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Glenlee Christian College-School Annual Report For 2008

By publishing this report, the College will meet both State and Commonwealth Governments' reporting requirements

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

46 Dawson Road GLENLEE QLD 4711

Total enrolments:

As of the 2008 Commonwealth Census:
8 Primary and Secondary students were in attendance

Year levels offered:

Prep to Year 12

Co-educational or single sex:

Co-Educational

Distinctive curriculum offerings:

Glenlee Christian College has taken on the challenge of providing education to a wide range of age groups, Prep to Year 12, who attend this rural school. Through careful consideration of the educational material and teaching practices available today, the staff of the College have designed a curriculum that is God-honouring, aides the student in the development of the relationship with God, and meets the educational needs of the student through implementation of the 8 Key Learning Areas of Queensland education.

Through combining individual self-paced, mastery learning, that provides a thorough grounding in the 'basics', with the traditional use of class and small group teaching which encourages higher-order thinking skills, Glenlee Christian College desires to see each child's needs catered for.

The College offers a learning support programme to students, and individual education programmes are devised for students with disabilities.

The College students participate in a number of academic and cultural competitions throughout the year.

Extra-curricular activities:

Due to the nature of the students attending the College, the itinerant nature of their attendance, and their academic and social problems, the College concentrates on literacy and numeracy programs geared to the students' level of achievement. The College curriculum program aims to build in the students a sense of achievement through a mastery learning approach.

Additionally, the College instructs students in a healthy eating options, a reduced chemical lifestyle as an approach to life and a means to manage social issues experience by the students.

College students participate in a number of physical and sporting activities, once again, as a means of managing social and lifestyle issues. The students have participated in local athletics carnivals and cross-country competitions as well as ten-pin bowling and swimming.

Social climate:

Glenlee Christian College is a small rural school located 10 km north of Rockhampton. Under Commonwealth funding guidelines, the College is classed as being in a lower socio-economic community.

The College caters for students who suffer from behavioural or academic problems either caused by environmental conditions, or difficult family circumstances.

Because of these backgrounds, many students have poor academic records, have been moved from school to school, or have extreme itinerant attendance records and suffer low self esteem.

Commonly students who attend the College have not been able to be successful at other local schools.

The College offers generous family discounts to all the community and a fee concession program for families who would like their children to attend the College but find themselves in temporary or permanent financial difficulties.

The College enjoys the services of a local minister of religion, who generously donates his time as College Chaplain.

Glenlee Christian College has in place an approved Child Protection Policy, instructs students through a safety program, implements, with love, a discipline policy based on rewards for positive behaviour and consequences for negative behaviour, and ensures our grounds, buildings and equipment are maintained to high standards.

Parental involvement:

Glenlee Christian College values parents and carers, and recognises them as the main educators of their children. The College assists parents and carers, on a daily basis, to help them achieve the goals they have for their children. The College works with parents and carers, supporting and promoting the Christian beliefs and values the parents and carers hold to be important.

Parents and carers form a valuable part of our learning centres, helping students with reading, scoring of completed work and general assistance.

However, due to the backgrounds and family circumstances of many students, parental support is not available. In some circumstances, grandparents are the major carers of students, in others the State attends to the needs of the students.

Presentation of Information:

This report:

- Has been distributed to parents;
- Is available for viewing in the College office;
- and is available for viewing on our webpage.
www.jubileechristiancollege.com.au/Glenlee.html

STAFFING INFORMATION

Qualifications of all teachers:

| Qualification | Percentage of classroom teachers and school leaders at the school |
|-----------------|---|
| Doctorate | |
| Masters | |
| Bachelor Degree | 100% |
| Diploma | |
| Certificate | |

Expenditure on and teacher participation in professional development:

| Description of PL activity | | Number of teachers participating in activity |
|--|--|--|
| Induction Training; Policy and Curriculum Review: Atherton | | 2 |
| Queensland Educators Convention: Hervey bay | | 1 |
| CPR Course-Atherton | | 2 |
| South Pacific Educators Convention: Brisbane | | 1 |
| Independent Schools Queensland BGA Funding Seminar: Cairns | | 1 |
| Total number of teachers participating in at least one activity in the program year | | 2 |
| Total Number of Teachers | Total expenditure on teacher Professional Learning | Average expenditure on Professional Learning per teacher |
| 2 FTE | \$1,104 | \$552 |

The total funds expended on teacher professional development in 2008 were \$ 1,104

The major professional development initiatives were as follows:

Curriculum and Policy Development
Better Teaching and Classroom Practices
State and National Education Policy Direction and Implications for the College
Staff Personal and Spiritual Development
CPR and First Aide

The involvement of the teaching staff in at least 1 professional development activity during 2008 was 100%

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

| Number of Teaching/Aide Staff | Number of School Days | Total Days Staff Absences | Average Staff Attendance Rate |
|-------------------------------|-----------------------|---------------------------|-------------------------------|
| 3 | 195 | 10 | 97.7% |

For permanent and temporary teaching and teacher aide staff and school leaders the staff attendance rate was 97.7%% in 2008

Proportion of teaching staff retained from the 2006:

| Number of permanent teaching staff at end of program year (Head Count) | Number of these staff retained in the following year | % Retention Rate |
|--|--|------------------|
| 2 | 2 | 100% |

From the end of 2007 100 % of staff were retained for the entire 2008 school year

KEY STUDENT OUTCOMES

Average student attendance rate:

| Total number of students | Number of school days in program year | Total number of student absences | Average Attendance Rate % |
|---|---|----------------------------------|---------------------------|
| 15 (not all attending for a full year) | 191 (1618 days for total attending students) | 286 | 82.3% |

