

Southside Christian College

Federal and State Governments Reporting

Annual Report 2010

Southside Christian College
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Southside Christian College began and continues as a school that focuses on the needs and aspirations of the families we serve. Southside Christian College is a ministry of Life Church (formerly Southside Christian Church). Life Church began the College in response to the needs of its own families as well as the wider community.

The College has a broad base of support from families with high level academic expectations. The most common responses as to why families support the College are because the College provides:

- a strong Christian community that supports their family values.
- a quality education with dedicated teachers and good discipline.
- a safe place physically, spiritually and emotionally.

School details:

School sector: Independent

School's address: 109 Golda Avenue, Salisbury, Qld 4107

Total enrolments: 501

Year levels offered: Pre-Prep (Kindy –Year 12

Co-educational or single sex: Co-educational

Distinctive curriculum offerings:

The College offers a variety of unique programs designed to meet the needs of the students at the College.

1. Pre-Prep program

Our families enjoy the security and continuity of a Pre-Prep –Year 12 program. The Pre-Prep program is a choice of either full-time, or a five-day a fortnight program. The program is based on the Early Years Learning Framework and the new Queensland Government funded Kindergarten program which requires tertiary trained teachers in order to receive this funding. The program incorporates a pre-literacy and pre-numeracy curriculum with play-based and discovery learning elements clearly embedded in it. A new purpose built Pre-Prep Centre opened on Rookwood Avenue at Coopers Plains in March 2010.

2. Junior School programs

The Junior School (Prep –Year 4) offers comprehensive numeracy and literacy programs that include THRASS phonics, English and Maths streaming, a carefully monitored daily home reading program, and homework suited to ability and year levels. Each Junior School student is levelled for reading using the PM Benchmark Kit, and the Developmental Reading Assessment Kit for the assessment and teaching of reading comprehension.

The Junior School also enjoys a structured fitness program, Learning Connections, which is designed to develop brain connections through structured exercises resulting in better learning abilities in the classroom. In addition to this students partake in weekly P.E. classes to build physical skills and stamina. Weekly music lessons also develop skills in singing and written music. The Performing Arts is an important part of the Junior School program with opportunities for all students to participate in a number of performances throughout the year.

3. Middle School structure

The Middle School (Years 5–9) offers a number of distinctive benefits to the students' academic and social development, including:

- Gradual change from one teacher/one room to a secondary timetable
- Secondary style electives in Year 7 with specialised subject teachers
- Opportunities to be involved in the Student Council
- Provision of a leadership program in Year 9 through the appointment of Middle School Prefects.

4. Years 7 and 8 elective subject program

Students in Years 7 and 8 have access to an elective subject program similar in structure and scope to the Years 9 and 10 students. The curriculum has been adapted to the ages and abilities of these students. The elective subject program allows these students to sample a variety of

electives, while being exposed to a variety of teaching styles and being trained in a secondary timetable format.

Year 7 students participate in a Canberra trip, and the Year 8 students participate in an Outback Adventure trip which is linked directly to the curriculum in their respective year levels.

5. Years 10-12 SET planning process

The College offers a comprehensive Senior Education and Training (SET) planning process that is monitored throughout Years 10, 11, and 12, and includes:

- an interview involving students/parents/carers
- a careers survey in Year 9
- one-on-one career guidance

A careers journal was added to the SET planning process in 2010 to allow the careers thought process for students to begin as far back as Year 8. Students and their families are provided with careers information and options through subject selection and information nights.

Co-curricular (extra-curricular) activities:

1. Music

The College offers a variety of music activities in numerous formats, which are overseen by a music director. The music program includes:

- Instrumental music with up to fourteen instruments on offer. Participating students have a range of lesson options (including paired, 30min, and 20 min) per week and usually join a College performance group.
- Once a year a music performance evening for the members of the instrumental music program is held.
- Two choirs (Junior and a combine Middle/Senior).
- A number of performance groups that may include two violin groups, a concert band and a flute group. These groups form and reform each year based on the experience and numbers of students involved. Several of these groups compete in a variety of competitions each year, as well as several College events.
- A 'Give it a Go' program for Junior School students is offered in second semester, giving students an opportunity to try a stringed instrument at a reduced rate. This involves a trial of 12 – 15 lessons over a semester.

2. The College also offers:

- Interschool Debating
- Friday Afternoon Sport
- ICAS Competitions (Maths, English, Science, Computer skills, etc.)
- Two musicals and/or drama productions a year (Junior and Middle/Senior)

- After school Tuition Program
- After school supervised Homework Program
- Speech Assemblies
- Duke of Edinburgh's Award
- Years 5/6 Camp
- Year 7 Canberra Trip
- Year 8 Outback Adventure Trip
- Years 7-9 ROPE Camp
- Years 9/10 Expedition Training
- Years 10/11 Ski Trip
- Year 11 Girls' Colour Conference
- Year 11/12 Curriculum Camp
- Year 12 *South Passage* Sail Training Trip
- Chapel Band & Singers
- Youth Leadership Conferences
- Inter-College Carnivals in Athletics, Swimming, Cross Country and Team Games
- Additional sporting opportunities are available for talented athletes
- Inter-School Sport
- Prep-Year 6 swimming lessons
- Years 5-10 Chess Club
- Student Reporters' Club
- Puppetry
- Chamber of Commerce activities
- Leo Club (Lions Club International)
- Rostrom Voice of Youth Public Speaking Competition

School culture:

1. Staff development

It is a priority of the College to facilitate and/or fund in-services, such as up-skilling and training, in a variety of curriculum areas.

