



Blakes Crossing
CHRISTIAN COLLEGE

Educating for Eternity

Annual Report
2019

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Introduction

PRINCIPAL'S REPORT

As part of Blakes Crossing Christian College's funding agreement with the Commonwealth Government under the School Assistance Act 2008, we are required to ensure that certain "School Performance Information" is made available to the College community.

The information contained in this report relates to the 2019 school year.

Required performance measures on which to publicly report:

1. Contextual information about BCCC, including the characteristics of the student body.
2. Teacher standards and qualifications (as mandated in the relevant jurisdiction).
3. Workforce composition, including Indigenous composition.
4. Student attendance at school.
5. Student outcomes in standardised national literacy and numeracy testing (NAPLAN).
6. Parent, student and teacher satisfaction with the school.
7. School income.

2019 saw the further development of our facilities with the construction of 6 additional primary classrooms along with two teacher office spaces/workrooms. This has facilitated the coming together of our primary classes (Reception to Year 6) in the same precinct of the College.

The Leadership Team of the College, consisting of the Principal, Head of Primary, Head of Secondary and Administration Manager continues to grow and develop its capacity for strategic leadership across the College. It has enjoyed a challenging but rewarding year as we continue to prepare the college for our students both present and future.

The College successfully applied for registration to teach the senior years of schooling, namely Years 11 and 12. BCCC is now registered as a Reception to Year 12 College. SACE Stage 1 (Year 11) will be introduced in 2020 with Stage 2 (Year 12) following in 2021. I am immeasurably grateful for the families of our Year 10 cohort who continue to pioneer the College as we add a year level each year. Their commitment and support is greatly appreciated.

I continue to enjoy the privilege of leading a great team of staff who demonstrate a high level of commitment and professionalism. I wish to thank them and commend them for their flexibility and continual 'can do' attitude as together we grow and change with the ongoing development of the College. This is a recurring theme to my report as the College builds from one year to the next adding additional year levels. I thank the Leadership Team too for their hard work and in the ongoing development of an excellent school of choice for families in our community. I sincerely thank the Leadership Team and staff of the College for their support and encouragement.

BCCC continues to be a place that attracts teachers who are new to the profession. I thank these young teachers for their optimism, energy and ideas as we develop BCCC.

I am so thankful to the parents of the BCCC community who encourage and support us in what we do. Their encouragement of our staff is greatly valued.

I am also sincerely thankful for the support and leadership of the College by the CCM Board of Directors, the CEO, Mr John Lyndon, and the CCM central office staff for their support and assistance.

Warren Hall

Principal

Performance Measures

CONTEXTUAL INFORMATION ABOUT THE SCHOOL, INCLUDING CHARACTERISTICS OF THE STUDENT BODY

Mission

Blakes Crossing Christian College aspires to be a vibrant Christ-centred learning community where students will develop a passion for lifelong learning that values creativity, excellence, resilience and faith.

The goal of Blakes Crossing Christian College is to give every student a positive, exciting and solid foundation through the provision of care and understanding in an environment of quality education.

We believe that this combination will develop a sense of belonging, security and engagement in school which will provide students with an excellent launch pad for life.

Purpose

In the Bible, in the book of John (chapter 10, verse 10), Jesus said his purpose was to give people a rich and satisfying life.

"...but I came to give life - life in all its fullness."

John 10:10

Similarly, Blakes Crossing Christian College desires to equip children so that they can enjoy a life full of promise, purpose and hope. We want to shape young men and women of character, who are eager to meet life's challenges using their God given gifts and talents.

We will strive to do this by:

- Setting high academic, social and behavioural standards
- Providing quality independent schooling within a Christian atmosphere of love, respect, peace and discipline
- Establishing positive teacher-student working relationships
- Establishing positive teacher-parent/carer relationships
- Valuing student ability and personal effort

Philosophy

Education is a lifelong process of teaching and learning which leads to the spiritual, intellectual, physical, social, ethical and emotional development of an individual. The ministry of the College is the provision of schooling where this happens.

