ANNUAL REPORT 2019

Faith Diligence Love

SUNCOAST CHRISTIAN COLLEGE

School sector:
Independent

School's address:
7–13 Kiel Mountain Road, Woombye

Total enrolments:
805 at census date 2 August 2019 includes visa & international students
795 not including visa & international students

Year levels offered:
Pre-prep to Year 12

Co-educational or single sex:
Co-educational

Characteristics of the student body:
Our school population is drawn from families who desire or value a Christian Education, which values academic excellence and pathways for those more suited to vocational education, as well as desiring a strong values base. The catchment of the College is widespread, therefore, necessitating a fleet of buses that transport students from all over the Sunshine Coast.

Distinctive curriculum offerings:
Because Suncoast Christian College recognises the diversity of its population and that students are unique and, therefore, have different needs, a wide variety of opportunities exists. Our extensive curriculum offers a rich selection of academic subjects, as well as a wide range of vocational offerings.

We are committed to providing multiple pathways to future study and career possibilities and invite students to develop their interests and gifts through real and relevant experiences.

Some features that distinguish us as a College which considers the development of the whole child are:

- A Christ-centred Curriculum including daily devotions and weekly chapel services and Christian Studies lessons.
- Primary and Secondary Learning Support units that caters for students from Prep to Year 12 with an emphasis on early intervention in a caring and supportive environment.
- Vocational pathways through a number of VET and applied subject offerings as well as School-Based traineeships.
- Dance is offered in Years 7 to 12.
- A Certificate III in Music Industry is offered in Years 11-12.
- Specialist Art lessons occur for students in Years 2-6 and Italian in Years 1-6.
- Camps in many year levels that are aimed at developing students' personal, interpersonal and leadership skills.

- Career education aimed at ensuring a smooth transition from school to tertiary studies or the workplace.
- Extensive sporting programs.
- Local, regional and international missions and service programs.
- Visits by Japanese students into College family Homestays.
- Cultural programs for Aboriginal and Torres Strait Islander students and for the school community.

Extra-curricular activities:

Sporting Program

During the year, both the Primary and Secondary Schools were involved in the SCISSA Competition (Sunshine Coast Independent Schools Sports Association). The College has its own Football Club competing in the Sunshine Coast Federation Competition and Netball Club competing in the SCNA competition and Equestrian Club. Academies in Tennis and Football are offered. Athletics, Cross country and Swimming carnivals were held and all students from Years Prep - 10 were engaged in Physical Education classes. Rugby 7's, Touch, Football, Basketball, Volleyball and Netball teams also competed in external competitions. Senior Sport sessions had a Personal Fitness focus for students not competing in SCISSA Competitions. These opportunities met the Federal Government requirement of at least 2 hours' physical activity per week while encouraging our students to keep physically active and adopt healthy lifestyles.

Cultural Program

The Creative Arts Department produced Onstage, usually a bi-annual concert and Dance Showcase for the high school. There were also numerous performance, exhibiting and show casing opportunities as well as opportunities to serve for students, such as the Festival(P-12), Sol-bar concert (12), Spotlight (P-6), Grandparents' Day, and Presentation Nights. Numerous students were involved in these events and many families from our community enjoyed attending one or several of these cultural events.

The social climate of the school:

Suncoast Christian College exists to provide Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility.

All teaching and activities undertaken during have been developed from the College's Christian world view which is supported by our Christian Studies Curriculum, Chapel activities, School Chaplains and the covering of Suncoast Christian Church, headed by the Lead Pastors.

Parental involvement:

As the partnership between the College and home is of paramount importance in attaining the best possible outcomes for our students across academic, physical and spiritual life, we continued to actively promote open channels of communication. This is facilitated by communication via email and SEQTA (the student learning portal), student diaries and the publication of the Secondary School student assessment calendars.

Suncoast eNews keeps families up to date with College life and is produced and emailed to families fortnightly.

We introduced SEQTA Engage for parents who have their own username and password to login to view their child's timetable information, assessment results, school reports, daily notices and policy documents. Direct messages are sent through SEQTA to parents and the SEQTA App provides push notifications of announcements as well as emails and home communications.

Parents can be involved with their children's learning and assessment through the SEQTA Engage portal which provides access to a wide variety resources about their child's learning program, assessment tasks and feedback on their progress.

The Parent Handbook is available online and provides pertinent information in one publication for ease of reference throughout the College year.

Valued Volunteers Program

Approximately 70 people indicated that they wished to be a part of our Valued Volunteers program during the year. Although the vast majority of volunteers were parents of students, they also included a small number of grandparents and other persons not directly connected to the College body. Volunteers were asked to nominate any areas of interest from the following: Manual Arts, covering library books, in-class assistance, computing, Support-A-Reader, administration work, gardening, College Café, building maintenance, Library, Suncoast Festival, Home Economics and class Parent Reps, as well as nominating their availability of days. This database allowed ease of locating volunteers to meet specific needs as required.

Many hundreds of hours were volunteered, with assistance in classrooms being the most prevalent. Many volunteers also assisted with Suncoast Festival, swimming lessons, Support-A-Reader and special class excursions.

A Valued Volunteer afternoon tea was held to honour the valuable contributions of our volunteer body. Our Volunteer Coordinator also organised small thank you gifts and communications of appreciation throughout the year.