The average attendance rate as a percentage in 2008 was 82.3%

Reading, writing and numeracy benchmark results for Years 3, 5 and 7 as follows:

BENCHMARK DATA

| READING | | | |
|---------|------------------------|-----------------------|-------------------|
| Year | Average Score (School) | Average Score (State) | % above benchmark |
| Year 3 | | 372 | |
| Year 5 | | 467 | |
| Year 7 | | 529 | |
| Year 9 | | | |

| WRITING | | | |
|---------|------------------------|-----------------------|-------------------|
| Year | Average Score (School) | Average Score (State) | % above benchmark |
| Year 3 | | 324 | |
| Year 5 | | 468 | |
| Year 7 | | 521 | |
| Year 9 | | | |

| SPELLING | | | |
|----------|------------------------|-----------------------|-------------------|
| Year | Average Score (School) | Average Score (State) | % above benchmark |
| Year 3 | | 386 | |
| Year 5 | | 461 | |
| Year 7 | | 527 | |
| Year 9 | | | |

| GRAMMAR AND PUNCTUATION | | | |
|-------------------------|------------------------|-----------------------|-------------------|
| Year | Average Score (School) | Average Score (State) | % above benchmark |
| Year 3 | | 370 | |
| Year 5 | | 477 | |
| Year 7 | | 519 | |
| Year 9 | | | |

| NUMERACY | | | |
|----------|------------------------|-----------------------|-------------------|
| Year | Average Score (School) | Average Score (State) | % above benchmark |
| Year 3 | | 368 | |
| Year 5 | | 457 | |
| Year 7 | | 540 | |
| Year 9 | | | |

Due to the small numbers of students eligible for the Year 3/5/7/ testing and the resulting privacy issues, the College is not required to report on its results. However, out of the 15 areas tested over the 3 tests, covering Year 3, Year 5 and Year 7, Glenlee Christian College students achieved above the benchmark in 13 of those tests.

Apparent retention rate:

The Year 8 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who started secondary school five years previously (this may be greater than 100%).

| Year | Year 8 Base | Year 12 | Retention rate % |
|------|-------------|---------|------------------|
| 2004 | 2 | | |
| 2008 | | 0 | 0% |

Year 12 student enrolment as a percentage of the Year 8 cohort is 0%

Year 12 outcomes: There were no Year 12 students in 2007

| Outcomes for our Year 12 cohort 2007 | |
|--|---|
| Total number of Senior Certificates awarded | 0 |
| Percentage of Overall Position (OP) –eligible students with OP 1-15 | % |
| Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification | % |
| Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification | % |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer | % |

Glenlee Christian College does not issue its students with Senior Certificates or OP scores issued by the Queensland Studies Authority.

The College issues its own Year 12 qualification, and has negotiated University entry options with the Queensland Tertiary Admissions Centre, TAFE Colleges, and the Defence Forces.

Students of the College have the opportunity to sit for the international Scholastic Aptitude Test (SAT) which is recognised by universities around the world.

OTHER INFORMATION

Value Added:

The College's students benefit from a number of Commonwealth and State grant programs. In 2008 the College received grants for:

- Literacy and Numeracy: this funding supported a special project including a Learning Support teacher.
- Upper Primary Literacy: this funding supported specialist assistance for students identified in the Year 5 test as needing additional support.
- Investing in Our Schools Program: this funding supported the re-development of building in the College to provide science and woodwork facilities for at-risk students.
- Investing in Our Schools Program: This funding supported improvement to school equipment and the renovation of a College building.
- The College is part of a world wide community of over 5500 schools in over 140 countries. The College's students benefit from the combined resources used to develop better teaching practices and curriculum.

Our co-operation with sister schools in Queensland benefits the students of the College by allowing the College to co-operatively develop learning programs to meet the requirements of Queensland Studies Authority syllabus.

The College is a member of a number of professional organisations including:

- Independent Schools Queensland
- Christian Schools Australia
- The National Association of Christian Educators

Parent, student and teacher satisfaction:

The College does not keep formal data such as Satisfaction Surveys or related information. However many staff and students have been associated with the College for many years.

The College's students often come from difficult family backgrounds and contact with parents is very limited.

MANDATORY INFORMATION TO BE PUBLISHED BY SCHOOLS

Student Destination Report: Year 12 Students

| School Year – 2007 | Number of Students in each category | Percentage of Students in each category |
|--|-------------------------------------|---|
| University (degree) | | |
| VET total (Cert IV+ III, I-II, apprenticeship, traineeship) | | |
| Working full-time | | |
| Working part-time/casual | | |
| Seeking work | | |
| Not studying or in the labour force | | |
| Students continuing study with Glenlee Christian College | | |
| Total Year 12 students | 0 | 0% |

Since the College's curriculum is based on mastery learning, ie a minimum of an 80% pass mark, students of the College are allowed whatever time is necessary to complete work to achieve a uniformly consistent high standard.

Factors that affect when students complete and pass all learning modules required for the issue of a Year 12 graduating certificate may include; family circumstances, learning ability, application to study, at what academic level a student tested at when they enrolled at the College, illness or special needs, and part-time employment or training being undertaken by the student.

Some Year 12 students may finish all requirements early in the year whilst some students may carry work over into the following year.

What is important to note, and ultimately beneficial for the students future employment, is that no student earns less than a C or Satisfactory for a subject, as they must demonstrate mastery of all concepts.