Motto

Educating for Eternity

Underlying Principles

At BCCC we desire our students to be able to demonstrate:

Compassion

Ephesians 4:32 (NCV)

Concern

John 13:34-35 (NCV)

Courage

1 Corinthians 16:13 (NCV)

Cooperation

Philippians 2:3-4 (NCV)

Curiosity

Proverbs 18:15 (NCV)

Creativity

1 Corinthians 12:5-6 (NCV)

Commitment

Colossians 3:23 (NCV)

Community

Hebrews 10:24 (NCV)

School Type

The following information is provided on the ACARA website for Blakes Crossing Christian College:

School Sector:	Non-Government
School Type:	Primary/Secondary
Coeducational/Single sex:	Coeducational
Year Range:	Reception to Year 10 (adding Year 11 and Year 12 in 2020, 2021 respectively)

BCCC provides an affordable and holistic education that integrates sound Christian values with a belief in the uniqueness of each child and a balanced program of activities designed to give children the best possible foundations for life. The school prides itself on being a caring and inclusive community.

BCCC provides specialist subjects in the areas of Performing Arts (Music and Drama), Sport/PE and LOTE (AusLan) for students in Reception to Year 6 with an increasing number of extra-curricular activities offered at varying year levels during the year.

The secondary years of the College (Years 7 – 10 in 2019) offer all the required areas of learning to all students.

Enrolments – Number and Gender

Total Enrolments - Reception to Year 10 (FTE):

<i>Girls</i>	<i>Boys</i>	<i>Total</i>	
194	233	427	<i>(as at August 2019 Census)</i>

College Address

Address: 14 Boucaut Ave, Blakeview, South Australia 5114
PO Box 150, Smithfield, South Australia 5114
Telephone: 08 7180 5010
Contact: The Principal, Warren Hall

BCCC is situated in the northern suburb of Blakeview as part of the new Blakes Crossing housing development, 45 minutes from the heart of the city of Adelaide. It is close to transport and a growing and developing shopping and business precinct.

BCCC is close to public transport, both bus and train.

Characteristics of the Student Body

BCCC is one of 12 schools under the banner of CCM (Christian Community Ministries).

The majority of children live in reasonably close proximity to the College and are brought to school or dropped off by their families or caregivers. A small number of children walk or ride their bikes to school.

BCCC has an inclusive enrolment policy, where children come from a range of backgrounds.

BCCC currently operates as an R-10 College, with the commitment to add a year level each year up to Year 12 by 2021. The College is a registered Reception to Year 12 school.

Number of School Card families.....	56
Students identified as a Student with a Disability	9
Students with learning difficulties	102
Number of Indigenous Australian students.....	17

Children participated in weekly assemblies and enjoyed showcasing their talents at special events which included interschool sporting competitions, Principal tours, Praise and Worship/chapel Services, Book Week events and the end of year Presentation Nights. Primary children also participated in our annual Grandparents and Special Friends Day.

SOCIAL CLIMATE

Blakes Crossing Christian College maintains a social climate that upholds the character qualities of:

- *Compassion for one another*
- *Concern for the environment both natural and person-made*
- *Courage to try new things and learn through new experiences*
- *Cooperation with one another, working as a team*
- *Curiosity in what makes things work*
- *Creativity in all that we do*
- *Commitment to see things through to completion*
- *Community is more than just one*

Young people learn best in supported environments, when they feel secure and encouraged, and are provided clear boundaries. Educational, personal and social experiences within the College and outside can significantly impact on a young person's personal growth as well as on their learning and life options. The task of educating the students remains a shared duty evidenced by our commitment to help families raise their children in a safe Christian environment.

Blakes Crossing Christian College fosters a caring environment informed by our Christian Worldview. Child protection, behaviour management and anti-bullying policies and programs are in place across all year levels in the College.