Parent Representatives

Parent Reps continued to assist in maintaining strong links between the College and families. They were instrumental in supporting Suncoast Festival and acting as a liaison between parents. They welcomed many new students to the College and many hosted morning and afternoon teas and other events as an opportunity for parents to get together and establish links with each other.

Parent Reps were involved in:

- supporting their child's teacher;
- acting as the link between teacher and parents;
- coordinating social activities for their classes' parents/families;
- assisting in gathering volunteers for activities such as excursions, Arts on Twilight and carnivals; and
- being part of the induction process for new families.

Of course, the Parent Representatives are to be especially thanked for the role they played in coordinating class stalls for our Suncoast Festival.

Seminars

A Support-A-Reader Seminar was conducted in Term 1. Participants trained in the strategies to support reading and learnt about the skills required to learn to read. Some of those who trained offered their services to support children from Year 2 - 6 in the Support-A- Reader program.

A successful parent Seminar was conducted in Term 1 in relation to cyber-safety, the College filtering software and parenting in the digital age.

Parents and Friends Association

The P&F Association chiefly operates to facilitate opportunities for parents and friends of the College to be involved in enriching the College Community.

While many will be aware of the fundraising activities of the P&F, monthly meetings also provide an opportunity for information on future developments and educational initiatives within the College to be shared with the parent body. Monthly meetings were held in the Taylor Centre every second Monday of the month at 2:15pm.

Fundraising opportunities this year included the Father's Day and Mother's Day Stalls and fundraising at the Suncoast Festival. P&F fundraising is directed to enhancing facilities of the College.

Parent, staff and student perceptions of the College

The College has continued to develop ongoing mechanisms for monitoring and evaluating parental satisfaction. Feedback was monitored through student diary communication, emails, letters, phone calls, new student feedback questionnaires and comments during parent teacher interviews. Departure surveys also provided helpful feedback.

A survey is always conducted with new families approximately 6 weeks after enrolment has commenced.

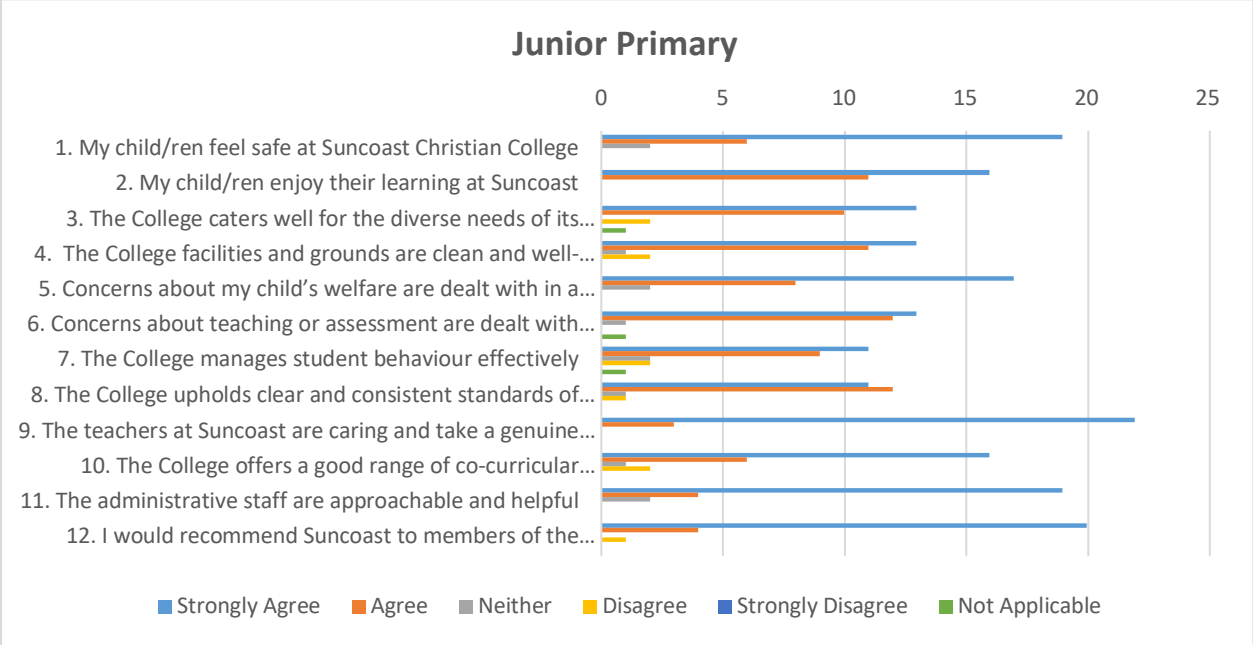
Student satisfaction surveys were conducted by all teachers from Years 4-12 during Terms 1 and 3 of 2019. The results were used to inform continuous improvement strategies in the College.

The following are the most recent results obtained from the Parent Satisfaction Survey conducted by the College in 2018. College parents will be surveyed again in 2020.