2. Pastoral care

The College is based on a Christian model where families, school and church work together to create and maintain a positive College culture. This is facilitated by:

- Vibrant and relevant 'Chapels' in each part of the school
- Daily class morning prayers or 'Devotions' that usually strengthen an aspect of the values we teach
- A structured Christian Studies Program (one lesson a week in Years 7 to 12)
- Celebration of special events
- Mentoring and/or coaching relationships between staff and students
- Scripture memory in classes from Prep to Year 6.

College Chaplains and a College Counsellor are on staff and available to students, staff and families. These support staff are active in, and around, The College.

3. Parental involvement

The College enjoys a high level of parental support and involvement. During the enrolment interview, the policy of parental support and volunteer assistance are discussed and most parents contribute in one form or another.

In 2010, over 1300 volunteer hours were contributed to numerous areas and programs in the College. These contributions included assisting in the Canteen, Library and Office, and with reading programs, sporting team coaching, sporting carnivals, excursions and focus groups, among others. A quarterly 'Schoolyard Blitz' helps to build gardens and improve outdoor areas. The P & F also organises several fundraising events each year, the funds of which are used to purchase items beneficial to students and/or families.

Another significant feature of the community is the high level of communication between parents and teachers, for example via the 'Student Success Diary' and email. Parents can also meet with teachers after classes, during regular parent/teacher interviews and by use of an established appointment system. Through these effective communication channels, strong and enjoyable working relationships develop between staff and families. As a result, problems are identified early and resolved quickly, and students' individual needs are successfully attended to.

4. Strategies to Address Bullying

The College takes a No Tolerance stance to bullying. The College uses Assemblies, Chapels and Christian Studies sessions to highlight appropriate behaviour and the culture we expect at the college. The teachers are equipped to identify changes in behaviour amongst students and monitor situations and address them as soon as possible should there be a need to.

The College has a Child Protection Policy (which includes bullying) and this is reviewed yearly and updated if required. A New Cyber Bullying program is being introduced with the College Counsellor, Police, Parents and Years 5-12 students in Assemblies, Information nights and class lessons.

Parents are encouraged to contact the College immediately if they have any concerns at all. There is a College Counsellor on site available to students three days a week. Students are able to make a time to see the Counsellor, or staff may refer students to the Counsellor if they feel there is a need to do so.

Middle School and Senior School Prefects also provide ears and eyes around the student body and playground alerting staff of any observations or concerns they may have. This allows issues to be addressed more quickly. Students are expected to, and rewarded for preventing or stopping bullying. By the students being active in this process, they take ownership of their behaviour creating a more positive culture within the College.

5. Additional information

For additional information about the College's operations and procedures, please visit the website at www.southsidecc.qld.edu.au. Alternatively, you may wish to contact the College during office hours (8am – 4pm) on 07 3719 3111.

Staffing information:

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	0%
Masters	2.63%
Bachelor Degree	89.47%
Graduate Diploma	10.53%
Diploma of Teaching	18.42%
Diploma of Education	10.53%
Graduate Certificate	7.89%
Associate Diploma	2.63%

Expenditure on, and teacher participation in, professional development (PD):

Description of PD Activity	No. Attended	
In-house Staff Training	36	
Learning Support Workshops	16	
Thrass	2	
Primary Learning & Writing Techniques	9	
First Aid/CPR/Health	3	
Improving Teaching Skills	9	
Work Program Skills	2	
QSA Workshops	4	
ISQ workshops	11	
Leadership Skills	2	
Total number of teachers participating in at least one activity in the program year	36	
Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
36	\$19,319	\$537

Expenditure on, and teacher participation in, professional development:

The total funds expended on teacher professional development in 2010 was \$19,319

The involvement of the teaching staff in professional development activities during 2010 was 100%.

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

For permanent and temporary staff and school leaders, the staff attendance rate was 81% in 2010.

Proportion of teaching staff retained from the previous year:

From the end of 2009, 88% of staff members were retained for the entire 2010 school year.

Key student outcomes:

The average attendance rate as a percentage in 2010 was 93.8%

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2010</i>
Prep	92%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	95%
Year 5	94%
Year 6	97%
Year 7	94%
Year 8	93%
Year 9	92%
Year 10	92%
Year 11	94%
Year 12	92%

NAPLAN 2008: Years 3, 5, 7 and 9 testing:

This section reports:

- The average score for Southside Christian College on each testing level
- The average score for Queensland (provided by QSA)
- The points above State average.