Staff structures support student pastoral care through Pastoral Care Teachers the Head of Student Development (Primary) and Head of Student Development (Secondary) along with the College Chaplains. The Heads of Student Development deal with the day to day behavioural and wellbeing referrals as well as coordinating the Chaplains. A weekly Praise and Worship time (Primary) and Chapel Service (Secondary) are part of the school program along with regular inter-house competitions. These events actively contribute to the social atmosphere of the College. The College hosted our annual Grandparents and Special Friend's Day as well as the annual Book Fair and Mother's Day and Father's Day stalls.

TEACHER STANDARDS & QUALIFICATIONS

All teachers are registered with the South Australian Teachers Registration Board, wherein part of that registration process is that they undertake training in first aid, mandatory notification and hold a current National Police Clearance Certificate.

At BCCC all staff participate in a three-year cyclical program of in-house training in mandatory notification, first aid, and fire safety.

Teacher qualifications

Number of Teachers	34
Qualifications	Number of Staff who hold this qualification
Master's Degree	8
Bachelor's Degree	38
Graduate Diploma	3
Diploma	5
Certificate	1

Some teachers hold more than one qualification

EXPENDITURE OF STAFF PROFESSIONAL LEARNING AND DEVELOPMENT

Total Number of Staff	Total Expenditure on Professional Learning	Average Expenditure per staff member
53	\$27,167	\$512.58

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION

Composition of Staff

Total Number of Staff	Total Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
53	200	376	96%

Number of Permanent Teaching Staff at the end of 2018	Number of these Staff retained in the program year (2019)	Retention Rate %
25	20	80%

Male Staff	Female Staff	Staff of Indigenous heritage
29%	71%	2%

BCCC offers the following teacher specialisations:

- LOTE: AusLan
- Performing Arts; Music, Dance and Drama
- Physical Education
- STEM
- Tech Studies/Industrial Arts

The leadership team of the College includes the Principal, Head of Primary, Head of Secondary and the Administration Manager.

STUDENT ATTENDANCE AT SCHOOL

Rates of attendance for the whole school and for each year level

Total possible attendance days	Total number of students	Total days of student absences
190	433	6421

Year Level	Attendance Percentage
Reception	93%
Year 1	94%
Year 2	94%
Year 3	93%
Year 4	95%
Year 5	93%
Year 6	93%
Year 7	90%
Year 8	85%
Year 9	89%
Year 10	85%
Average	91.3%

A description of how non-attendance is managed by the College

A roll call is completed electronically, using Edumate in Home Groups by the Home Group teachers prior to 9.00am each school day. Once the daily roll is taken, parents/carers of students who are recorded with an unexplained absence are sent an SMS text message by 10.00am seeking clarification as to the reason for the absence. Children who arrive after the bell are required to report to Student Services with their parents, who will sign them in. These students are recorded as late. BCCC has a designated SMS text number and email address for parents to notify the College of student absences. These texts and emails are checked and recorded first thing each morning. Unexplained absences are followed up by the SSO staff.

Families who organise holidays during term time are required to complete and submit an attendance exemption form for approval by the Principal, reinforcing the compulsory nature of this type of notification.

Overall student attendance is monitored by the Heads of School (Primary and Secondary) and the Principal.

Apparent Retention Year 10-12

No data available as our oldest students are yet to progress to Year 12 which will occur in 2021

Year 12 Outcomes

No data available as our oldest students are yet to progress to Year 12 which will occur in 2021

Post Year 12 Destination Information

No data available as our oldest students are yet to progress to Year 12 which will occur in 2021

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN (National Assessment Program Literacy and Numeracy) testing was undertaken in Term 2, with the following results. This is a compulsory nationwide program conducted on the same day across Australia. Children in Years 3, 5, 7 and 9 were assessed in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Student achievement is reported in relation to national minimum standards – either above, at or below the minimum standard. Individual NAPLAN reports were sent home to parents.