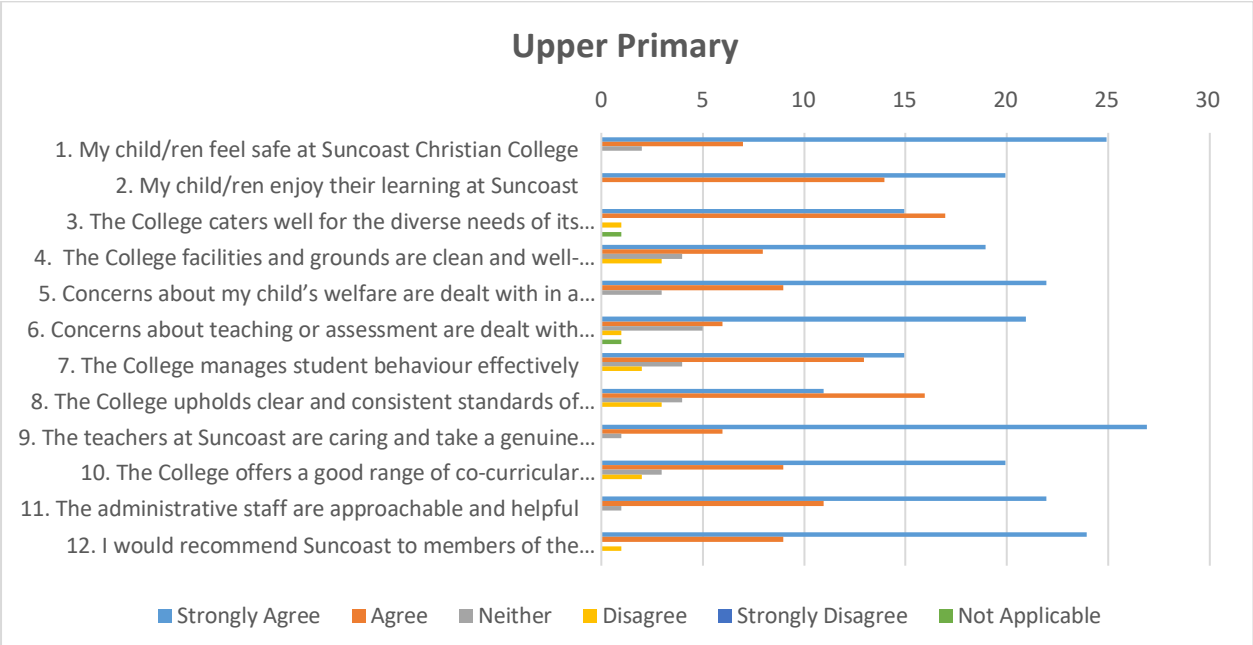
Overall, the results are a very strong affirmation of our values and programs and are invaluable in identifying areas for development.

