

# Westside Christian College Annual Report 2015

## Descriptive Information – Based on 2015 Data

This section encourages schools ‘to tell their story’ in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school’s demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

### School Sector:

Independent

### School’s Address:

Secondary Campus – 65 Stuart Street, Goodna.  
Primary Campus – 110 Stuart Street, Goodna.

### Total Enrolments:

892

### Year Levels Offered:

Prep to Year 12



### Co-education or Single Sex:

Co-educational

### Characteristics of the Student Body:

Based on the Commonwealth Government Census in 2015 the proportion of boys and girls was as follows:-

49.44 % male students

50.56 % female students

Our Student Body is made up of young people who come from various countries :- Australia; Burma (Myanmar); Canada; China; Congo; England; Ethiopia; Hong Kong; India; Ireland; Kenya; Malaysia; Nepal; New Zealand; Papua New Guinea; Philippines; Samoa; Singapore; South Africa; Spain; Switzerland; Tanzania; United Arab Emirates; United Kingdom; USA; Vietnam; Zambia; Zimbabwe.

Proportion of Indigenous Students in 2015 was 1.46 %.

### Distinctive Curriculum Offerings:

SEE – Special Education Element and ELC – Exceptional Learning Centre;  
Extension includes participation with – The Science & Engineering Challenge; The Australasian Brain Bee Competition; and National Subject Competitions.

### Extra-curricular Activities:

Sporting activities include – Touch Football; Netball; Football; Rugby Union; Futsal; Athletics; Swimming; Cross-country and Intercollegiate Schools and District Competitions.

Cultural activities include – Drama productions; Funk Jazz Rock Band; Symphonic Band; and Primary Dance Eisteddfod.

### Social Climate:

F.I.T. (Fitness-Integrity-Tenacity) Chicks – endeavours to equip girls with the skills, abilities and determination to overcome the hurdles that life may present.

B.O.B.S. (Building Outstanding Blokes) – is a boys mentoring programme aimed to restore boys' enjoyment and confidence in learning.

Bounce Back – wellbeing and resilience programme that aims to create the building blocks and personal skills used to foster resilience in children.

R.A.K. (Random Acts of Kindness) – aims to give students the opportunity to support their local community through various services and activities.

Child Protection & Anti Bullying – the college is committed to the protection of all its students.

See our website for these policies.



### Parental Involvement:

College Board

P.F.A. (Parents and Friends Association)

Parent Volunteers – invaluable in class help, excursions, sports and carnivals

### Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies. If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

**Parent Satisfaction:-**

Our boys started at Westside mid-way through their secondary schooling, and from the very first day were made to feel thoroughly welcome by both students and staff. Within a short period of time, the boys made many new friends and became involved in a number of programs on offer.

We have been incredibly impressed by the College. The staff genuinely care and are passionate to see students learn and grow. We have also been amazed at the continuous extent of encouragement provided to our boys by various teachers and staff. Directly connected with this, we have seen a marked improvement in the boys' academic results, personal work ethic, confidence and motivation to try their hardest. They enjoy going to school every day. What more could you want for your child from a secondary school? Westside Christian College has exceeded our expectations at every level.

Westside has had a very positive impact on our family and we are so thankful to be part of this wonderfully caring school community. Our only regret is that we didn't start our boys at Westside earlier. We would unequivocally recommend the College to anyone who wants a well-rounded schooling experience for their child, under the guidance of caring, motivated and talented teachers and support staff.

**Phil and Tash Nickerson, Parents****Parent Satisfaction continued:-**

Today many things have become disposable (get it, use it, get another one); electrical appliances, cars, even houses; here today gone tomorrow. Most disturbingly friendship seems to be on its way to becoming a disposable item - hang with the friends that are trendy today and move on to the next group when the fashion has changed.

Westside Christian College has provided my boys with a strong dependable friendship base - friends that are always there despite the latest fad, friends that are there for each other in the hard times and the good times. These friendships go beyond the things of the world and into a deep place of spiritual care and understanding. We're up to nine years since my boys have left school and those friendships are still as solid as the rock they were built on.

With my youngest boy now in Year 9 I can see the same comradeship developing for him through his school life. I have seen 12 year old boys care for each other in times of great sorrow with more maturity than I would expect from most adults. This friendship is not due to extraordinary individuals but is the personification of Christ's love radiated from a truly unique and Godly school. Westside Christian College builds great friendships forever in the name of Christ.

**Clyde Lewis, Parent**

Westside Christian College is a great school for our children. It provides a safe learning environment where kids are inspired and where the teachers and staff are approachable and genuinely care.

The staff really encourage children to be involved, and celebrate their achievements, whether in sports, the arts, or academically. We love the sense of community Westside promotes, and the opportunities our children have to participate in all areas of school life.

