSIONS

In 2012 new bus bays, onsite parent and staff parking and a roundabout were constructed. Plans were completed for two new Kindergarten rooms, four Infants classrooms, a support room and additional toilet facilities. It is expected that they will be completed mid 2013. Increased enrolment demands have prompted the College to expand the Infants department of the College.

(iii) PROMOTING THE COLLEGE TO THE BROADER COMMUNITY

A highly successful promotions program was again carried out in 2012. The managers of the major shopping centres were approached and several promotional days took place along with visits to local churches.

(iii) PREPARING FOR THE INTRODUCTION OF THE AUSTRALIAN CURRICULUM

Staff have attended relevant in-service courses in preparation for the introduction of the Australian Curriculum. Five SCC staff were fortunate to be chosen to go to Sydney to receive training regarding the new curriculum through Christian Schools Australia. They will serve as resource people for other North Coast Christian Schools.

(iv) INTRODUCTION OF A TRANSITION TO KINDY CLASS IN SEMESTER 2

The College established a highly successful transition class in Semester 2 to build on the pre-kinder children's existing skills, foster a love of learning and develop strong links between home and school. The curriculum reflects the new Early Years Learning Framework "Belonging, Being and Becoming". The class was conducted by a fully qualified teacher along with a full time support person. The feed-back from parents was, without exception, extremely positive.

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

Following a brief survey of the school community:

- 100% of parents and carers were satisfied with the College and 84% had a high or very high overall level of satisfaction with the College;
- Understandably 100% of the staff are satisfied with the College;
- 96% students are satisfied with the College and the vast majority (73%) rated their satisfaction as high or very high. This is very good level of satisfaction from students.

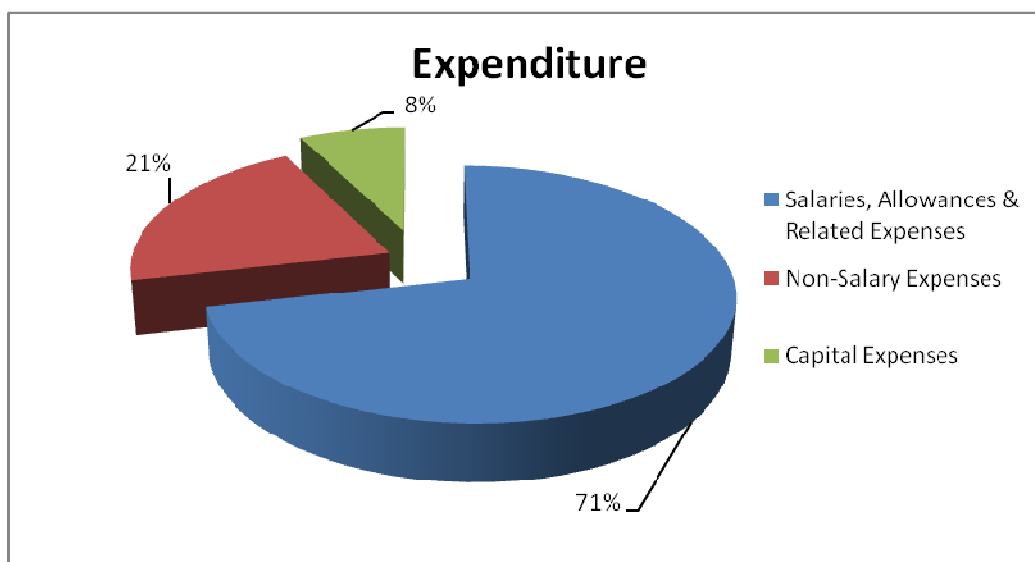
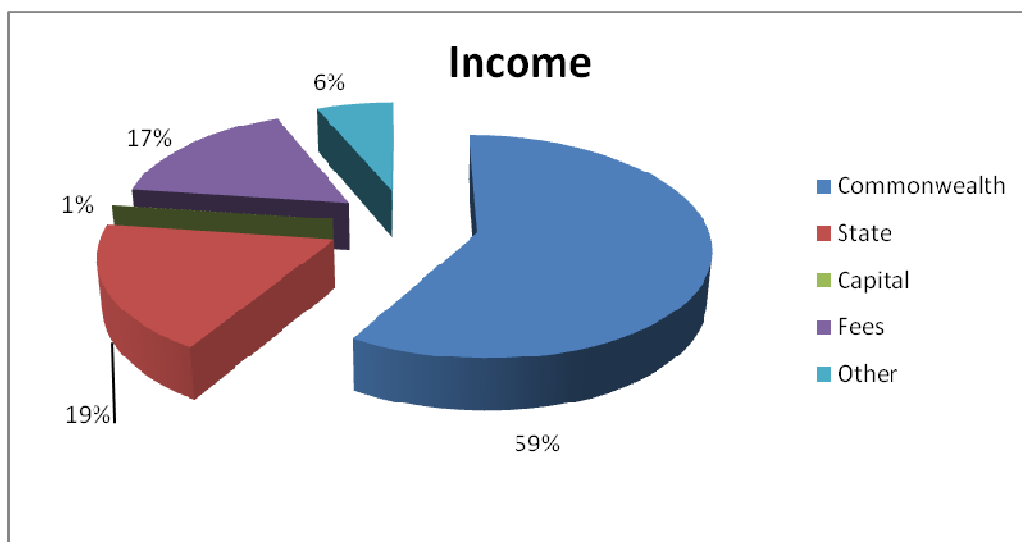
Other significant statistics were that 95% had a high or very high level of satisfaction with the Christian environment of the College. In the survey, 84% of parents had a high or very high level of satisfaction of the Chaplaincy.

Student responses were also very positive. While students from Year 3 upwards were given written surveys to complete, discussions with the Infants classes took place to gauge their level of satisfaction and 97% indicated they liked coming to Summerland Christian College. It is wonderful that these young children feel so happy in this school.

SUMMARY FINANCIAL INFORMATION

Solid enrolments in 2012 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:



End of Report.