Parent Perception Survey Results 2018

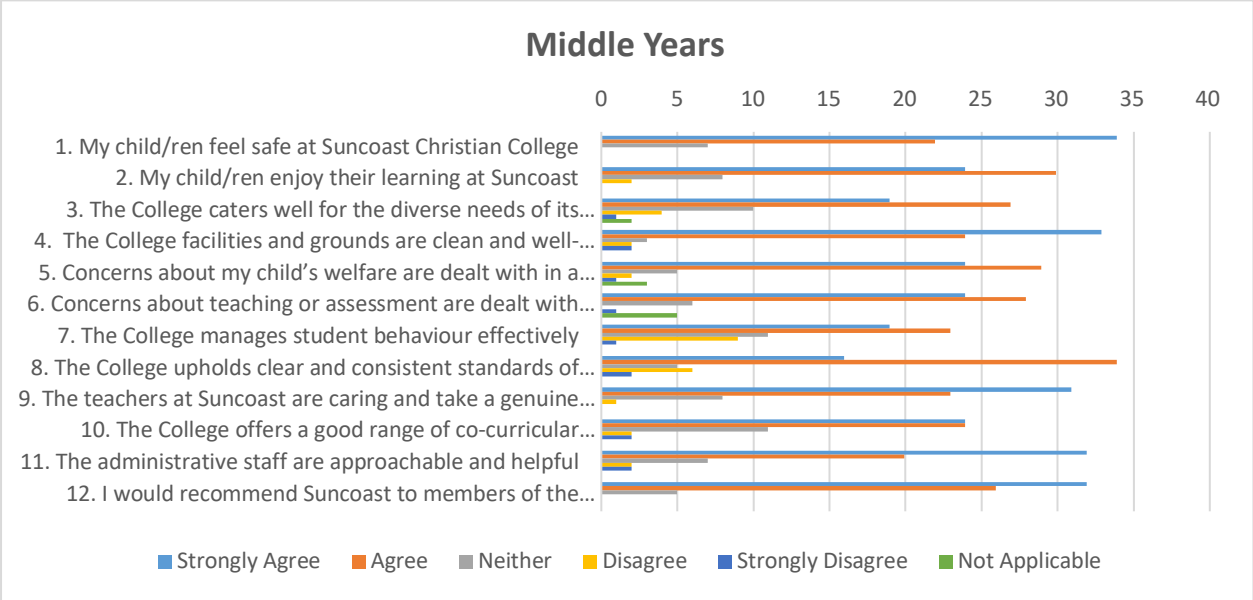
JUNIOR PRIMARY



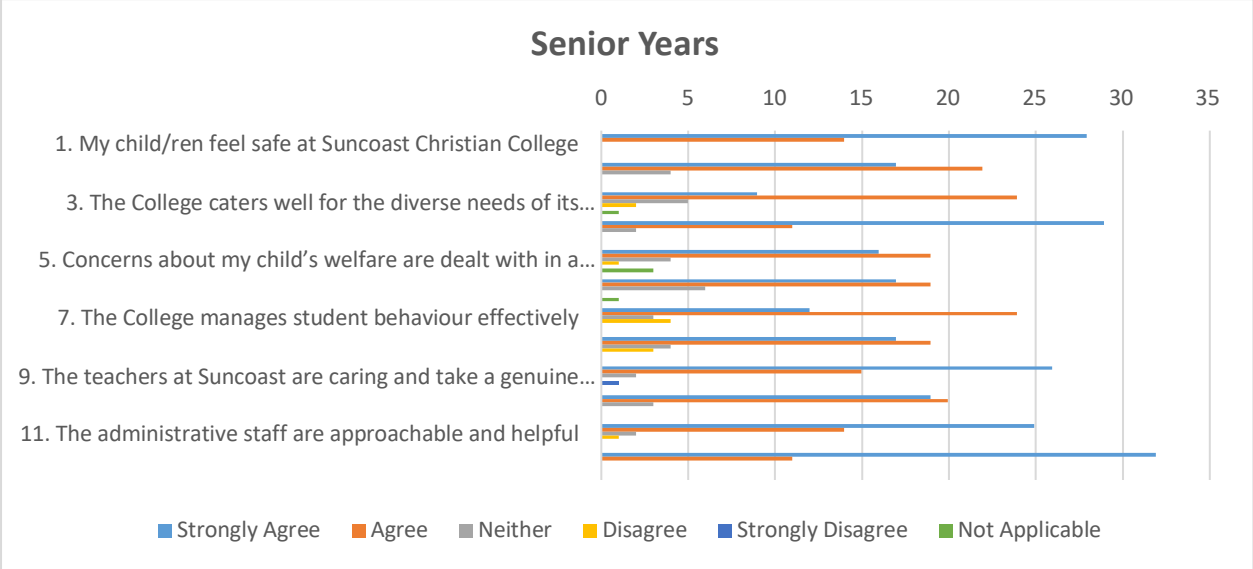
UPPER PRIMARY



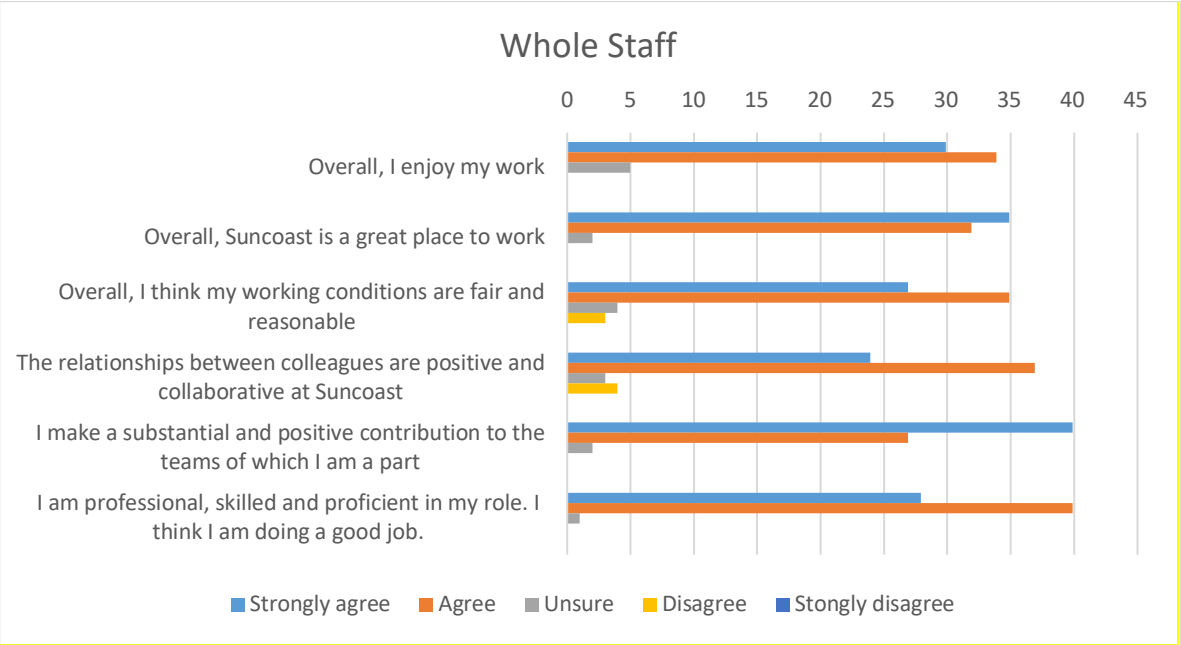
MIDDLE YEARS

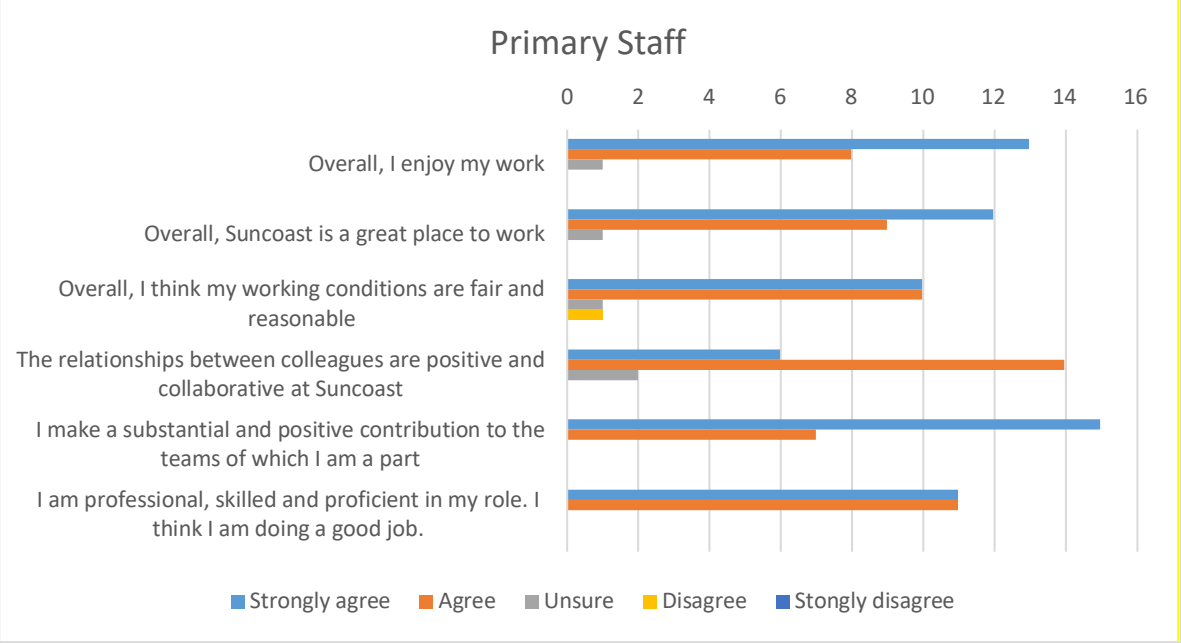


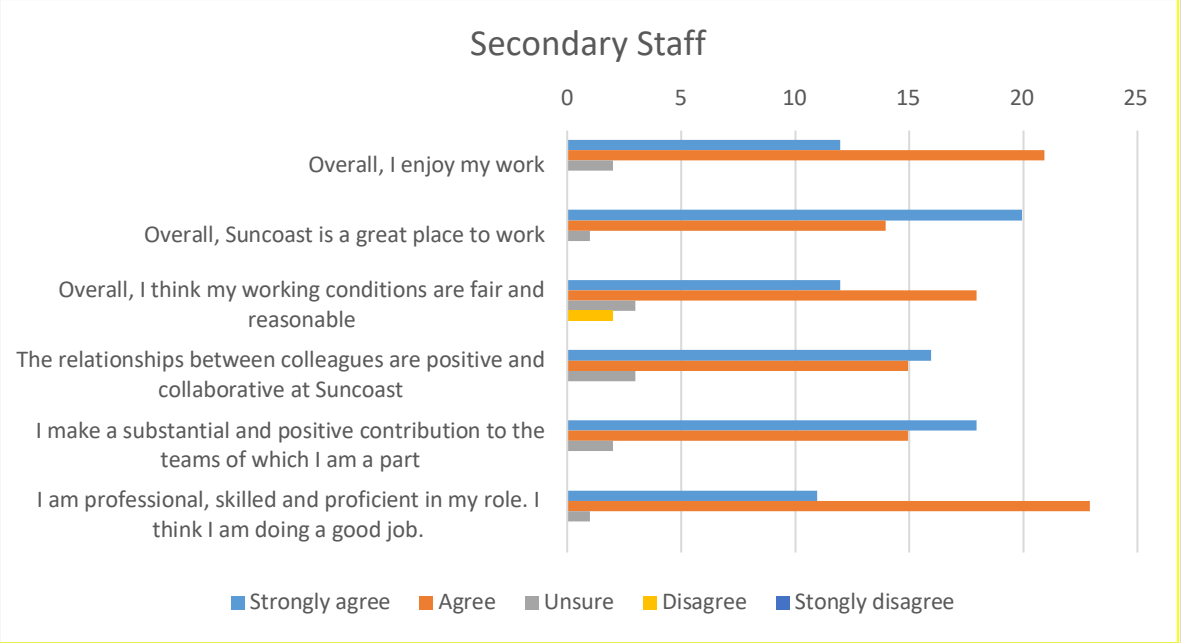
SENIOR YEARS

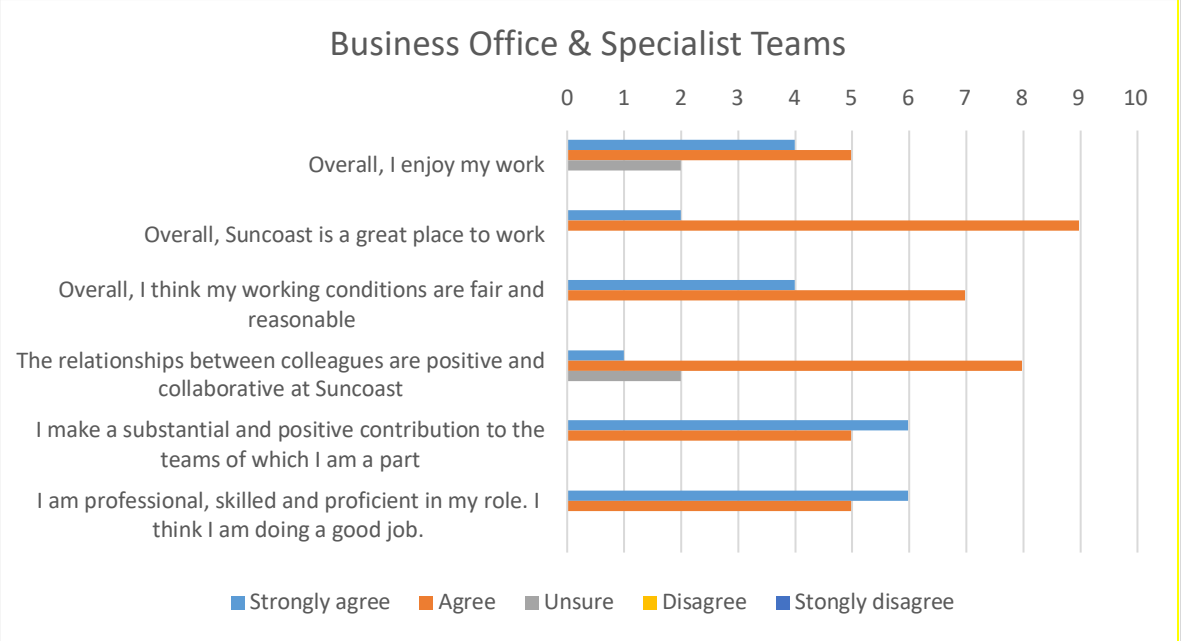


Staff Perception Survey Results 2018









Contact for further information

Ms Michelle Frost Principal's Assistant

STAFFING INFORMATION

Staff composition, including Indigenous staff: Description of the school's staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	68	85	1
Full-time equivalents	57.7	52.8	.8

Qualifications of Leadership and teachers:

College Leadership and Teaching Staff

LEAD PASTORS

Mr Jonathan Gullo, BSocSc, DipMin, OM

Mrs Chloe Gullo, BBus(HR), BSocSc(Psych)

COLLEGE BOARD

Mr Andrew Ryan, B. E.(Civil); MBA; GAICD; CPEng; NPER(3); RPEQ; FIEAust; FIPWEA – Chair

Mr Mark Furler, BBus