**Martin and Leisa Bird, Parents**

Westside Christian College has been a blessing to our family ever since our oldest child commenced there eight years ago. The Christian and caring ethos at Westside means that students feel both accepted and valued. As a result, the students feel secure, they enjoy their schooling experience and they blossom both academically and personally. We are thrilled to recommend this school to other families seeking a positive education environment for their children.

**Peter and Bethany Kelly, Parents**

**Teacher Satisfaction:-**

“Westside has a very strong culture of loving others. I love being able to teach at a college that not only focuses on the achievement of students but on students’ social, emotional and spiritual wellbeing. I feel encouraged that I can come to work and have colleagues that will support me not only through my teaching but through the ups and downs of life as well. Being able to teach at Westside is a privilege that I am very thankful for.” **Year 3 Teacher**

“I have enjoyed working at Westside Christian College for over a decade now. It is a delight to work with children in a Christ centered environment, within a caring community. I have had the privilege of seeing many students grow in both their spiritual understanding and academic knowledge over the years.” **ICT Teacher**

**Contact Person for Further Information:**

The title of a school-based contact person for further information on the school and its policies

Mr Barry Leverton – College Principal

**School Income Broken Down by Funding Source**

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

**Staffing Information****Staff Composition, Including Indigenous Staff:**

Total number of staff : 129 ( 66 full-time, 48 part-time, 13 contract, 2 salary)

Total number of teaching staff : 74 (48 full-time, 19 part-time, 7 contract)

Total number of non-teaching staff : 55 (15 full-time, 29 part-time, 9 contract, 2 salary)

**Qualifications of all Teachers:**

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0 %
Masters	16.2 %
Bachelor Degree	74.3 %
Diploma	8.1 %
Certificate	1.4 %

**Expenditure on and Teacher Participation in Professional Development:****a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
My Big Campus – Learning Management System	All teachers
Handling Workplace Stress	All secondary teachers
Literacy; Asthma; Ipod & Fire Training Sessions	All primary teachers
Total number of teachers participating in at least one activity in the program year	All teachers

**b) Expenditure on Professional Development**

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
74	\$35,850.00	\$484.45
The total funds expended on teacher professional development in 2015		\$35,850.00
The proportion of the teaching staff involved in professional development activities during 2015		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

**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
74	179	265	98 %
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98 % in 2015.			

**Proportion of teaching staff retained from the previous year:**

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
74	72	97 %
From the end of 2014 97 % of staff were retained for the entire 2015 school year.		



## Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2015 was 94.77 %

### Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Prep	93.41 %
Year 1	91.32 %
Year 2	93.86 %
Year 3	94.79 %
Year 4	94.35 %
Year 5	94.04 %
Year 6	94.34 %
Year 7	95.83 %
Year 8	97.64 %
Year 9	95.02 %
Year 10	92.64 %
Year 11	94.58 %
Year 12	95.23 %

### A description of how non-attendance is managed by the school:

Any unexplained or unexpected student absences are investigated by the College Receptionist on a daily basis. Should there be any ongoing or extended student absences these are followed up by the relevant Year Level Co-ordinators.



## NAPLAN results for Years 3, 5 and 7 and 9 in 2015

### Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.



When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Benchmark Data for Year

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	445	426	96 %
Year 5 (2015)	517	499	98 %
Year 7 (2015)	552	546	96 %
Year 9 (2015)	597	580	94 %
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	438	416	97 %
Year 5 (2015)	493	478	97 %
Year 7 (2015)	516	511	93 %
Year 9 (2015)	538	547	80 %
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	418	409	96 %
Year 5 (2015)	501	498	97 %
Year 7 (2015)	545	547	94 %
Year 9 (2015)	602	583	94 %
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	470	433	94 %
Year 5 (2015)	545	503	95 %
Year 7 (2015)	570	541	93 %
Year 9 (2015)	612	568	93 %
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	413	398	97 %
Year 5 (2015)	502	493	97 %
Year 7 (2015)	547	543	99 %
Year 9 (2015)	612	592	96 %



### Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 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 were in Year 10, two years previously (this may be greater than 100%).

Year 12 student enrolment as a percentage of the Year 10 cohort is 77%.

### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	79
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Overall Position (OP)	64
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
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	65
Number of students awarded an International Baccalaureate Diploma (IBD)	N/A
Percentage of Year 12 students who received an OP1-15 or an IBD	76.2 %
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	87.3 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98.2 %

### Post-school Destination information from the current Next Steps Survey as follow:



### Background information on how the Next Steps survey was conducted:

Background information:

The Next Step Survey is conducted by D.E.T.E. between March and June 2016 with results being published in August 2016.

### School Response Rate to the Survey:

Number of Year 12 students in 2015 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
79	64	81 %

**Definitions of main destinations (see table below)**

**Summary of findings in relation to main destinations of students:**

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)	36	56.3 %
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	14	21.9 %
Working full-time	4	6.3 %
Working part-time/casual	8	12.5 %
Seeking work	2	3.1 %
Not studying or in the labour force	-	-
Total Year 12 students	64	100 %