Percentage of students who met the national minimum standard for each year level

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>
Year 3	89%	94%	100%	89%	97%
Year 5	91%	87%	87%	87%	86%
Year 7	98%	92%	100%	85%	95%
Year 9	88%	75%	83%	71%	96%

In calculating the year level percentage, students who have been exempt from the NAPLAN assessments are included, however these students are deemed by the Australian Government to have not achieved the national minimum standard. Students who were absent for the NAPLAN assessment or withdrawn by their parents are not included in the class percentage.

DISTINCTIVE CURRICULUM AND EXTRA-CURRICULAR OFFERINGS

The following distinctive curriculum and extra-curricular are offered to our students:

- Christ centred Bible based curriculum presented from a Christian Worldview
- Weekly Christian Living lessons using publications from Christian Education Publishers
- Weekly Praise and Worship and Chapel services
- Camping program as follows:
 - Year 2 sleepover (onsite at the College)
 - Year 3 Camp at Narnu Farm
 - Year 5 Camp at Illawonga Murray River Educational Tours
 - Year 7 Camp at Woodhouse Scout Challenge Camp
 - Year 9 Camp at El Shaddai Adventure Camp
 - Year 11 Camp, SACE preparation
- BCCC Interhouse Sport and Academic competition
- Interschool sports competitions through SACS (South Australian Christian Schools Association)
 - Athletics
 - Cross Country running
 - Soccer
 - Netball
 - AFL Football
 - Touch Footy
- SACE and career Information Evening
- Extended Personal Development program – Years 7 – 10
- Leadership Development
- Diverse Learning program for students with learning needs

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

Teaching staff participate in a weekly teacher administration/professional development meeting. Staff new to the College are taken through an induction process before the school year begins and transition through an appraisal process during their time of probation. This process provides formal avenues for review and feedback. These forums provide opportunity for regular feedback in relation to areas of success and as well as areas for further growth and development. It gives opportunity for staff and leadership to work collaboratively.

Parents continue to be provided with opportunities to communicate with the Principal through special meetings/forums which are held in relation to set topics. These opportunities encourage feedback from the College community. Opportunities for direct feedback to the Principal and extended leadership team of the College is also encouraged via informal and formal meetings as well as email.

Overall the feedback received continues to be extremely positive.

The College continues to hold an excellent image as a learning institution with a high level of respect and care for members of our College community. The College works hard to facilitate the learning needs of all its students.

Teachers are well regarded and respected as professionals. Parents and students have a high view of staff relationships. The school is viewed in the broader community as one that continues to grow and develop. It enjoys a wholesome reputation of being a caring community that is well resourced with excellent facilities.

Staff, students and parents agree that the College values/student profiles are promoted within and outside the College. Parent expectations of student success is regarded as high. The College continues to be community minded.

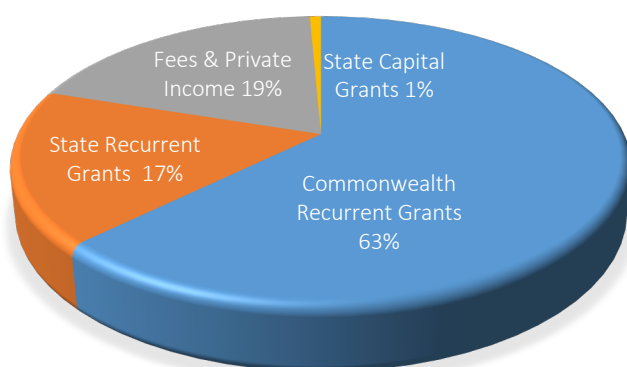
The College pedagogy (the how and why we teach in the manner in which we do) is grounded in authentic theory, influencing teaching and learning that is closely linked to the College's vision. While the curriculum is built around the Australia Curriculum, it is taught from a Christian Worldview.

Teachers have commented positively about ongoing opportunities for personal and professional learning and development. The staff and leadership teams are open to constructive feedback and understand that improvement is built on recognising success as well as areas of challenge and development.

SCHOOL INCOME AND EXPENDITURE 2019

For more information refer to the MySchool website at <https://www.myschool.edu.au/school/50711>.

INCOME



EXPENDITURE