Dr Chas Gullo, CertMin, BDSc(Qld), MSc(Lond)

Mr Jonathan Gullo, BSocSc, DipMin, OM

Mrs Meloney Steyl, B.Compt

Dr Alison Willis, Ph.D, M.Ed, B.Ed.

Mr Russell Madden, Assoc. Dip Business (Real Estate Valuation)

LEADERSHIP TEAM

Principal - Mr Gregory Mattiske, BA, GradDipEd

Deputy Principal – Mr Phillip Rockliff, BEd

Head of Primary – Ms Melanie Mitchell, BAppSc(PRM), GradDipEd

Deputy Head of Primary – Mrs Marion Trotter, BSocSc, GradDipEd(Prim)

Director of Student Development – Mr Garth Reid, BMin, GradDipEd, DipChristianMin, DipJ, CertIVTAE

Director of Studies – Mrs Lyndall Waters, BEd(Sec)

Director of Teaching & Learning – Ms Haley Whitfield, BMS, GradDipTeach, MEd(Research)

Business Manager – Mr Moses Faleafa, BBus | CPA | CTA

P-12 INSTRUCTIONAL DESIGNER, DIGITAL TECHNOLOGIES

Mr Adam King, MEd, GradCertProfLearning, BEd, BTeach

HEAD OF ARTS

Mrs Tanya Holthausen, DipEd

HEAD OF ENGLISH

Mrs Rosemarie Blakeston, BA, GradDipEd

ACTING HEAD OF MATHS