Benchmark data:

Reading					
Year	Average score (school)	Average score (State)	Points above State average	Average score (National)	Points above National average
Year 3	417	393	24	414	3
Year 5	481	468	13	487	-6
Year 7	542	537	5	546	-4
Year 9	581	564	17	574	7
Writing					
Year	Average score (school)	Average score (State)	Points above State average	Average score (National)	Points above National average
Year 3	434	402	32	419	15
Year 5	478	472	6	485	-7
Year 7	542	531	11	533	9
Year 9	575	564	11	568	7
Spelling					
Year	Average score (school)	Average score (State)	Points above State average	Average score (National)	Points above National average
Year 3	401	371	30	399	2
Year 5	494	468	26	487	7
Year 7	564	535	29	545	19
Year 9	581	573	8	579	2
Grammar and Punctuation					
Year	Average score (school)	Average score (State)	Points above State average	Average score (National)	Points above National average
Year 3	439	398	41	417	22
Year 5	515	483	32	500	15
Year 7	560	529	31	535	25
Year 9	586	573	13	579	7
Numeracy					
Year	Average score (school)	Average score (State)	Points above State average	Average score (National)	Points above National average
Year 3	387	378	9	395	-8
Year 5	503	474	29	489	14
Year 7	548	546	2	548	-
Year 9	594	577	17	585	9

For further information regarding NAPLAN performance results please see the My School website www.myschool.edu.au

Apparent retention rate:

The Year 10 -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 8 Base	Year 12	Retention rate %
Number of Students	36	31	86.1%

Year 12 student enrolment as a percentage of the Year 10 cohort is 86.1%.

Year 12 outcomes:

Outcomes for our 2008 Year 12 cohort	
Number of students awarded a Senior Statement	31
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	30
Number of students who are completing or have completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	13
Number of students awarded a Queensland Certificate of Education at the end of Year 12	18
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	64%
Percentage of Year 12 students who are completing or have completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	42%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	74%

After graduating, students are monitored to ensure that they are meeting preset goals. At present close to 100% of all graduating students are meeting these goals. These include:

- university studies
- TAFE and further education studies
- trades and traineeships
- full-time employment.

If these, or any other pre-arranged goals, are not being met, then new goals are established and monitored.

Value added:

Southside has continued to enhance and improve the measures used to ensure the best possible results for all students. These include:

- Entrance testing in literacy, numeracy and comprehension for all new students in Years 1–10.
- These tests are repeated at the start of every semester to keep staff up-to-date on their students' levels.
- IEPs (Individual Education Plans) are written for ascertained students, as well as those who are deemed at risk. These plans are reviewed each semester at a minimum.
- Students' Effort and Conduct results are reviewed each semester, with commendations awarded for excellent work. For students whose efforts are of concern, families are contacted and interviewed in order to devise plans to improve matters for the following semester.
- We have seen a gradual improvement in our students' OP results. Students' average OPs are now consistently above the State average.
- The afternoon Tuition and Homework Supervision programs have provided students with additional support.
- We have a wide range of co-curricula offerings that change according to the needs of the student body. All of these are designed to enrich student development. While involvement is not compulsory, a twelve month commitment is expected. Co-curricula involvement is included in Semester reports.
- Our students from Years 7 – 12 undergo a set curriculum for Personal Development which consists of a weekly lesson on a variety of relevant topics, as well as a series of camping experiences from Years 5 – 12. Years 5 – 7 camps are compulsory, and Years 9 – 11 have a variety of options to choose from.
- Our College Chaplains, Pastor Ben Higgins (past College Captain), and Saskia Hill, who joined Southside under the federally funded National School Chaplaincy Program, have succeeded in working with our students by linking them to church youth programs, helping to develop positive attitudes and supporting students spiritually, emotionally and academically.
- There has been an increase in students accessing TAFE studies at school, traineeships and early access to university subjects. These students are identified in the guidance process.
- A Careers Advisor is on staff to assist students with further education and careers guidance.
- Our Senior students are interviewed in Years 10, 11, and 12 to ensure they are well placed post graduation. We employ a 100% graduation placement target.
- The College contacts graduated students, six months after graduation, to check that their placements are holding. For the few who drop out of further study or work, support is offered by the College through the College's guidance process.
- Upgraded Outdoor Education for Years 5-12.
- Extension Classes for Maths and English from Years 7-10.
- A Growth Points System monitors and responds to maturing students.

Parent, student and teacher satisfaction:

Over 1300 hours of volunteer time was contributed to the College in 2010, almost all of which was parent facilitated.

Feedback has been received from:

College Surveys

As part of the College's documented improvement system, the College community is surveyed at least once a year. Results have shown overall satisfaction and issues raised were brought forward to the Board for actioning.

Student and Staff Surveys

Staff were surveyed during 2010 regarding upgrades to the College website.

New Family Surveys

A six weekly follow-up of new families to the College is conducted by the College Registrar. Feedback received related to Teacher/Student communications, Teacher/Parent Communication, School/Parent communication, and classroom culture.

Compliments, Comments and Complaints (CCC) Slip

The College received only a very small number of negative responses via the CCC slip, all of which were resolved positively.

Parent/Teacher Nights and College Open Day

Feedback from the College's Parent/Teacher nights and the College Open Day, has been very positive. Information sessions, facilitated by Principal Graeme Johnston, were also found to be informative and engaging.