Mrs Kathryn Crow, BSc(AdvSc), GradDipEd**HEAD OF HEALTH & PHYSICAL EDUCATION**

Mr Trent Raddatz, BEd, CertIIIFitness

HEAD OF SCIENCE

Dr Helen White, BVSc(Hon), GradDipBiotech, DipEd, BSc, CertYthMin

HEAD OF HUMANITIES

Mrs Emily Hynes, BA; GradDipEd

HEAD OF SPORT (P-12 SPORT COORDINATOR)

Mr Mark Lester, BEd, DipChristianMin

COLLEGE CHAPLAINS

Ps Steven Lawrance

Ps Mel Wolter, BN, CertIV Pastoral Care

LEARNING SUPPORT COORDINATORS

Mrs Judith Bowden, DipT, CertIVTAE

Mrs Joanne Barrett, BA, GradDipEd, MEd, GradDipBibSt

VOICE & INSTRUMENTAL MUSIC PROGRAM – SUNARTS

Mr Kenneth Bowden, ATCL(Piano)BSZ98, CertIVTAE

LIBRARY MANAGER

Mrs Karen Fox, DipT(Prim), GradDip, BA(Ed)

SECONDARY YEAR LEVEL COORDINATORS

Mr Dirk Lategan, BSc, HDipEd

Mr Daniel Prinsloo, DipEd, DipEd

Mr Felix Sibarani, BInfo&CommTech(Business Systems), GradDipEd

Mrs Roslyn Styles, GradCertEdSt(EC), DipT, CertIII(Allied Hlth), CertIVTAE, CertIVHosp

Mrs Natasha Tomlins, BA, GradDipEd

Mr Lourens Warricker, HEd, FDipEd, BA(Ed)

SECONDARY TEACHERS

Mrs Jacki Best, BMus, BEd

Mrs Bindi Brien, GradDipEd, Dip(Biblical Studies), BArts, CertIVTAE

Mr Timothy Close, BSSc, GradDipEd

Mrs Tania Cox, BEd, DipT

Mr Kieran Eskdale, BEd

Mr Denis Fricot, MEd, BEd, DipT

Mrs Meagan Gamble, GradDip, BFineArts

Mrs Lauren Halson, BEd, BSc

Mr Peter Herbert, BAgricSc, BTheol

Mr E Howell, BScEnv; GradDipEd

Mrs Erica Imhoff, GradDipEd

Ms Christine Jones, BEd, CertIVTAE

Mrs Jennifer Kingi, MEd, BEd, DipT, CertIVChrMin, CertIVTAE

Mrs Vicky Lester, BEd, DipBus, CertIVTAE

Miss Tiona McMenamin, GradDipL&T

Mr Bernard O'Sullivan, DipT

Mr Andrew Riek, BEd

Mrs Amanda Rockliff, BEd

Mrs Maria Tanase, BEd, MSAppPhy, MSChem, BSChemPhy

Mrs Natalie Ukkola, MAppLing, BEd, BTeach, CertIVTESOL

Tayla James

PRIMARY TEACHERS

Mrs Lynette Bartlett, DipT(EC)

Mr Tim Bell-Turner, DipT

Mrs Lynn Camilleri, BLearningMgt

Mr Dennis Clark, BEd, DipEd, CertDeafEd, CertIII IT

Mrs Naomi Clasohm, GradDipEd, BAEdTheatre, English(Hons)

Mrs Fiona Deighton, DipCouns(Chr), GradDipEd, BTeach

Miss Rebecca Forrest, BEd

Mrs Susan Gray, DipT

Ms Sandy Hinton, BLM(Prim), DipChrMin

Miss Deborah Johnson, BA, GradBEd, GradCert (Teaching second languages), MAppLing

Mrs Kym Lilley, BTeach, BEd

Mrs Julia Low, BEd

Mrs K Noke, BA, BEd

Mrs Elizabeth Parry, BBus, BEd

Mrs Kayla Perugini, BSocSic, GradDipEd, MCouns

Mrs Robyn Reeves, BEd, MEd, CertSpecialEd, CertGifted&TalentedEd

Mrs Debra Rogers, DipT

Mrs Jessica Searle, BLearningMgt

Mrs Liana Simpson, BEd

Mrs Sandra Thornton, BLearningMgt

Mrs Ruby Tuite, DipEd

Mrs L Van der Hulst, BEd

Qualification	*Percentage of classroom teachers and school leaders at the school who hold this qualification*
Doctorate or higher	0
Masters	14.70
Bachelor Degree	66.18
Diploma	17.65
Certificate	1.47

Expenditure on and teacher participation in professional development 2019

Description of PD Activity	***Number of teachers participating in activity***
Annual School Mission, Vision & Goals Session	69
Annual Goal Setting	69
Curriculum, planning and Cyclical Review expectations	69
Learning Support, Adjustments for needs of learners, NCCD documentation requirements	69
Junior Primary Teachers & TA's: *Get Reading Right*, guest speaker & training workshop	18
Junior Primary Teachers & TA's: *Get Reading Right*, 2 – day school visit classroom sessions	18
Upper Primary Teachers & TA's: *Words Their Way*, guest speaker & training workshop	15
Teaching teams ad departments guided collaborative planning meetings	21
Secondary: Library e-resources, Turnitin, ICT integration	19
Studies: Academic Tracking, data analysis, Y12 student outcomes	19
Studies: Senior teachers: New senior curriculum	19
Teaching & Learning: Assessment, Task Design, Task Sheets and rubrics	69
SEQTA Learn & Engage: Continuous assessment feedback (live reporting)	69
SEQTA Teach: Marks books and Assessment	69
SEQTA Learn & Engage – Cover Pages and Online Learning	69
Pedagogical Coaching, Lesson Observations and Feedback	69
Final Reflection Tool & Pedagogical Coaching Feedback	69
Pedagogical Coaching Lesson Observation and Feedback	69
Classroom Walk Through days observing pedagogy, learning space, learning goals	69
Walk Through data analysis, findings and new directions	69
Annual Child Protection Training	69
Annual Manual Handling Training	69
Annual Voice Safety Training	69
Annual Fire Safety Training	69
Annual Cybersafety Training	69
Annual First Aid & CPR Training	69
External: Calmer Classrooms: Understanding & Educating Boys	6
External: Calmer Classrooms: Behaviour Management Essentials	3
External: Powerful Partnerships: Effective Pedagogy	2
External: Powerful Partnerships: Leadership	6
External: Powerful Partnerships: Conflict to Collaboration	2
External: QCAA Workshops: Senior Curriculum, Endorsement, Confirmation, Cognitive Verbs,	40
External: ISQ Workshops: ASD, Dyslexia, NCCD, teachers and TA's	12
External: Kathy Walker workshops, Prep teachers	3
External: TribalLink KabiKabi cultural training	18
External: Certificate 3 in Fitness	3

Total Number of Teachers	*Total expenditure on teacher PD (as recorded in Financial Questionnaire)* - includes salary for teacher release	*Average expenditure on PD per teacher*
69	*$ 192,056*	*$ 2,783*

The total funds expended on teacher professional development in 2019 were $192,056 including salary for teacher release, and Start Up and PD weeks. The major professional development initiatives were as follows: SEQTA, QCAA, New Senior Curriculum and Primary Literacy. The participation of teaching staff in professional development activities during 2019 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 Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
68	189	681.28	94.7%

For permanent and temporary teaching staff and school leaders the staff attendance rate was **94.7%.**

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of program year (Head Count)	Number of these staff retained in the following year	% Retention rate
68	65	95.59%

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

Student attendance - 2019												
Student attendance for each year level (%)												
P	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**Y12**
90.55	92.25	91.72	91.71	90.91	91.51	91.36	91.31	89.55	88.26	88.69	88.61	85.84
The average attendance rate for the whole school as a percentage in this year was **90.02%**												
Description of how non-attendance is managed by the school												
Attendance is managed by Roll taking procedures. For students, absent without explanation, an SMS is sent to the parent notifying them of this. The procedure is outlined in the Parent Handbook.												

NAPLAN Results for Years 3, 5, 7 & 9 from 2015 to 2019

READING				
Year	**Average Score (School)**	**Average Score (National)**	**Difference to National Score**	**% at or above National minimum standard**
Year 3 (2017)	441	431	10	100
Year 3 (2018)	430	434	-4	100
Year 3 (2019)	435	432.3	2.7	97
Year 5 (2017)	506	506	0	100
Year 5 (2018)	524	509	15	100
Year 5 (2019)	510	506	4	96
Year 7 (2017)	546	545	1	98
Year 7 (2018)	544	542.0	2	96
Year 7 (2019)	551	546.0	5	100
Year 9 (2017)	590	581	9	94
Year 9 (2018)	586	584	2	96
Year 9 (2019)	579	580.4	-1.4	97.1

WRITING				
Year	**Average Score (School)**	**Average Score (National)**	**Difference to National Score**	**% at or above National minimum standard**
Year 3 (2017)	410	414	-4	100
Year 3 (2018)	379	407	-28	92
Year 3 (2019)	405	423	-18.1	97
Year 5 (2017)	465	473	-8	94
Year 5 (2018)	471	465	6	95
Year 5 (2019)	474	474	0	96
Year 7 (2017)	516	513	3	94
Year 7 (2018)	501	505	-4	92
Year 7 (2019)	498	513	-15	91
Year 9 (2017)	573	552	21	89
Year 9 (2018)	543	542	1	84
Year 9 (2019)	537	549	-12	74

SPELLING				
Year	**Average Score (School)**	**Average Score (National)**	**Difference to National Score**	**% at or above National minimum standard**
Year 3 (2017)	418	416	2	98
Year 3 (2018)	394	418	-24	95
Year 3 (2019)	414	419	-5	97
Year 5 (2017)	496	501	-5	96
Year 5 (2018)	514	503	11	100
Year 5 (2019)	494	501	-7	96
Year 7 (2017)	544	550	-6	100
Year 7 (2018)	538	545	-7	96
Year 7 (2019)	537	546	-9	94
Year 9 (2017)	575	582	-7	97
Year 9 (2018)	584	583	1	93
Year 9 (2019)	582	582	0	99

GRAMMAR AND PUNCTUATION				
Year	**Average Score (School)**	**Average Score (National)**	**Difference to National Score**	**% at or above National minimum standard**
Year 3 (2017)	448	439	9	100
Year 3 (2018)	416	432	-16	100
Year 3 (2019)	465	440	25	100
Year 5 (2017)	503	499	4	94
Year 5 (2018)	531	504	27	100
Year 5 (2019)	501	499	2	96
Year 7 (2017)	527	542	-15	92
Year 7 (2018)	546	544	2	99
Year 7 (2019)	557	542	15	99
Year 9 (2017)	565	574	-9	94
Year 9 (2018)	585	580	5	98
Year 9 (2019)	569	573	-4	91

NUMERACY				
Year	**Average Score (School)**	**Average Score (National)**	**Difference to National Score**	**% at or above National minimum standard**
Year 3 (2017)	417	409	8	98
Year 3 (2018)	431	408	23	100
Year 3 (2019)	425	408.1	16.9	100
Year 5 (2017)	499	494	5	98
Year 5 (2018)	491	494	-3	100
Year 5 (2019)	492	495.8	-3.8	98
Year 7 (2017)	549	554	-5	99
Year 7 (2018)	554	548	6	99
Year 7 (2019)	554	554.1	-0.1	100
Year 9 (2017)	587	592	-5	99
Year 9 (2018)	592	596	-4	100
Year 9 (2019)	584	592	-8	100

Senior School Outcomes

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	55
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Overall Position (OP)	26
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	8
Number of students awarded one or more Vocational Education and Training (VET) qualifications	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12	51
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	89%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	94.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	96%

Apparent Student Retention Rates

Our population trend tends to fluctuate, mimicking the transient nature of the Sunshine Coast population.

Year 12 student enrolment as a percentage of the Year 10 cohort is 83%

Queensland Year 12 Post School Destinations (Next Step Survey)

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2017, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between March and June 2018, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey. The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
49	70	70

Main Destination	*Number of Students in each category*	*Percentage of Students in each category*
University (degree)	23	46.9
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	3	6.1

Working full-time	6	12.2
Working part-time/casual	11	22.4
Seeking work	2	4.1
Not studying or in the labour force	1	2
Total Year 12 students	49	

SUNCOAST
CHRISTIAN COLLEGE

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